Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP)
2022-2023

Principal: Sharon Hamlin

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

IV. Goals, Actions and Services

Arthur C. Butler Elementary | Focused Work: 2022-2023

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

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 (1/10/22, 2/7/22, 3/14/22, 4/11/22), PTO board meetings, parent communication Zoom meetings, ELAC meetings (10/27/21, 4/28/22), School Site Council meetings (9/30/21, 11/30/21,1/20/22, 2/10/22, 3/10/22, 4/7/22, 5/19/22), and staff meetings (1/3/22, 1/31/22, 3/7/22, 4/4/22, 5/2/22). Continual input was sought through ongoing stakeholder and parent communication. Input sought through school newsletters and stakeholder surveys. Data analysis and review at Fall 2021 and Spring of

2022 with SSC and staff. Data shared out with staff at leadership and staff meetings and reviewed during grade level meetings Site data shared at SSC, ELAC, Leadership, and Staff Meetings

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

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: Interventions to support academic achievement kindergarten through sixth grade. These include professional development for teachers, release time, 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.

Resource Inequities

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

NA

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **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**

Site Goal 1.1

Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP, and ELPAC to increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 54% meeting or exceeding standards to 43% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 31% meeting or exceeding standards to 25%
- EL students **declined** from 55% meeting or exceeding standards to 42%
- African American students **declined** from 49% meeting or exceeding standards to 26%
- Hispanic students **declined** from 43% meeting or exceeding standards to 31%
- White students **declined** from 65% meeting or exceeding standards to 56%
- Asian students **declined** from 64% meeting or exceeding standards to 41%
- Students with 2 or more races **declined** from 63% meeting or exceeding standards to 42%
- Filipino students **declined** from 75% meeting or exceeding standards to 73%
- Socioeconomically Disadvantaged students **declined** from 49% meeting or exceeding standards to 38%
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 43% to 54% meeting or exceeding standards on the 2022 CAASPP.**

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 51% meeting or exceeding standards to 39% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 26% meeting or exceeding standards to 25%
- African American students **declined** from 42% meeting or exceeding standards to 28%
- Hispanic students **declined** from 31% meeting or exceeding standards to 26%
- EL students **declined** from 48% meeting or exceeding standards to 39%
- Students with 2 or more races **declined** from 54% meeting or exceeding standards to 38%
- White students **declined** from 55% meeting or exceeding standards to 44%
- Socioeconomically Disadvantaged students **declined from** 43% meeting or exceeding standards to 34%
- Asian students **declined** from 59% meeting or exceeding standards to 43%
- Filipino students **declined** from 66% meeting or exceeding standards to 54%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 39% to 50% meeting or exceeding standards on the 2022 CAASPP.**

Metric: Other (Site-based/local assessment)	

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
1. Provide supplemental targeted small group Literacy and instruction to focus onstudents not meeting grade level standards as measured on Illuminate Benchmark Assessments, CAASPP, Grade Level Assessments. - K-6 Academic Intervention Teacher 1.0 FTE	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through: - Small group learning (effect size: .49) - Comprehension programs (effect size .60) - Student centered teaching (effect size .54)	For actions 1-2 effectiveness will be measured using: - pre and post assessment data for small groups, extended day, and off track instruction - student attendance in small groups, extended day, and off track instruction - Illuminate assessment data

- Paraeducator to provide for support of intervention groups

2. Provide extended day and/or off-track instruction: one hour sessions, small group targeted instruction in grades K - 6, in math and reading.

3. Purchase needed materials to support interventions.

- Response to Intervention (effect size 1.07)

For action 3 effectiveness will be measured by:

- Every student will be provided the materials needed during small groups, extended day, and off track instruction

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$25000	Classified- Salaries	
Title I – Basic (4900/3010)	$146590	Certificated- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Purchase additional supplementary curriculum and 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 income learners. (ex. Heggerty, BrainPop, IXL, AVID, Academic Vocabulary Toolkit, Starfall Education, Newsela, Reflex Math, etc...) 2. Purchase additional supplementary instructional materials and supplies for workshop, intervention, enrichment, and extended day in support of EL, Foster, and LI students. Items may include but are not limited to:	Usher, K. (2019). *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.* Retrieved from https://www.edutopia.org/article/differentiating-offering-choices According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through: - Small group learning (effect size .49) - Comprehension programs (effect size .60) - Student centered teaching (effect size .54) - Response to Intervention (effect size 1.07) Research supports that providing	For actions 1 and 2 effectiveness will be measured using: - pre and post assessment data for small groups, extended day, and off track instruction - student attendance in small groups, extended day, and off track instruction - Illuminate assessment data For action 3 effectiveness will be measured by: - AVID classroom teachers will collect data each trimester on the effectiveness of transition times and organizational tools - AVID attendance data

replacement bulbs for projectors, copy paper, master/ink for intervention copies, district print shop orders, student whiteboards, dry erase markers, pencils, and other similar materials used to assist students at their instructional level. 3. Provide students with extra supplies and materials needed to support programs used to increase academic achievement, including but not limited to, color printers and ink for optimal AVID implementation. Sufficient paper to accommodate all academic high need students targeted in intervention, tutoring and enrichment.	students with the necessary materials and supplies increases achievement and decreases behavior modifications. AVID Research: 75% of AVID students are from low socioeconomic status background, and 80% are underrepresented students. Nevertheless, they out perform their peers in crucial metrics nationwide. AVID research based curriculum. https://www.avid.org /AVID-effect	

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$15500	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. GATE: Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities. GATE Coordinator stipend - stipend to provide: • Parent outreach • Personnel expenses for making direct contact with underrepresented families and their students • Coordination of GATE Program	Rogers, K.B. (2007). *Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice.* Gifted Child Quarterly. 51(4).Lessons in Supporting Gifted and Talented Learners: • Need daily challenge in areas of talent • Opportunities to be unique and to work independently • Provide varied accelerated opportunities • Provide opportunities to	For actions 1 and 2: • Action will be measured by admin and GATE coordinator by reviewing student and parent interest surveys

- Site GATE Committee Chair
- purchase materials/supplies, field trips and entry fees to competitions (including CREST)

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.

socialize with like-ability peers
- Differentiated instruction around pacing, review and practice, and organization of content.
- How NEHS Benefits Your School? https://www.nehs.org/start-a-chapter/how-nehs-benefits-your-school/

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$1500	Materials/Supplies/Equipment	
GATE (7105/0000)	$500	Contracts/Services/Subscriptions	
GATE (7105/0000)	$2397	Certificated- Salaries	

Actions/Services 1.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Supplement library technician hours for special projects, i.e. curriculum inventory, book fair, ordering new and diverse titles, etc. 2. Purchase high interest titles for student use and high interest/low level books for intervention.	Reading Is Fundamental, Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) Reach Out and Read, Reading Aloud to Children: The Evidence, 2008) National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)	For actions 1 and 2: • Effectiveness will be measured by increased scores on ELPAC, increases in trimester Illuminate assessments, and CAASPP Scores • Administration will work closely with the library technician to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students. The administration will also provide feedback to the library technician on library services to students such as, read alouds, book faire offerings, and library use instructional programs. • Goal of increased fluency will be measured each trimester during data monitoring/release

| | | days, with an expectation of increasing Fluency Rate levels |

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5500	Classified- Timesheets	

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

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 African American, EL, Foster Youth, Hispanic, Low Income, and students with disabilities. 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	Thiers, N. (2016). *Educators deserve better: A conversation with Richard DuFour*. Educational Leadership. Retrieved from http://www.ascd.org /publications/educational-leadership/may16/vol73/num08 /Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx • Teacher clarity and focus of collaboration is essential to improve student learning. • Schools need a systematic way of identifying interventions for students According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through: • Collective teacher efficacy	For actions 1 and 2: • 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.

	(effect size: 1.57)		
LI students.			

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$15860	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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, ELD, trauma informed practices, and culturally responsive pedagogy in support of students not meeting grade level standards. Provide books, materials and resources for professional reading in literacy practice. This professional development will focus on struggling students. 2. Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities. This professional development will focus on struggling students.	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through: • Teaching/Instruction Strategies/Strategies Emphasising Feedback (effect size: 1.29) Thiers, N. (2016). *Educators deserve better: A conversation with Richard DuFour*. Educational Leadership. Retrieved from http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx • Teacher clarity and focus of collaboration is essential to improve student learning. • Schools need a systematic way of identifying interventions for students	For actions 1-3 effectiveness will be measured by: • teacher implementation of strategies learned • student assessment data (CAASPP, ELPAC, Illuminate) • implementation of AVID strategies in grades 4-6 • weekly PLC meeting agendas/notes

3. Peer Observations: Provide release time so that staff may observe their colleagues during classroom instruction. During the observation, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings. These peer observations will focus on instructional practices teachers employ when working with their students who are not meeting grade level expectations.	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through: • Collective teacher efficacy (effect size: 1.57) Hollie, S. (2017). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Teacher Created Materials. • Culturally and linguistically responsive teaching validates, affirms, bridges and builds relationships in order to create meaningful and relevant experiences for all students. Child Trends. (2020, April 27). "Responding to Trauma through Policies that Create Supportive Learning Environments." Retrieved from https://www.childtrends.org/ • Schools need to provide time and resources in order to identify the most urgent needs of their site, develop an action plan that supports the school culture, and meets the individual needs of students.	

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$17775	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$2500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$45000	Contracts/Services /Subscriptions	

Actions/Services 1.3.2

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Grade Level teachers will be provided EL coach led professional learning on both Designated and Integrated ELD instruction. Coach led professional learning will provide teachers the understanding needed to increase the use of ELD strategies in lessons during designated and integrated instruction. 2. Provide opportunities for teachers to participate in book studies related to ELD instruction with admin and/or EL coach. Provide the books for teachers.	John Hattie's research reflects the following effect size assists students in access to the core curriculum. Response to Intervention 1.07 ES Teaching Strategies 0.62 ES Quality of Teaching 0.48	For actions 1 and 2 effectiveness will be measured by: • EL Walk Through Forms • Redesignation rates • Summative ELPAC data

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$2500	Certificated- Timesheets	
EL Supplemental (7150/0000)	$250	Materials/Supplies/Equipment	

District Strategic Goal 2:

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

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

Site Goal 2.1

Teachers will use assessment data to guide instruction and meet student needs. All grade levels at Arthur C, Butler will operate as high functioning PLCs to share best instructional practices directly related to common assessment data in order to ensure student learning.

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

| 1. 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.

2. Provide release time for teacher to meet in CO-OPs and CAST meetings in support of EL, Foster, and LI students.

3. Cost to cover substitutes for release day for teachers. | According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through:

- Teaching/Instruction Strategies/Strategies Emphasizing Feedback (effect size: 1.29)
- Student centered teaching (effect size: .54)
- Response to Intervention (effect size: 1.07)
- Goals learning (effect size: .50) | For actions 1-3 effectiveness will be measured by:

- Student grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate
- EL Student summative assessments levels
- 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	
Title I – Basic (4900/3010)	$8000	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

• Black or African American • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Teachers will meet each week during their Early Out Collaboration time to discuss the progress of AA. LI and SWD using standards aligned interim assessment data. 2. Teachers will collaborate with Learning Center teachers and Academic Intervention Teachers to identify targeted needs of specific AA, LI and SWD students in need of Tier II/III supports. No funding needed for actions 1 and 2.	John Hattie, October 2015 Influences and Effect Size Instructional quality effect size 1.0 Teacher Clarity effect Size .75 Professional Development effect size .62	For actions 1 and 2 effectiveness will be measured by: - Review of meeting agendas, minutes, and grade-level data - Intervention and support instruction will focus on assistance to underperforming students focusing on the use of skill-based extra sessions above and beyond which the classroom teachers provide.

Funding Source	Amount	Description of Use	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide supplemental instruction for Long Term English Learners or students who are risk of becoming LTELs based on assessment data. 2. Provide supplemental instruction for Newcomer students with additional opportunities to develop ELA proficiency through targeted small group instruction. 3. Classified salary for support of EL students in before or after school tutoring of EL students. 4. 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	**ELD Research**: California English Language Development Standards: Proficiency Level Descriptors. Retrieved from: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf	For actions 1-4 effectiveness will be measured by: - ELPAC data comparison between benchmark data in 2018 to 2022/2023 data - Grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. - 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. For actions 4 and 5 effectiveness will be measured by: - completion rate of ELPAC

	EL students.			Initial and Summative assessment
	5. Certificated Timesheets to administer ELPAC			

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$4000	Classified- Timesheets	
EL Supplemental (7150/0000)	$12528	Certificated- Timesheets	

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1

To address disproportionality, we 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

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Increase SEL supports for EL, Foster, and LI students through: 1. MHT support to build staff capacity through PD to support students social/emotional needs to improve access to curriculum. 2. Purchase supplemental curriculum and/or instructional materials to support the development of Social Emotional Learning Strategies for all students	In studies on the effects of a small group counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades. Boutwell, D.A., & Myrick, R.D. (1992). The go for it club. Elementary School Guidance & Counseling, 27, 65-72. 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	For actions 1 and 2 effectiveness will be measured using: • 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	
Title I – Basic (4900/3010)	$2500	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Contract with outside vendors to provide inspirational, motivational, and empowering assemblies to the student body to reinforce bullying prevention, PBIS expectations and positive student behavior, specifically focusing on improving outcomes for African-American, Hispanic, Foster Youth, Homeless, and low-income students.	John Hattie's Effect Size Research: Behavioral Interventions Programs Effect Size 0.62 Supporting Behavior and Social Participation of All Students; https://www.learnalberta.ca/content/insp/html/assemblies.html	Effectiveness will be measured using: • Student and staff feedback and survey information • discipline data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$500	Contracts/Services/Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. 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.	According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through: - Decreasing disruptive behavior (effect size: .53) - Reducing anxiety (effect size: .48) 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 Piagetian programs 1.28 Studies show that after 2 years of PBIS implementation, math scores on standardized test rose 73%, and suspension and office referral rates dropped significantly.	For action 1 effectiveness will be measured using: - 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) - PBIS Tiered Fidelity Inventory yearly

Funding Source	Amount	Description of Use	

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$100	Classified- Timesheets	
PBIS (7440/0000)	$200	Certificated- Timesheets	

Actions/Services 3.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Purchase signage and posters to advertise our PBIS and character trait expectations for safe, responsible, and respectful behaviors 2. Purchase safety vests, signs, and other equipment to support site staff with the implementation of safe, responsible, and respectful PBIS processes.	According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves through: • Decreasing disruptive behavior (effect size: .53) • Reducing anxiety (effect size: .48) 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	For actions 1 and 2: • 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	

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

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
1. Provide training and additional yard supervision 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. 2. Provide training on implicit bias, racial inequities, and non-punitive discipline practices for all staff to reduce the number of referrals and suspension amongst students of color and students with disabilities. 3. Staff will be trained on behavior management techniques, positive reinforcement, eliminating labels and racial bias, building relationships, and a multi-tiered approach. 4. Provide workshop for staff with our behavior specialist and inclusion specialist on positive interventions and limit-setting. Provide staff PD on the brain and culturally responsive techniques.	According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through: - Decreasing disruptive behavior (effect size: .53) - Reducing anxiety (effect size: .48) Research indicates a relationship between a high discipline and suspension rate and lack of training in restorative justice, empathy, social justice, and racial equity among teachers. (Hinojosa, 2008; Skiba et al 2011; Bradshaw, Mitchell, Obrennan and Leaf, 2010) Students of color are 6 times more likely to receive subjective discipline referrals and suspensions than those of their counterparts. (Riddle and Sinclair, 2019; U.S. DOE, 2016.	For actions 1-4 effectiveness will be measured using: - 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) - Decrease in classroom and playground referrals for students of color specifically for African American and Hispanic students as well as students with disabilities.

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$200	Classified- Timesheets	
Title I – Basic (4900/3010)	$4245	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$1000	Classified- Timesheets	

Site Goal 3.4

Increase peaceful conflict resolution for English learners, Foster Youth, special education, and students who are failing or most at risk of failing in grades 1-6 by utilizing PBIS and ASSIST during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports. Continue to decrease suspensions and referrals using PBIS strategies. Our goal is to monitor specific demographics by establishing a baseline with end of the year data. Our goal is to decrease our Hispanic incidents by 5% (from 36%) and our African American by 3% (from 23%).

Metric: Suspension

Actions/Services 3.4.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Increase positive culture and climate on campus by utilizing ASSIST program leaders during lunch recess to teach and reinforce school-wide PBIS Guidelines for Success and character values using structured sports. There will be a focus on our students with disabilities, English Learners, Foster youth, and students who are failing or most at risk of failing.	Are We Losing Play Without a Purpose?, Sarah Sparks, 2017 Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression, Murphy, H.A., 1983 The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students; Lewis, T.J., 2000	For action 1 effectiveness will be measured using: • 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)	$50000	Contracts/Services /Subscriptions	

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: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. 2. Purchase grade level agendas and site-wide communication folders with school contact information, school vision, and	The Dual Capacity-Building Framework for Family-School Partnerships: support the development of family engagement strategies, policies and programs. https://www.dualcapacity.org/ Marzano Research: Parent Involvement (effect size: .46) The Scholastic FACE Initiative	For actions 1 and 2 effectiveness will be measuring using: - Grade level benchmark pre and post assessments, district common assessments, and trimester assessments through Illuminate. - EL Student summative assessments levels - Effectiveness will also be measured using informal observation and teacher

yearlong calendar in support of EL, Foster Youth, African American, Hispanic, Students with disabilities, and Low Income students.	uses research-based strategies and sustainable programs that bring families, schools, and communities together to support the literacy development of children from birth to Grade 12.(http://teacher.scholastic.com /products/face/pdf/read-and-rise/titlei_readandrise.pdf)	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	
Title I – Basic (4900/3010)	$5000	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Staff will be trained to conduct family-teacher home visits so teachers may conduct home visits throughout the school year. Home visits funded by FACE department. 2. Parent/teacher communication support via translation services. 3. FACE staff 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. No funding needed for actions 1 and 3.	Marzano Research: Parent Involvement (effect size: .46) The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/ 3 Tiers of Intervention to reduce chronic absences as outlined in https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/ Parent Teacher Home Visit Project http://www.pthvp.org/wp-content/uploads/2016/09/Landscape-Evaluation-2014.pdf The earlier parents get involved in their children's educational process, the better students tend to do in their overall performance (Shepard, 1995). Parent Engagement improves students success in academic achievements, social behaviors, and more likely to stay in school and develop into a competent adult (Brooks 2006; Chapman, 2003; Learning First Alliance, 2001)	For action 1 effectiveness will be measured using: - number of family-home visits - Parent survey data For actions 1-3 effectiveness will be measured using: - Family attendance at family engagement events - Number of chronically absent students - Number of suspensions

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$500	Contracts/Services /Subscriptions	

Actions/Services 4.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide family support events targeting topics identified by families, such as EL support, technology, curriculum, parenting classes.	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.	For actions 1-4 effectiveness will be measured using: - Attendance at parent meetings and school events

2. Increase contract hours for Library Tech. to increase the use of the "We Both Read" Early Literacy Program. 3. Increase transitional kindergarten, and kindergarten families' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Provide support as a transitional activity from TK to kindergarten and during the kindergarten year. All students will benefit, with a focus on FY, EL, and LI. 4. Stipends for site staff to present at family/community events.	Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014	• Feedback from parent surveys • Sign-in sheets/record of attendance • Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. Illuminate assessment data will be shared with parents.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$4000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2500	Classified- Salaries	

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

V. Funding

Arthur C. Butler Elementary (220) | 2022 - 2023

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	0.0000	$0	$26,272	$26,272	$26,272	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$136,275	$136,275	$85,275	$0	$51,000	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$19,778	$19,778	$2,750	$16,528	$0	$500	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$222,695	$222,695	$195,950	$8,000	$7,245	$11,500	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$410,417	$410,417	$314,644	$24,528	$59,245	$12,000	

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	$222,695
Subtotal of state or local funds included for this school	$187,722

Signatures: (Must sign in blue ink)   **Date**

Principal Sharon Hamlin

School Site Council Chairperson Daniel Ming

EL Advisory Chairperson Sanjogita Singh