

## California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year  
Published During 2024 - 2025

**For: Arthur C. Butler Elementary**

**Address:** 9180 Brown Rd, Elk Grove, CA 95624  
**Principal:** Sharon Hamlin

**Phone:** 916-681-7595  
**Grade Span:** K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

## About This School

### District Contact Information (School Year 2024 - 2025)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2024 - 2025)

<b>School Name</b>	Arthur C. Butler Elementary
<b>Street</b>	9180 Brown Rd
<b>City, State, Zip</b>	Elk Grove, CA 95624
<b>Phone Number</b>	916-681-7595
<b>Principal</b>	Sharon Hamlin
<b>E-mail Address</b>	<a href="mailto:SHamlin@egusd.net">SHamlin@egusd.net</a>
<b>Web Site</b>	<a href="https://butler.egusd.net">https://butler.egusd.net</a>
<b>Grade Span</b>	Kindergarten - 6th Grade
<b>County-District-School(CDS) Code</b>	34673146109516

### School Description and Mission Statement (School Year 2024 - 2025)

Welcome to Arthur C. Butler Elementary School! We provide a very focused and highly academic educational experience designed to meet the individual learning needs of all students so they may attain grade level standards and beyond. Our mission is to provide the best possible education in the safest possible environment. Our safe campus, positive learning culture, rigorous instructional programs, and strong community help students gain the skills they need to be successful in school and life, which includes a character education program based on social-emotional learning competencies children need to attain continued success.

We are proud of our acceleration and intervention programs within our school day. We work to meet the needs academic, behavioral, and social-emotional needs of all students through our tiered site-wide Multi-Tiered Systems of Support (MTSS).

Our teachers are growth minded and are always learning. They have participated in training to improve their direct instruction, provide consistent behavioral support, and improve student outcomes through their work in Professional Learning Communities. As a school, we have a shared mission, vision, and goals.

Parent support and involvement continue to be important aspects of the success at Arthur C. Butler Elementary. Regular communication between parents and teachers is critical to success. Parents can also support student success by providing space, time and encouragement for daily learning, and by sending a clear message that education and regular attendance are important to the family.

Parents are represented on our School Site Council and provide valuable input for school improvement. Our PTO and English Learner Advisory Committee are also opportunities for parents to be involved in the school. Our PTO plans activities and events that gather students and families to encourage connections within the community.

Administration and staff are here to serve the Butler community. Please let us know how we can best support your family's needs.

Sharon Hamlin, Principal  
Arthur C. Butler Elementary

### Student Enrollment by Grade Level (School Year 2023 - 2024)

Grade Level	Number of Students
Kindergarten	156
Grade 1	133
Grade 2	132
Grade 3	126
Grade 4	132
Grade 5	133
Grade 6	122
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	934

### Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	50.20%
Male	49.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	41.60%
Black or African American	7.40%
Filipino	4.70%
Hispanic or Latino	23.10%
Native Hawaiian or Pacific Islander	1.50%
Two or More Races	9.20%
White	11.90%
English Learners	29.30%
Foster Youth	0.20%
Homeless	0.70%
Migrant	0.10%
Socioeconomically Disadvantaged	66.10%
Students with Disabilities	10.90%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	97.16%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.84%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	35.20	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.60	100.00%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	37.60	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.20	97.51%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	2.49%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	40.20	100.00%	3060.40	100.00%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

### Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

Subject		Textbooks and Instructional Materials   Year of Adoption (Translation of textbook names available on request)	
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017  10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023  12th - <i>Literature &amp; Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020  <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0

Imagine IM Math, © 2024 in grades 7-8 and Reveal Math 1 © 2020 in grade 8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th Imagine IM, Imagine Learning © 2024; Reveal Integrated Math 1, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Statistics & Probability with Applications 3e Bedford Freeman & Worth © 2016; PreCalculus with Limits 4e Cengage © 2018 Adopted EGUSD 2018 Reveal IM Math 1-3 McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: Calculus: Graphical, Numerical, Pearson 2016; Practice of Statistics, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: Calculus: Graphical, Numerical, Pearson © 2016 Adopted EGUSD 2016  Mathematics Core Topics SL1 © 2019; Mathematics Core Topics HL1 © 2019; Mathematics Analysis & Approaches SL2 © 2019; Mathematics Analysis & Approaches HL2 © 2019; Mathematics Applications & Interpretation SL2 © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
<b>Science</b>	<b>All 2-12 Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - Big Book Package. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - Earth & Space Science 7th - Life Science 8th - Physical Science Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	Chemistry in the Community © 2006, VHPS; Adopted EGUSD 2006  Foundations in Microbiology, McGraw Hill, © 2005 Adopted EGUSD 2008  The Living Earth, © 2019, Physics in the Universe, © 2019, STEMscopes, Experience Chemistry, © 2019 Pearson; Adopted EGUSD 2020  Foundations of Astronomy, Cengage © 2019, Criminalistics, Pearson © 2021, Hole's Essentials of Anatomy & Physiology © 2021, McGraw Hill; Visualizing Environmental Science, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0



AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Campbell Biology in Focus</i> , Pearson © 2020; <i>Chemistry: A Molecular Approach</i> , Pearson © 2023; <i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019; Adopted EGUSD 2022	Yes	0
	<i>College Physics</i> , Cengage © 2023 Adopted EGUSD 2024		
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Standard Level Biology 3e</i> , <i>Higher Level Biology 3e</i> , <i>Standard Level Chemistry 3e</i> , <i>Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024	Yes	0
<b>History-Social Science</b>	<b>All 1-12 History-Social Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
	<i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022		
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022		
	<i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017		
	<i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		



Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Adventures in Japanese 1 &amp; 2</i>, Cheng &amp; Tsui © 2016; <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng &amp; Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0
Science Laboratory Equipment (grades 9-12)			
All 9-12 students utilizing a lab have access to appropriate equipment.			

### School Facility Conditions and Planned Improvements (School Year 2024 - 2025)

The school has 28 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room and two portable buildings were constructed in 1997 to support students and class size reduction. A second computer lab was installed in 2011. Additional fencing was provided in 2013 and the school became a closed campus during school hours for safety. In 2020, a permanent shade structure was built on the playground to support outdoor activities.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

### School Facility Good Repair Status

Year and month of the most recent FIT report : 3/7/2024

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

### Overall Facility

Year and month of the most recent FIT report: 3/7/2024

### Overall Rating

Exemplary	Good	Fair	Poor
X			

EGUSD's M & O Department works with the site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels. EGUSD utilizes an electronic work order system enabling site admin and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repairs are resolved by the custodian or district maintenance staff. Custodians develop a daily cleaning process and schedule. The custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Butler will be getting a new sound system in the Multipurpose Room.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).
- The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing state-administered assessments  
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	48%	49%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	43%	45%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven  
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	529	521	98.49	1.51	48.75
Female	268	267	99.63	0.37	48.31
Male	261	254	97.32	2.68	49.21
American Indian or Alaska Native	--	--	--	--	--
Asian	221	220	99.55	0.45	49.55
Black or African American	40	38	95.00	5.00	36.84
Filipino	30	30	100.00	0.00	66.67
Hispanic or Latino	117	116	99.15	0.85	45.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	43	95.56	4.44	51.16
White	69	67	97.10	2.90	50.75
English Learners	126	125	99.21	0.79	19.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	253	250	98.81	1.19	40.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	53	91.38	8.62	13.21

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven  
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	526	520	98.86	1.14	45.00
Female	267	266	99.63	0.37	39.10
Male	259	254	98.07	1.93	51.18
American Indian or Alaska Native	--	--	--	--	--
Asian	219	219	100.00	0.00	50.68
Black or African American	39	37	94.87	5.13	29.73
Filipino	30	30	100.00	0.00	53.33
Hispanic or Latino	117	116	99.15	0.85	35.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	40.91
White	69	67	97.10	2.90	52.24
English Learners	125	124	99.20	0.80	22.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	249	99.60	0.40	38.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	52	91.23	8.77	19.23

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	27.12	34.59	36.18	36.00	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight, and High School**  
**(School Year 2023 - 2024)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	136	135	99.26	0.74	34.81
Female	67	67	100.00	0.00	26.87
Male	69	68	98.55	1.45	42.65
American Indian or Alaska Native	0	0	0	0	0
Asian	69	69	100.00	0.00	37.68
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	31.25
English Learners	35	35	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	31.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	7.69

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2023 - 2024)**

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95%	96%	95%	97%	95%
7					
9					

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### [Opportunities for Parental Involvement \(School Year 2024 - 2025\)](#)

Parents are encouraged to become actively involved. Parents are welcome to support classroom activities and events and PTO events. Parents serve on the PTO Board, School Site Council, English Learner Advisory, PBIS Team and the Superintendent's Parent Advisory. Please contact Principal Sharon Hamlin at 916-681-7595 or [shamlin@egusd.net](mailto:shamlin@egusd.net) if interested in volunteering.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	0.11%	0.65%	0.80%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2023 - 2024)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.80%	0.00%
Female	0.40%	0.00%
Male	1.21%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.53%	0.00%
Filipino	2.27%	0.00%
Hispanic or Latino	1.27%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.17%	0.00%
White	0.00%	0.00%
English Learners	0.31%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.19%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.36%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### School Safety Plan (School Year 2024 - 2025)

Our school is strongly committed to providing a safe and secure learning environment. School rules are enforced by all personnel. Our School Safety Plan was reviewed and updated in August of 2024. An "Emergency Handbook", outlining a plan of action for disasters such as earthquakes, fires, floods, and chemical spills, is kept in the school office and in every classroom. School drills and safety inspections are conducted regularly. The district's Safety and Security Department is readily available to support the school for any emergency or need in providing safety. Supervision of students is provided 10 minutes before and after school hours. We have a closed campus and all visitors must sign in through the office during school hours.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021 - 2022)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		6	
1	25		4	
2	23		5	
3	22	1	5	
4	24	1	4	
5	25	1	4	
6	25	1	3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022 - 2023)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26	0	5	0
1	24	0	5	0
2	26	0	4	0
3	24	0	5	0
4	27	0	6	0
5	26	1	4	0
6	25	1	4	0
Other**	15	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2023 - 2024)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	1	4	
1	25		5	
2	25		5	
3	25		5	
4	26		5	
5	26	1	4	
6	24	1	4	
Other**	12	2		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	2335

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

\*\* "Other" category is for all other student support services staff positions not listed.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,571	\$2,130	\$7,441	\$100,832
District	N/A	N/A	\$10,705	\$93,310
Percent Difference - School Site and District	N/A	N/A	-35.97%	7.75%
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-36.57%	6.35%

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2023 - 2024)

<p>We have a highly qualified staff to assist students with special learning needs. English Learners are supported in developing language skills and accessing the core curriculum through our daily English Language Development/What I Need, ELD/WIN program, as well as during small group interventions. Gifted and Talented Education (GATE) students are challenged during WIN time and throughout the day through differentiated instruction. We have two Academic Intervention Teachers who support students by providing small group interventions. The Learning Center offers instruction to Special Education students. Off track students have the opportunity to participate in intersession. Students are provided opportunities to participate in extracurricular activities throughout the school year. Our after-school program, EXL, provides homework and enrichment opportunities for students.</p>
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## Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,010	\$56,573
Mid-Range Teacher Salary	\$77,387	\$87,186
Highest Teacher Salary	\$112,313	\$119,665
Average Principal Salary (Elementary)	\$142,835	\$148,486
Average Principal Salary (Middle)	\$140,870	\$154,835
Average Principal Salary (High)	\$157,333	\$170,008
Superintendent Salary	\$441,092	\$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development

Professional development opportunities are provided by the district, region and site in implementing the Common Core Standards for Language Arts and Math. Professional Learning Communities have been established and meet regularly to analyze data and collaborate to meet students' needs. Specific training is provided to meet the needs of English Language Learners. Special education teachers attend ongoing training sessions to support them in the development of curriculum and strategies to best meet the needs of students with learning disabilities. New teachers, who have been teaching fewer than two years, are supported by the district's beginning teacher program. They meet regularly with an experienced mentor to discuss their successes, challenges and new ideas for their classrooms. Our district offers ongoing support for administration and staff on academics, safety, social-emotional learning, technology, and public policy. All support staff members are also provided ongoing training related to their work and responsibilities.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10