

# 2022 - 2023 School Accountability Report Card - Executive Summary



## Arthur C. Butler Elementary

9180 Brown Rd  
Elk Grove, CA 95624  
916-681-7595

## Board of Education

Beth Albiani  
Nancy Chaires Espinoza  
Carmine S. Forcina  
Gina Jamerson  
Anthony "Tony" Perez  
Michael Vargas  
Sean J. Yang

### Hours of Operation

Our office is open to serve our community from 7:50 a.m. to 3:50 p.m. Monday through Friday. Families are always welcome to visit the office to ask any questions or address any concerns they may have about the school or their children.

### School Highlights and Awards

Butler is a 2020 California Distinguished School, a 2018-2019 California Honor Roll School, a PBIS Community Cares community partner and has maintained Bronze recognition from the PBIS Coalition. We have an active Parent Teacher Organization. Our after-school program, EXL, services foster youth, homeless students, and supports students with academic needs.

### Student Demographics

Demographic	School	District
Enrollment	833	62,203
English Learners	247	10,449
Languages Spoken	19	100
Students of Poverty	438	28,799
GATE	21	5,012

SOURCE: 2021 - 2022, California Dept. of Education

### Population by Ethnicity

Ethnicity	Percentage
African American	6.7%
American Indian	0.5%
Asian	40.6%
Filipino	6.4%
Hispanic	23%
Pacific Islander	1.2%
Two or More Races	9.4%
White	12.2%

SOURCE: 2021 - 2022, California Dept. of Education

### Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

### A Message From the Principal

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

### Parental Involvement

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 681-7595 or [ArthurButlerPTO@gmail.com](mailto:ArthurButlerPTO@gmail.com) if interested in volunteering.

### Teacher Credentials and Misassignments

In the 2021-2022 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

### Teacher Credentials (School Year 2021 - 2022)

Total Number of Teachers	N/A
Total Full Credentials	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Class Assignments (School Year 2021 - 2022)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

### School Facility Conditions and Planned Improvement

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 district's Maintenance and Operations Department works in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team to develop a daily cleaning process and schedule. Each morning, the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

A site modification was made in our Multipurpose Room with the installation of a water filling station to replace the current drinking fountain in the foyer. Additionally, an egress/gate was installed for access to the wetlands area at the back of our school. This allows for retrieval of playground equipment and is an additional emergency exit.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2021 - 2022)

Authorization/Assignment	Number
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2021 - 2022)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### School Facility Good Repair Status

Date of facilities inspection : 4/21/2021

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No
<b>Interior:</b> Interior Surfaces	X			No
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No
<b>Electrical:</b> Electrical	X			No
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No
<b>Structural:</b> Structural Damage, Roofs	X			No
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No

	Exemplary	Good	Fair
<b>Overall Summary</b>	X		

SOURCE: 2022 - 2023, EGUSD

**Class Size**

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes. For the 2022 - 2023 school year, class sizes are 24 to 1 in Transitional Kindergarten through 3rd grade, and 28 to 1 in 4th through 6th grades.

Grade Level	School Average
Kindergarten	24
Grade 1	25
Grade 2	23
Grade 3	22
Grade 4	24
Grade 5	25
Grade 6	25

SOURCE: 2021 - 2022, California Dept. of Education

**California Assessment of Student Performance and Progress Results for All Students (School Year 2021 - 2022)**

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	55%	N/A	52%	N/A	47%	N/A
Mathematics (grades 3-8 and 11)	47%	N/A	40%	N/A	33%	N/A

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

### 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.

### School Safety Plan

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 January of 2023. 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.

### Specialized Programs

At our school, 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 and accelerated 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 and other students who need extra support. Off track students have the opportunity to participate in intersession. Some grade levels offer extra instruction for reading and math during after school hours. 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.

### Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$47,193	\$51,081
Midrange	\$67,621	\$77,514
Highest	\$98,138	\$105,764
Principals		
Elementary	\$124,860	\$133,421
Middle	\$123,139	\$138,594
High	\$131,537	\$153,392
District Superintendent		
	\$363,331	\$298,377
Share of budget used for:		
Teachers' Salaries	34.6%	31.6%
Administrative Salaries	3.7%	5.0%

SOURCE: 2020 - 2021, California Dept. of Education

### District Administration

- Christopher R. Hoffman  
Superintendent
- Jenifer Avey  
Executive Director  
of School Support
- Mark Cerutti  
Deputy Superintendent,  
Education Services and Schools
- Kristen Coates, Ed. D.  
Deputy Superintendent,  
Business Services and Facilities  
Administration
- Bindy Grewal  
Assistant Superintendent,  
Elementary Education
- Shannon Hayes  
Chief Financial Officer
- Lisa Levasseur  
Executive Director  
of School Support
- Steve Mate  
Chief Technology Officer
- David E. Reilly  
Associate Superintendent
- Amreek Singh  
Chief Human Resources Officer
- Chad Sweitzer  
Assistant Superintendent,  
Secondary Education

### Discipline

	School	District
Suspensions	0.1%	4.2%
Expulsions	0.0%	0.0%

SOURCE: 2021 - 2022, California Dept. of Education

### Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2021)	62,203
Elementary Schools	43
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1