



Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal:

County-District-School (CDS) Code: 34673146109516

Elk Grove Unified School District
Elk Grove, California

*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 grade level meetings, PBIS meetings, leadership meetings, PTO board meetings, parent communication Zoom meetings, ELAC meetings (1/27/21, 2/25/21, 4/28/21), School Site Council meetings (9/30/20, 12/17/20, 2/23/21, 3/9/21, 4/27/21), 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 2020 and Spring of 2021 with SSC and staff. • Data shared out with staff at leadership and 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 presented in the School Site Council and Leadership meetings, feedback was gathered on the areas of highest needs according to the four LCAP goal areas. Through this analysis, the following determinations were evaluated and ranked:</p> <ul style="list-style-type: none"> • Interventions to support literacy development in kindergarten through sixth grade. 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 academic needs. • Provide ongoing social and emotional learning supports through classroom lessons with ongoing professional learning for all staff, supplemental curriculum, and increased PBIS signage and supports. • Additional supports for family engagement and after school supports • Decrease chronic absentee rates

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
N/A

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
<p>Site Goal 1.1</p>	
<p>To support student learning and determine effective site goals to support increased percentages of students meeting or exceeding standards, data was collected based on district recommended assessments for kindergarten through sixth grade for the beginning of the year, fall, winter, and spring. The following site-based/local assessments evaluated student performance in ELA and Math.</p> <p>For the first interim Illuminate assessment report, 86% of 3rd-6th grade students were assessed in ELA and 67% for Math. For each of the priority standards below, the goal for 21-22 are listed in parenthesis:</p> <ul style="list-style-type: none"> • 3rd Grade ELA - 30%-64% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 3rd grade students mastering priority standards) • 3rd Grade Math - 43%-87% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 3rd grade students mastering priority standards) • 4th Grade ELA - 35%-69% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 4th grade students mastering priority standards) • 4th Grade Math - 43%-82% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 4th grade students mastering priority standards) • 5th Grade ELA - 30%-59% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 5th grade students mastering priority standards) • 5th Grade Math - 2%-75% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 5th grade students mastering priority standards) • 6th Grade ELA - 32%-85% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 6th grade students mastering priority standards) • 6th Grade Math - 28%-73% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 6th grade students mastering priority standards) <p>COOP data for the beginning of the year, fall, and winter indicated those students who continued to make progress toward meeting grade-level standards and those in need of additional supports; all goals for 2021-2022 school year in parenthesis. The ELA data used from COOPs indicated:</p> <ul style="list-style-type: none"> • Kinder - 37% of students performing below grade level at first trimester and 21% at the second trimester – a decrease of 16% (by the end of the 21-22 school year, <15% of all Kinder students performing below grade level in ELA standards) • 1st - 32% of students performing below grade level at first trimester and 23% at the second trimester – a decrease of 9% (by the end of the 21-22 school year, <15% of all 1st grade students performing below grade level in ELA standards) • 2nd - 43% of students performing below grade level at first trimester and 32% at the second trimester – a decrease of 11% (by the end of the 21-22 school year, <15% of all 2nd grade students performing below grade level in ELA standards) • 3rd - 37% of students performing below grade level at first trimester and 24% at the second trimester – a decrease of 13% (by the end of the 21-22 school year, <15% of all 3rd grade students performing below grade level in ELA standards) • 4th - 30% of students performing below grade level at first trimester and 19% at the second trimester – a decrease of 11% (by the end of the 21-22 school year, <10% of all 4th grade students performing below grade level in ELA standards) • 5th - 24% of students performing below grade level at first trimester and 18% at the second trimester – a decrease of 6% (by the end of the 21-22 school year, <10% of all 5th grade students performing below grade level in ELA standards) • 6th - 14% of students performing below grade level at first trimester and 11% at the second trimester – a decrease of 3% (by the end of the 21-22 school year, <10% of all 6th grade students performing below grade level in ELA standards) <p>Additional data for evaluation will come from third trimester assessments for students in K-2 in ELA and Math within Illuminate and 3rd-6th grade students will be assessed through CAASPP for ELA and Math.</p>	
<p>Metric: Other (Site-based/local assessment)</p>	
<p>Actions/Services 1.1.1</p>	
<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • 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 	

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>1. Provide supplemental targeted small group ELD and Literacy instruction to focus on EL, Foster, and LI students not meeting grade-level standards as measured on Illuminate Benchmark Assessments, CAASPP, Grade Level Assessments, and iReady data.</p> <ul style="list-style-type: none"> K-2 Academic Intervention Teacher .6 FTE (4hours/day for 130 days) 3-6 Academic Intervention Teacher .6 FTE (4hours/day for 130 days) <p>2. Purchase supplemental curriculum and/or instructional materials to support targeted small group ELD and Literacy Instruction to focus on EL, Foster, and LI students.</p>	<p>Action 1 & 2 - 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"> Small group learning (effect size: .49) Comprehension programs (effect size .60) Student centered teaching (effect size .54) Response to Intervention (effect size 1.07) 	<p>Action 1 & 2</p> <ul style="list-style-type: none"> EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. EL Student levels initial and summative assessments with increase from 2020-2021 to end of 2021-2022. 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)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$72475	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?
<p>1. Purchase additional supplementary curriculum and/or instructional resources, classroom technology to support content area (including designated and integrated ELD) instruction intervention, and extended day with a specific focus on English learners, foster, and low incidence learners.</p> <ul style="list-style-type: none"> i-Ready (Curriculum and Associates) \$28,080 Guided Reading A-Z supplemental titles (6 books per title) to complete the Guided Reading Library (estimated \$20,000) 	<p>Action 1:</p> <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 <u>Visible Learning for Literacy</u>, 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) 	<p>Action 1:</p> <ul style="list-style-type: none"> EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. EL Student levels initial and summative assessments with an increase from 2020-2021 to end of 2021-2022. 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)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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?
<p>1. 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 in support of EL, Foster, and LI students.</p>	<p>Action 1:</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"> • Small group learning (effect size .49) • Teaching strategies (effect size .61) • Student centered teaching (effect size .54) • Response to Intervention (effect size 1.07) <p>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>)</p>	<p>Action 1:</p> <ul style="list-style-type: none"> • EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. • EL Student levels initial and summative assessments with increase from 2020-2021 to end of 2021-2022. • 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	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

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>1. GATE: Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities.</p> <p>GATE Coordinator stipend - stipend to provide:</p> <ul style="list-style-type: none"> • Parent outreach • Personnel expenses for making direct contact with underrepresented families and their students • Coordination of GATE Program • Site GATE Committee Chair • purchase materials/supplies, field trips and entry fees to competitions (including CREST) <p>2. Encourage student access and participation in the National Elementary Honors Society (NEHS) to encourage philanthropic and leadership opportunities in fifth and sixth-grade students.</p>	<p>Action 1:</p> <ul style="list-style-type: none"> • 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>Lessons in Supporting 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>Action 2:</p> <ul style="list-style-type: none"> • How NEHS Benefits Your School? https://www.nehs.org/start-a-chapter/how-nehs-benefits-your-school/ 	<p>Action 1 & 2 - Action will be measured by admin and GATE coordinator by reviewing student and parent interest surveys, with a goal of increasing the number of students who qualify for GATE services by 10%.</p>

Funding Source	Amount	Description of Use		

GATE (7105/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1897	Certificated Salaries	<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 high quality instruction, analyze data, collaborate on instructional strategies and student learning as measured by baseline data collected from the 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?
<ol style="list-style-type: none"> 1. 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 in support of EL, Foster, and LI students. Certificated substitutes to be provided for teacher release time. 2. Provide teachers vertical and horizontal articulation time at each grade level at the end of the year to ensure alignment of practice, evaluation and analysis of data, and support in classroom instruction around grade-level standards in support of EL, Foster, and LI students. 32 teachers x 1/2 day per grade level = \$12,000 	<p>Action 1 & 2:</p> <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 <u>Visible Learning for Literacy</u>, student academic performance improves through:</p> <ul style="list-style-type: none"> • Collective teacher efficacy (effect size: 1.57) 	<p>Action 1 & 2:</p> <ul style="list-style-type: none"> • EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. • EL Student levels initial and summative assessments with increase from 2020-2021 to end of 2021-2022. • 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	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$20000	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>1. 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 in support of EL, Foster, and LI students. Provide books, materials and resources for professional reading in literacy practice.</p> <ul style="list-style-type: none"> 2022 AVID training substitute coverage for K-6th grade 3 days of training for 32 teachers @ \$200/day = \$18,400 	<p>Actions 1 & 2:</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"> 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) <p>Hollie, S. (2017). <i>Culturally and linguistically responsive teaching and learning: Classroom practices for student success</i>. Teacher Created Materials.</p> <ul style="list-style-type: none"> Culturally and linguistically responsive teaching validates, affirms, bridges and builds relationships in order to create meaningful and relevant experiences for all students. <p>Child Trends. (2020, April 27). "Responding to Trauma through Policies that Create Supportive Learning Environments." Retrieved from https://www.childtrends.org/</p> <ul style="list-style-type: none"> 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. 	<p>Actions 1 & 2:</p> <ul style="list-style-type: none"> EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. EL Student levels initial and summative assessments with increase from 2020-2021 to end of 2021-2022. 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)	\$800	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$18400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Other (Site-based/Local assessment)
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Site Goal 2.1

To support all students with instruction guided by assessment results and continuous programmatic evaluation, data was collected based on district recommended assessments for kindergarten through sixth grade for the beginning of the year, fall, winter, and spring. Initial and Summative ELPAC data was collected during the Winter of 20-21 with results pending to determine student performance. COOP data for the

beginning of the year, fall, and winter indicated those students who were continuing to make progress toward meeting grade-level standards and those who were in need of additional supports. Goals for the 21-22 school year are identified with in the parenthesis next to the ELA data collected during COOP meetings:

- Kinder - 37% of students performing below grade level at first trimester and 21% at the second trimester – a decrease of 16% (by the end of the 21-22 school year, <15% of all Kinder students performing below grade level in ELA standards)
- 1st - 32% of students performing below grade level at first trimester and 23% at the second trimester – a decrease of 9% (by the end of the 21-22 school year, <15% of all 1st grade students performing below grade level in ELA standards)
- 2nd - 43% of students performing below grade level at first trimester and 32% at the second trimester – a decrease of 11% (by the end of the 21-22 school year, <15% of all 2nd grade students performing below grade level in ELA standards)
- 3rd - 37% of students performing below grade level at first trimester and 24% at the second trimester – a decrease of 13% (by the end of the 21-22 school year, <15% of all 3rd grade students performing below grade level in ELA standards)
- 4th - 30% of students performing below grade level at first trimester and 19% at the second trimester – a decrease of 11% (by the end of the 21-22 school year, <10% of all 4th grade students performing below grade level in ELA standards)
- 5th - 24% of students performing below grade level at first trimester and 18% at the second trimester – a decrease of 6% (by the end of the 21-22 school year, <10% of all 5th grade students performing below grade level in ELA standards)
- 6th - 14% of students performing below grade level at first trimester and 11% at the second trimester – a decrease of 3% (by the end of the 21-22 school year, <10% of all 6th grade students performing below grade level in ELA standards)

For the first interim Illuminate assessment report, 86% of 3rd-6th grade students were assessed in ELA and 67% for Math. For each of the priority standards below, the goal for 21-22 are listed in parenthesis:

- 3rd Grade ELA - 30%-64% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 3rd grade students mastering priority standards)
- 3rd Grade Math - 43%-87% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 3rd grade students mastering priority standards)
- 4th Grade ELA - 35%-69% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 4th grade students mastering priority standards)
- 4th Grade Math - 43%-82% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 4th grade students mastering priority standards)
- 5th Grade ELA - 30%-59% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 5th grade students mastering priority standards)
- 5th Grade Math - 2%-75% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 5th grade students mastering priority standards)
- 6th Grade ELA - 32%-85% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 6th grade students mastering priority standards)
- 6th Grade Math - 28%-73% priority standards mastered by students (by the end of the 21-22 school year, >75% of all 6th grade students mastering priority standards)

Metric: Other (Site-based/local assessment)

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>1. 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 in support of EL, Foster, and LI students.</p> <p>2. Professional Development and Collaboration: Provide release time for teacher to meet in CO-OPs , CAST and IEP/FST/SST meetings in support of EL, Foster, and LI students.</p> <p>Cost to cover substitutes for release day for teachers.</p>	<p>Actions 1 & 2: 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) 	<p>Actions 1 & 2:</p> <ul style="list-style-type: none"> • EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. • EL Student levels initial and summative assessments with increase from 2020-2021 to end of 2021-2022. • 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)	\$7000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

English learners require high-quality instructional programs and services based on the outcome of ELPAC administration and analysis, formative assessments, and site-based and local summative assessments. Through the increased frequency and quality of research based ELD practices throughout the instructional day, EL students will continue to grow in English proficiency. ELPAC data, formative assessments, and site-based and local summative assessments will be used 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 student trimester interim assessments at each grade level will show progress toward meeting priority standards.
- ELPAC data comparison between data in 2018 to 2019/2020 initial data and summative data from 2020/2021 will show student growth of a minimum of 1 level per year.

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?
<ul style="list-style-type: none"> • English Language Learners will receive high-quality programs and services connected to ELPAC data and outcomes. • Certificated Timesheets to administer ELPAC • Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students. • Purchase materials and supplies (whiteboards, markers, composition books for EL tutoring groups). • Provide supplemental reading and Newcomer students with additional opportunities to develop ELA proficiency through targeted small group instruction before and after school. • Provide release time for grade-level teachers to meet with EL coaches in support of improved ELD instruction. • Classified salary for support of intersession groups with EL students in before or after school tutoring of EL students. 	<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 2020/2021 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)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$18041	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • 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 2021-2022.
- Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a 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?
<p>1. Increase SEL supports for EL, Foster, and LI students through:</p> <ul style="list-style-type: none"> • MHT support to build staff capacity through PD to support students social/emotional needs to improve access to curriculum. • Purchase supplemental curriculum and/or instructional materials to support the development of Social Emotional Learning Strategies for all students <ul style="list-style-type: none"> ◦ Second Step for K-6 - yearly online subscription for teachers only 	<p>Action 1:</p> <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>	<p>Action 1:</p> <ul style="list-style-type: none"> • Synergy discipline data, specifically office referrals and suspensions with a decrease for EL, Foster, and LI students • 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)	\$6000	Materials/Supplies/Equipment	<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 SEL, Academic, and Behavioral referrals with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2020-2021 school year to 2021-2022.
- Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between previous and current school year when trimesters are compared.
- Continued focus on decreased suspension rates for African American (7.6 in 17/18, 17.6 in 18/19, and 0 in 19/20), Foster Youth (40 in 17/18, 83.3 in 18/19, and 0 in 19/20), Special Education (19.6 in 17/18, 11.2 in 18/19, and 0 in 19/20), and Homeless (0 in 17/18, 18/19, 19/20) Students.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time for staff to participate in PBIS related activities (reteach, kick-off, meetings, professional learning, data analysis) in order to increase social emotional and behavioral supports for SED, African American, Foster Youth, Homeless, and SPED students.	<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 (7440/0000)	\$200	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$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?
<p>Purchase signage and posters to advertise our PBIS and character trait expectations for safe, responsible, and respectful behaviors</p> <p>Purchase safety vests, signs, and other equipment to support site staff with the implementation of safe, responsible, and respectful PBIS processes.</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"> • 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 (7440/0000)	\$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 in order to improve site culture and climate as measured by:

- RTI progress monitoring data in SEL, Academic, and Behavioral referrals with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2020-2021 school year to 2021-2022.
- 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
- Continued focus on decreased suspension rates for African American (7.6 in 17/18, 17.6 in 18/19, and 0 in 19/20), Foster Youth (40 in 17/18, 83.3 in 18/19, and 0 in 19/20), Special Education (19.6 in 17/18, 11.2 in 18/19, and 0 in 19/20), and Homeless (0 in 17/18, 18/19, 19/20) Students.

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>1. Provide training and additional yard supervision, Teacher in Charge for campus events in order to improve school culture and climate (i.e., PBIS reteaching days, family nights, yard supervisor meetings/trainings, bulldog best recess), and increase support and involvement for EL, Foster, and LI students.</p> <p>Cost to cover substitutes for release day for teachers and paraprofessional support.</p>	<p>Action 1:</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"> • 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>	<p>Action 1:</p> <ul style="list-style-type: none"> • Synergy discipline data, specifically office referrals and suspensions with a decrease of referrals for EL, Foster, and LI students • 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)	\$800	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4000	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

Site Goal 4.1

To provide supplementary curriculum, resources, supplies, and technology to support and target student needs and to support the at home/school partnership and increase opportunities for families to participate in school-wide events by increasing attendance in SSC, ELAC, parent conferences, family nights, Family and Student Study Teams, and PTO events as measured by:

- Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2021-2022 attendance
- Increased school/home communication and participation results according to yearly staff and family SEL and LCAP Needs Surveys
- Increase personal calls to targeted population to invite to events and activities

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?
<p>1. Purchase Scholastic Reading Counts/ Scholastic Reading inventory online systems in order to support EL, Foster, and LI home school partnership in increasing literacy development in children and improve academic outcomes for students. (\$1350)</p> <p>2. Purchase grade level agendas and site-wide communication folders with school contact information, school vision, and yearlong calendar in support of EL, Foster, and LI students. (Communication folders \$1200 + Agendas \$2500)</p>	<p>Actions 1 & 2:</p> <p>Marzano Research: Parent Involvement (effect size: .46)</p> <p>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/title_readandrise.pdf)</p>	<p>Actions 1 & 2:</p> <ul style="list-style-type: none"> • EL, Foster, and LI students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. • EL Student levels initial and summative assessments with increase from 2020-2021 to end of 2021-2022. • 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)	\$5050	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?
<p>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.</p>	<p>Marzano Research: Parent Involvement (effect size: .46)</p> <p>The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/</p>	<ul style="list-style-type: none"> • Increase family attendance at family engagement events by 10% between 2019-2020 and 2021-2022 attendance • EGUSD parent CORE survey results show greater than 75% approval • Positive participation from Parent EXIT slips collected at trainings

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	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 phone calls to families of chronically absent students.
- Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2021-2022 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?
<ol style="list-style-type: none"> 1. Provide timesheet support for teacher Bridge Visits 2. Parent/teacher communication support via translation services. 3. 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 in support of EL, Foster, and LI students. <ul style="list-style-type: none"> • Classified Parent Liaison position - 3.5 hours a day, 2 days a week for 20 weeks @\$14/hour. 	<p>Actions 1, 2, & 3:</p> <p>Marzano Research: Parent Involvement (effect size: .46)</p> <p>The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/</p> <p>3 Tiers of Intervention to reduce chronic absences as outlined in https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/</p>	<p>Actions 1, 2, & 3:</p> <ul style="list-style-type: none"> • Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2021-2022 attendance • Decrease chronically absent EL, Foster, and LI students from 12.1% to less than 7% based on comparison data from 2019-2020

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1960	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 2021 - 2022**

V. 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	\$25,242	\$25,242	\$25,242	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	39.375	\$0	\$4,594,999	\$4,594,999	\$4,594,999	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$164,585	\$164,585	\$164,585	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$56,708	\$56,708	\$56,708	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$207,398	\$207,398	\$0	\$0	\$207,398	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$191,565	\$191,565	\$166,755	\$7,000	\$10,800	\$7,010	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$20,541	\$20,541	\$0	\$20,541	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,334	\$6,334	\$6,334	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$48,505	\$48,505	\$48,505	\$0	\$0	\$0	\$0
3711 Special Education Preschool 3310 Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	1.15	\$0	\$90,098	\$90,098	\$90,098	\$0	\$0	\$0	\$0
3711 Special Education Preschool 3315 Special Ed: IDEA Preschool Grants, Part B, Sec 619	1.35	\$0	\$129,447	\$129,447	\$129,447	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch,	1.2813	\$0	\$87,381	\$87,381	\$0	\$0	\$87,381	\$0	\$0

School Breakfast, Milk, Pregnant & Lactating Students)									
3410 Special Education Mild/Moderate 6500 Special Education	2.375	\$0	\$222,744	\$222,744	\$222,744	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	2.3125	\$0	\$129,502	\$129,502	\$129,502	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$174,694	\$174,694	\$174,694	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$63	\$0	\$63	\$63	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	54.2938	\$63	\$6,155,140	\$6,155,203	\$5,814,073	\$27,541	\$306,579	\$7,010	

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	\$361,765
Subtotal of state or local funds included for this school	\$5,793,438

Principal **Jodi Boyle**

School Site Council Chairperson **Daniel Ming**

EL Advisory Chairperson **Sanjogita Singh**
