



Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>In addition to personal conversations with all stakeholders, input has been sought through multiple stakeholder meetings. Ongoing and continued conversations with stakeholders at monthly PBIS meetings, monthly leadership meetings, monthly PTO board meetings, monthly parent communication/awards ceremonies, ELAC meetings (10/11/16, 1/24/17, 4/5/17, 10/18/17), SSC meetings (2/27/17, 6/8/17, 8/31/17), BTS Nights, staff meetings.</p> <p>Continual input sought through ongoing stakeholder and parent communication.</p> <p>Monthly input sought through school newsletter, and two stakeholder surveys.</p> <p>Data analysis and review in winter and spring of 2017 with SSC as well as with staff.</p> <p>Data shared out with staff at staff meeting and reviewed by grade level PLCs.</p> <p>Additional data shared as 2016 SBAC scores have been released.</p> <p>Dashboard data shared at staff meeting.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Based on input from stakeholders and data:</p> <p>Interventions in place are continuing to support growth. These include professional development for teachers, release time for observation, data meetings, and professional development, targeted intervention during the school day, systemic response to intervention for both behavior and academic needs. It is recommended that interventions in place continue. In addition, addition of a full time counselor and funding for an Academic Intervention teacher were added. Replacement of aging technology (projectors, document cameras, printers) was also added.</p> <p>Supplies to support maintenance of above programs was also added.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams
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- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Provide targeted small group instruction for students within and outside the school day. Student groupings to be fluid and based on ongoing progress monitoring and PLC common assessments.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Academic Intervention Teachers	Small group learning effect size: .49	<ul style="list-style-type: none"> • Ongoing progress monitoring based on site-wide common assessment plan (assessments vary by grade level/student need)

What funding source will you use?

LCFF Supple/Conc TK - 6
0000 Unrestricted 78,000

Actions/Services 1.1.2

Principally Targeted Student Group

- All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplemental small group instruction during the school day as well as after school tutoring.	Small group learning effect size: .49	<ul style="list-style-type: none"> • CELDT/ELPAC scores • AMAOs • SBAC • Student progress monitoring data

What funding source will you use?

EL Supplemental Program Services TK-6
0000 Unrestricted: 7,175
 GATE: 3,000
 Intersession/Intervention: 36,000

Site Goal 1.2

Provide supplementary curriculum, technology, resources and supplies to support targeted student instructional needs.

Metric: Instructional Materials

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase additional technology and instructional supplies for workshop, WINshop, and intervention.	Small group learning effect size: .49	Ongoing progress monitoring based on site-wide common assessment plan (assessments vary by grade level/student need)

What funding source will you use?

LCFF Supple/Conc TK - 6
0000 Unrestricted: 10,000

Site Goal 1.3

Provide release time for teachers to observe each other, analyze data, collaborate on instructional strategies and student learning. Provide coaching for new vice principal to improve effectiveness in participating in the collaborative instructional conversations.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time for teachers to analyze data, observe, participate in collaborative conversations with administration and instructional coaches	Effect size of collective teacher efficacy: 1.57	<ul style="list-style-type: none"> • Analysis of progress monitoring data • Classroom walk throughs to observe site-wide calibration of research based best practices

What funding source will you use?

GATE: 1,000
 LCFF Supple/Conc TK - 6
0000 Unrestricted: 30,000

Actions/Services 1.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Provide administrative coaching for new vice principal	Professional development effect size: .62	Progress toward EGUSD Leadership Standards

What funding source will you use?

LCFF Supple/Conc TK - 6
0000 Unrestricted: 1,000

Site Goal 1.4

Teachers will receive additional professional development in Explicit Direct Instructional strategies through presentation as well as lesson study.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional and follow up training in Explicit Direct Instruction with Dataworks as well as release time for lesson study.	Effect size of Teaching/Instruction Strategies/Strategies Emphasising Feedback/ 1.29	<ul style="list-style-type: none"> • Student progress monitoring • Walk through data • SBAC • Benchmarks (K-1) • Embedded curricular assessments

What funding source will you use?

LCFF Supple/Conc TK - 6
0000 Unrestricted: \$54, 836

Actions/Services 1.4.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Provide substitutes for teachers to meet with parents and to collaborate with other site/district personnel.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group		
• EL • R-FEP		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide a roving substitute, at least one day per month, for teachers to meet with instructional coaches, parents, RSP, administration and other site personnel to discuss student progress and additional support needs.	Collective teacher efficacy effect size: 1.57 RTI effect size: 1.07	<ul style="list-style-type: none"> Site based progress monitoring assessments (vary by grade level) Curricular embedded assessments PLC developed assessments SBAC
What funding source will you use?		
EL Supplemental Program Services TK-6 0000 Unrestricted: 7,000		

Site Goal 2.2

Assess all English Language Learners using CELDT/ELPAC.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group		
• EL		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Assess all EL students, annual and initial, to determine English proficiency as well as strengths/needs/progress in each strand of English acquisition.	Information derived from the CELDT/ELPAC assessments support schools in identifying students who need to improve their skills in specific domains (listening speaking reading writing) so that teachers can target student needs during designated and integrated ELD.	<ul style="list-style-type: none"> CELDT/ELPAC completion
What funding source will you use?		
EL Supplemental Program Services TK-6		

0000 Unrestricted: 7,000

Site Goal 2.3

Assess all 3rd graders for GATE identification.

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time for teachers to assess all third grade students for GATE identification.	Effect Size for Testing: .52	Number of students assessed and qualified for GATE based on 3rd grade assessments.

What funding source will you use?

GATE: \$1,000

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Provide MHT counseling support small group, 1:1, as well as for classroom instruction in skills for school, social, and academic success.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide MHT counseling services for small groups (students to be identified by site data and Tier II PBIS team), 1:1, as well as to groups. MHT support to build staff capacity through PD to support students	In studies on the effects of a small group counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades.	<ul style="list-style-type: none"> • RTI progress monitoring data in both academics and behavior • Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs)

social/emotional needs. SHSS provides .4 days per week. Butler to fund .6 days to ensure full time support.

Boutwell, D.A., & Myrick, R.D. (1992). The go for it club. Elementary School Guidance & Counseling, 27, 65-72.

- Student discipline logs
- Parent feedback

What funding source will you use?

LCFF Supple/Conc TK - 6
0000 Unrestricted: \$27,164.00

Site Goal 3.2

Provide instruction, recognition, and increase awareness of site PBIS expectations.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide acknowledgment awards (gift certificates, prizes, books) for staff, students, and parents.	Decreasing disruptive behavior effect size: .53 Reducing anxiety effect size: .48	<ul style="list-style-type: none"> • PBIS tier I and tier II meeting data • Student contact/intervention/discipline logs • Behavior/academic RTI progress monitoring data

What funding source will you use?

PBIS 500

Actions/Services 3.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase signage/posters to advertise our PBIS/character trait expectations.	Decreasing disruptive behavior effect size .53 Reducing anxiety .48	<ul style="list-style-type: none"> • PBS tier I and tier II meeting data • Student contact logs • Behavior/academic RTI progress monitoring data

What funding source will you use?

LCFF Supplemental/Conc TK-6 Unrestricted: \$1,200

Site Goal 3.3

Provide staff professional development/support on student needs in the area of social/emotional learning, trauma informed care, and supporting student need.

Metric: School Climate

Actions/Services 3.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide substitutes, stipends, and professional development opportunities and resources based on site intervention/discipline data as well as RTI assessments.	Teacher clarity effect size: .75 Professional development effect size: .62	<ul style="list-style-type: none"> • PBIS tier I and tier II meeting data • Student contact/intervention/discipline logs • Behavior/academic RTI progress monitoring data

What funding source will you use?

PBIS 500

Actions/Services 3.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide training and additional yard supervision for campus events (for example PBIS reteaching days, family nights, yard supervisor meetings/trainings, bulldog best recess)	Decreasing disruptive behavior effect size: .53	<ul style="list-style-type: none"> • PBIS Tier I and Tier II meeting data • Student contact/intervention/discipline logs • Behavior/academic RTI progress monitoring data

What funding source will you use?

LCFF Supple/conc TK-6 Unrestricted: 6,000

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Provide supplementary curriculum, resources, and technology to support and target student needs and to support the at home/school reading partnership.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase Scholastic Reading Counts/ Scholastic Reading inventory online systems. Purchase awards for assemblies. Purchase water/snacks for parent meetings.	Parent involvement effect size: .51 SRC aligns to 21st century community learning centers criteria in nine areas.	<ul style="list-style-type: none"> • Student lexile scores • Parent attendance at assemblies

What funding source will you use?

FACE grant: \$3,500

Site Goal 4.2

Increase parent communication and frequency of home/school partnerships.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase site-wide communication folders and agendas with school contact information, school vision/mission, and calendar. Provide weekly communication logs.	Parent involvement in student learning effect size: .51	<ul style="list-style-type: none"> • Parent feedback • Teacher feedback • Parent communication

What funding source will you use?

LCFF Supple/conc TK-6 Unrestricted: 5,000

C. Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

By serving students with the greatest need through this comprehensive plan, all at-risk students (EL, AA, Hisp, SWD, Low Income and Foster Youth) will receive specialized instruction and support.

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Arthur C. Butler Elementary - 220

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$26,733	\$26,733	\$26,733	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.3752	\$0	\$4,887,399	\$4,887,399	\$4,887,399	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$142,930	\$142,930	\$142,930	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$36,500	\$0	\$36,500	\$36,500	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$58,992	\$58,992	\$58,992	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$182,344	\$182,344	\$0	\$0	\$182,344	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$213,200	\$213,200	\$99,000	\$0	\$113,200	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,000	\$1,000	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$21,175	\$21,175	\$7,175	\$14,000	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
3711 Special Education Preschool 3320 Special Education: IDEA Preschool Local Entitlement, Part B, Sec 611	1.15	\$0	\$77,291	\$77,291	\$77,291	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.3125	\$0	\$77,753	\$77,753	\$0	\$0	\$77,753	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	2.95	\$0	\$287,104	\$287,104	\$287,104	\$0	\$0	\$0	\$0
3410 Special Education									

Mild/Moderate 6500 Special Education	2.75	\$0	\$261,919	\$261,919	\$261,919	\$0	\$0	\$0	\$0
3655 Pre-K SCC (Non-ASD) 6500 Special Education	1.35	\$0	\$116,086	\$116,086	\$116,086	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$45,631	\$45,631	\$45,631	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	4.1875	\$0	\$326,181	\$326,181	\$326,181	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.5	\$0	\$210,365	\$210,365	\$210,365	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9580 Best Buy Grant	0	\$24	\$0	\$24	\$24	\$0	\$0	\$0	\$0
Totals	63.5253	\$36,524	\$6,944,603	\$6,981,127	\$6,587,330	\$15,000	\$374,297	\$4,500	

Signatures: (Must sign in blue ink)

Date

Principal **Christine Baeta**

School Site Council Chairperson **Phil Fuller**

EL Advisory Chairperson **Celestino Pugeda**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

