



Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146109516

**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.

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 style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <ul style="list-style-type: none"> • In addition to personal conversations with stakeholders, input was sought through multiple stakeholder meetings. Ongoing and continued conversations were held with stakeholders at monthly grade level meetings, monthly PBIS meetings, monthly leadership meetings, monthly PTO board meetings, monthly parent communication/awards ceremonies, ELAC meetings (10/16/19, 1/22/20, 4/30/20), SSC meetings (9/4/19, 10/15/19, 1/16/20, 4/22/20), Title I Parent meetings, Back to School Nights, and staff meetings. • Continual input was sought through ongoing stakeholder and parent communication. • Monthly input sought through school newsletters and stakeholder surveys. • Data analysis and review at Winter 2019 and Spring of 2020 with SSC and staff. • Data shared out with staff at staff meetings and reviewed during grade level meetings • Dashboard shared at SSC, ELAC, Leadership, and Staff Meetings
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Through the evaluation of site data, a Likert survey was shared with all stakeholders to determine rank the areas of need as based on the four District Goal areas. Through this analysis, the following determinations were evaluated and ranked:</p> <ul style="list-style-type: none"> • Interventions in place are continuing to support growth. These include professional development for teachers, release time for observations, data and articulations meetings, targeted intervention during the school day, extended school day targeted intervention, systemic response to intervention for both behavior and academic needs. It is recommended that interventions in place continue. • Provide ongoing social and emotional learning supports through MHT counseling, professional learning for all staff, and increased PBIS signage and supports. • Additional supports for family engagement and after school supports • Decrease chronic absentee rate

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
Please provide a description.

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"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 1.1</p> <p>Increase by 3-5% the overall school-wide percentage of students meeting or exceeding standards and benchmarks by providing intensive, targeted, small-group or one on one instruction throughout the school day.</p> <ul style="list-style-type: none"> • In Kindergarten, increase the ELA benchmark proficiency from 85% to 88% or higher • In 1st grade, increase the ELA benchmark proficiency from 74% to 77% or higher • In 2nd grade, increase the ELA benchmark proficiency from 66% to 69% or higher • In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher • In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 57% to 61% or higher for ELA and from 51% to 54% or higher in Math. <i>*Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver</i>
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Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

<p>Principally Targeted Student Group</p> <p>• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White</p>

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?
<ul style="list-style-type: none"> • Provide supplemental targeted small group ELD and Literacy instruction 3 days a week, during the school day, as well as after school through academic intervention using ELD standards and core curriculum provided by credentialed teachers <ul style="list-style-type: none"> ◦ One .40 FTE - Academic Intervention Teacher 	<p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:</p> <ul style="list-style-type: none"> • Small group learning (effect size: .49) • Comprehension programs (effect size .60) • Student centered teaching (effect size .54) • Response to Intervention (effect size 1.07) 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year. • Effectiveness will also be measured using informal observation and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$20000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$15041	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

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?
<ul style="list-style-type: none"> • Purchase additional supplementary curriculum and/or instructional resources, classroom technology to support content area (including designated and integrated ELD) instruction intervention, and extended day. <ul style="list-style-type: none"> ◦ i-Ready (Curriculum and Associates) \$28,080 ◦ Chromebooks @\$250 - 15 Chromebooks ◦ Guided Reading A-Z supplemental titles (6 books per title) @\$20/set - 26 sets 	<p>Usher, K. (2019). <i>Differentiating by offering choices: Elementary students have a better chance of showing what they've learned when they have a choice about how to show it.</i> Retrieved from https://www.edutopia.org/article/differentiating-offering-choices</p> <p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:</p> <ul style="list-style-type: none"> • Small group learning (effect size .49) • Comprehension programs (effect size .60) • Student centered teaching (effect size .54) • Response to Intervention (effect size 1.07) 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. Growth will also be measured using the online program assessments including but not limited to iReady and SRC diagnostic assessments. • Effectiveness will also be measured using informal observation and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$28080	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4135	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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?
<p>Provide opportunities for students who demonstrate exceptional academic, cognitive, leadership, creative, and performing arts abilities to participate and explore talents through extracurricular offerings and differentiated instruction in class as measured by an increase by 10% of students who qualify for GATE services.</p> <p>Encourage student access and participation in National Elementary Honors Society (NEHS) to encourage philanthropic and leadership opportunities in fifth and sixth grade students.</p>	<p>Rogers, K. B. (2007). <i>Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice.</i> Gifted Child Quarterly. 51(4).</p> <p>Lessons in supported Gifted and Talented learners:</p> <ul style="list-style-type: none"> • Need daily challenge in areas of talent • Opportunities to be unique and to work independently • Provide varied accelerated opportunities • Provide opportunities to socialize with like-ability peers • Differentiated instruction around pacing, review and practice, and organization of content <p>How NEHS Benefits Your School? https://www.nehs.org/start-a-chapter/how-nehs-benefits-your-school/</p>	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observation and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year. • 3-7% increase in GATE program enrollment and participation as compared between 2019-2020 enrollment and current year enrollment

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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 extended day learning opportunities for students needing academic support in ELA and MATH grade level standards provided by credentialed teachers and highly trained paraprofessionals <ul style="list-style-type: none"> hourly certificated and classified salaries via timesheets 	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u> , student academic performance improves through: <ul style="list-style-type: none"> Small group learning (effect size .49) Comprehension programs (effect size .60) Student centered teaching (effect size .54) Response to Intervention (effect size 1.07) 	<ul style="list-style-type: none"> Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher feedback. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year. 		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

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?		
Purchase additional supplementary curriculum and/or instructional materials, supplies, and equipment for workshop, intervention, enrichment, and extended day. Items may include but are not limited to replacement bulbs for projectors, projectors, copy paper, printers, masters/ink cartridges for intervention copies, document cameras and district print shop orders.	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u> , student academic performance improves through: <ul style="list-style-type: none"> Small group learning (effect size .49) Teaching strategies (effect size .61) Student centered teaching (effect size .54) Response to Intervention (effect size 1.07) Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. <i>(National Mathematics Advisory Panel, 2008, p. 50)</i>	<ul style="list-style-type: none"> Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher feedback. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year. 		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Provide release time and professional learning for teachers and administrators to observe best practices, analyze data, collaborate on instructional strategies and student learning as measured by baseline data collected from teacher and administrator feedback using a survey measuring effectiveness of collaboration (individual and group), data analysis, and level of effectiveness in support of student learning through increased teacher efficacy.

Metric: Other (Site-based/local assessment)

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?
Provide release time for teachers to analyze data, observe, participate in vertical and horizontal articulation with teachers, administration, parents, and instructional coaches, and support staff. Certificated substitutes to be provided for teacher release time.	<p>Thiers, N. (2016). <i>Educators deserve better: A conversation with Richard DuFour</i>. Educational Leadership. Retrieved from http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx</p> <ul style="list-style-type: none"> • Teacher clarity and focus of collaboration is essential to improve student learning. • Schools need a systematic way of identifying interventions for students <p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:</p> <ul style="list-style-type: none"> • Collective teacher efficacy (effect size: 1.57) 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observations of articulation meetings, classroom observations, and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$12000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Provide professional development, workshops, conferences, and on site training to effectively implement the CCSS as measured by implementation of skills and strategies presented through data collected using survey presented to teachers and administration measuring effectiveness of collaboration (individual and group), data analysis, and level of effectiveness in support of student learning.

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?
<p>Professional Development (PD): Provide teachers and administrators opportunities to attend professional development, workshops and conferences to support best instructional practices in Math and Literacy, AVID, trauma informed practices, and culturally responsive pedagogy. Provide books, materials and resources for professional reading in literacy practice.</p>	<p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:</p> <ul style="list-style-type: none"> • Teaching/Instruction Strategies/Strategies Emphasising Feedback (effect size: 1.29) <p>Thiers, N. (2016). <i>Educators deserve better: A conversation with Richard DuFour</i>. Educational Leadership. Retrieved from http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx</p>	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observations and teacher feedback.

Articulation:

Provide teachers vertical and horizontal articulation time at each grade level to ensure alignment of practice, evaluation and analysis of data, and support in classroom instruction around grade level standards.

leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx

- Teacher clarity and focus of collaboration is essential to improve student learning.
- Schools need a systematic way of identifying interventions for students

According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:

- Collective teacher efficacy (effect size: 1.57)

Hollie, S. (2017). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Teacher Created Materials.

- Culturally and linguistically responsive teaching validates, affirms, bridges and builds relationships in order to create meaningful and relevant experiences for all students.

Child Trends. (2020, April 27). "Responding to Trauma through Policies that Create Supportive Learning Environments." Retrieved from <https://www.childtrends.org/>

- Schools need to provide time and resources in order to identify the most urgent needs of their site, develop an action plan that supports the school culture, and meets the individual needs of students.

- Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2068	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4932	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

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Site Goal 2.1

To use assessment data to make impactful and actionable instructional and interventional decisions in support of student learning as measured by:

- In Kindergarten, increase the ELA benchmark proficiency from 85% to 88% or higher
- In 1st grade, increase the ELA benchmark proficiency from 74% to 77% or higher
- In 2nd grade, increase the ELA benchmark proficiency from 66% to 69% or higher
- In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher
- In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 57% to 61% or higher for ELA and from 51% to 54% or higher in Math. *Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver

Metric: Assessment System

Actions/Services 2.1.1

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?
<p>Grade Level Data Analysis Provide release time for teachers to analyze data and collaborate around research-based best practice that leads to high quality first instruction to eliminate the achievement gap in addition to their allotted PLC time.</p> <p>Professional Development and Collaboration: Provide release time for teacher to meet in CO-OPs , CAST and IEP/SST meetings</p> <p>Cost to cover substitutes for release day for teachers.</p>	<p>According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through:</p> <ul style="list-style-type: none"> • Teaching/Instruction Strategies/Strategies Emphasising Feedback (effect size: 1.29) • Student centered teaching (effect size: .54) • Response to Intervention (effect size: 1.07) • Goals learning (effect size: .50) 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal PLC and classroom observations and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students. Student success will be measured by:

- EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year.
- ELPAC data comparison between benchmark data in 2018 to 2019/2020 initial data with student growth of 1 level per year based on baseline data.

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?
<p>EL Coordinator:</p> <ul style="list-style-type: none"> • A certificated staff member whose duties may include: <ul style="list-style-type: none"> ◦ Complete ELPAC assessments according to timelines and use this data for research based instruction in ELD. ◦ Identification/placement of EL students, re-designation, RFEP monitoring, and support site admin with ELAC meetings. 	<p>ELD Research: California English Language Development Standards: Proficiency Level Descriptors. Retrieved from: https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</p>	<ul style="list-style-type: none"> • 100% of EL students assessed in ELPAC • ELPAC data comparison between benchmark data in 2018 to to 2019/2020 data with student growth of 1 level per year based on baseline data. • Students will make a 3-5% gain as measured by grade level benchmark assessments,

district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.

- Effectiveness will also be measured using informal observations and teacher feedback.
- Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.3

Assess students for GATE identification in order to increase student participation for 3rd-6th grade students as measured by:

- 3-7% increase in GATE program enrollment and participation as compared to 2019-2020 enrollment.

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 3-6 grade students for GATE identification. Provide release time for GATE team to review data, work samples for other areas of GATE identification. Release time for teachers to observe/collaborate regarding effective instructional practices.	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u> , student academic performance improves through: <ul style="list-style-type: none"> • Testing (effect size: .52) • Collective Efficacy (effect size 1.57) 	<ul style="list-style-type: none"> • 3-7% increase in GATE program enrollment and participation as compared between 2019-2020 enrollment and current year enrollment • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal classroom observations and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year

- at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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Site Goal 3.1

To add layers to our foundation of equitable instruction, intervention, social and emotional learning, and disciplinary practices as measured by:

- RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2020-2021.
- Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals between previous and current school year when trimesters are compared

Metric: Social Emotional Learning

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?
<ul style="list-style-type: none"> • Increase SEL supports for all Butler students through MHT counseling services for whole class instruction and small group instruction in TK-6, additional small group and one on one supports (students to be identified by site data and Tier II PBIS team). • MHT support to build staff capacity through PD to support students social/emotional needs to improve access to curriculum. Butler to fund 0.6 FTE to ensure full time support and increase the impact on students. (Projected cost includes salary and benefits) 	<p>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.</p> <p>Boutwell, D.A., & Myrick, R.D. (1992). The go for it club. Elementary School Guidance & Counseling, 27, 65-72.</p> <p>The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students - https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p>	<ul style="list-style-type: none"> • Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$96000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Provide instruction, recognition, and increase awareness of site PBIS expectations as measured by:

- RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2020-2021.
- Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals between previous and current school year when trimesters are compared

Metric: Social Emotional Learning

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 release time for staff to participate in PBIS related activities (reteach, kick-off, meetings, professional learning, data analysis)	<p>According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through:</p> <ul style="list-style-type: none"> • Decreasing disruptive behavior (effect size: .53) • Reducing anxiety (effect size: .48) <p>The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students - https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p>	<ul style="list-style-type: none"> • Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly)

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$200	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 and posters to advertise our PBIS and character trait expectations for safe, responsible, and respectful behaviors	<p>According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through:</p> <ul style="list-style-type: none"> • Decreasing disruptive behavior (effect size: .53) • Reducing anxiety (effect size: .48) <p>The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students - https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p>	<ul style="list-style-type: none"> • Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly)

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 as measured by:

- RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2020-2021.
- Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals between previous and current school year when trimesters are compared

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?
<p>Provide training and additional yard supervision, Teacher in Charge for campus events (i.e., PBIS reteaching days, family nights, yard supervisor meetings/trainings, bulldog best recess)</p> <p>Cost to cover substitutes for release day for teachers and paraprofessional support.</p>	<p>According to research by Hattie (2016) in <i>Visible Learning for Literacy</i>, student academic performance improves through:</p> <ul style="list-style-type: none"> • Decreasing disruptive behavior (effect size: .53) • Reducing anxiety (effect size: .48) <p>The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students - https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p>	<ul style="list-style-type: none"> • Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

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

Site Goal 4.1

To provide supplementary curriculum, resources, and technology to support and target student needs and to support the at home/school partnership by adding layers to Butler's parent involvement and parent engagement model and increase the efficacy of the programs and supports we provide as measured by

- Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2020-2021 attendance

Metric: Attendance Rate

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 in order to support the home school partnership in increasing literacy development in children and improve academic outcomes for students.	Marzano Research: Parent Involvement (effect size: .46) The Scholastic FACE Initiative uses research-based strategies and sustainable programs that bring families, schools, and communities together to support the literacy development of children from birth to Grade 12. (http://teacher.scholastic.com/products/face/pdf/read-and-rise/titlei_readandrise.pdf)	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observation and teacher surveys. • Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1350	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

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 books, resources, and supplies to support families at home following family engagement events and to empower parents with strategies to provide at home support for students. Provide refreshments for parent meetings.	Marzano Research: Parent Involvement (effect size: .46) The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/	<ul style="list-style-type: none"> • Increase family attendance at family engagement events by 10% between 2018-2019 attendance and 2019-2020 attendance • EGUSD parent CORE survey results • Parent EXIT slips from trainings

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Increase parent communication and frequency of home/school partnerships to decrease chronic student absentee rates and increase parent participation as measured by:

- Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2020-2021 attendance
- Decrease total percentage of students who are chronically absent from 12.1% to less than 7% from 2019-2020.

Metric: Attendance Rate				
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 with school contact information, school vision/mission, and calendar. Offer parent liaison support for families to increase communication between families, schools, and community and assist in the planning, organization and implementation of district-wide parent involvement efforts. <ul style="list-style-type: none"> Classified Parent Liaison position - 3.5 hours a day, 2 days a week for 20 weeks Parent/teacher communication support via translation services.	Marzano Research: Parent Involvement (effect size: .46) The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/ 3 Tiers of Intervention to reduce chronic absences as outlined in https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/	<ul style="list-style-type: none"> Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2020-2021 attendance Decrease chronically absent students from 12.1% to less than 7% based on comparison data from 2019-2020 to 2020-2021 		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Site Goal 4.3				
Metric:				
Actions/Services 4.3.1				
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?		
Funding Source	Amount	Description of Use		

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.

NA

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

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	\$25,627	\$25,627	\$25,627	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$43,835	\$43,835	\$43,835	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$191,565	\$191,565	\$89,215	\$2,000	\$98,000	\$2,350	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$20,541	\$20,541	\$15,041	\$5,000	\$0	\$500	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$282,568	\$282,568	\$173,718	\$7,000	\$99,000	\$2,850	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$282,568

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certified</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p style="text-align: right;">Signatures: (Must sign in blue ink) Date</p> <p>Principal Jodi Boyle _____</p> <p>School Site Council Chairperson Natasha Ratcliff _____</p> <p>EL Advisory Chairperson Maria Mora _____</p>	
Benefits Calculator for Timesheets											
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>										
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