



ARTHUR C. BUTLER ELEMENTARY

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Elk Grove, CA 95624
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Board of Education
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. Families are always welcome to visit the office to ask any questions or address any concerns they may have about the school or their children.

School Highlights and Awards

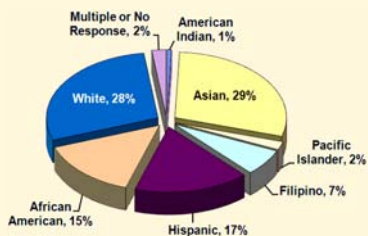
- Academic Performance Index (API) of 819, 2008
- District Oral Language Faire semifinalists & finalists, 2000-2008
- 3rd & 6th grade teachers awarded News10 Teacher of the Month 2008
- Free to Learn, Character Education School established 2007

Student Demographics

	School	District
Enrollment	1,029	61,573
English Learners	201	10,241
Languages Spoken	21	72
Students of Poverty	479	29,915
GATE	29	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

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

A Message From the Principal

Welcome to Arthur C. Butler Elementary School! We provide a highly academic, focused educational experience designed to meet the individual learning needs of all students so they may attain grade level standards and beyond. We often say our mission is to provide the best possible education in the safest possible environment. The safe campus, positive learning culture, rigorous instructional programs, and strong community support help students gain the skills they need to be successful students and citizens.

Parent support and involvement continue to be important aspects of the success at Arthur C. Butler Elementary. This support is given, recognized, and appreciated in many different ways. Some parents help plan programs and policies through their efforts on the School Site Council, PTO, and other committees; while others serve as classroom and library volunteers, or plan family activities and events. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

Carla Gaymon-Victor, Principal
Arthur C. Butler Elementary

Parental Involvement

All families are welcome and encouraged to become actively involved. We invite everyone to attend our Back to School Night, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. Please join our PTO, which sponsors events that promote a sense of community and raise money for worthy causes. We encourage you to be one of the hundreds of family members who visit our school and volunteer in classrooms, the library, at home, or chaperone field trips. Volunteer opportunities are publicized in the Butler Bulldog and PTO newsletters.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers	49	
Total Full Credentials	49	

SOURCE: 2007-2008 CBEDS, California Dept. of Education

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners	0	
Misassignments Due to Subject Matter Competency	0	
Teacher Vacancies	0	

SOURCE: 2008-2009, EGUSD

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

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

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school has 34 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1980. Two portable classrooms were constructed in 1997 for class size reduction.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The administrative team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 6/20/07

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

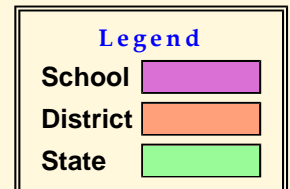
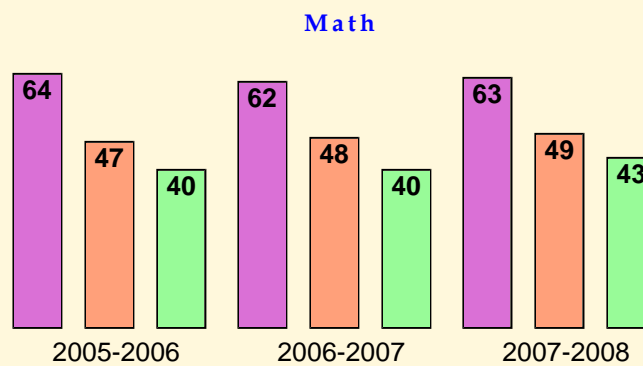
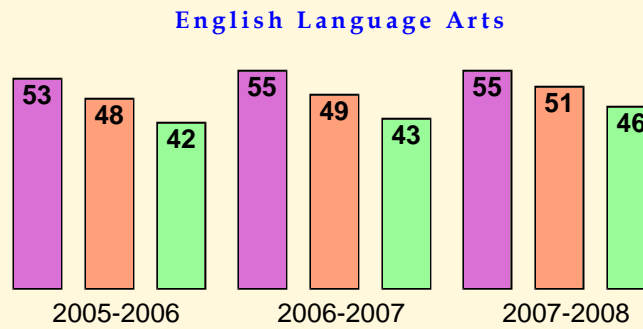
School Average	
Kindergarten	20.0
Grade 1	19.8
Grade 2	20.0
Grade 3	20.0
Grade 4	24.9
Grade 5	26.0
Grade 6	26.0

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	819
Statewide Rank	7
Similar Schools Rank	8

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	No
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in writing. Through our district's Trainer of Trainers program, three times per year, a team of teachers attends training on closing the achievement gap and returns to the site to share the information they learned with the whole staff. In addition, our teachers connect each Monday and use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers, who have been teaching fewer than two years, are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Our school is strongly committed to providing a safe and secure learning environment. School rules are enforced by all personnel. Our School Safety Plan was reviewed and updated in January of 2009. An "Emergency Handbook", outlining a plan of action for disasters such as earthquakes, fires, floods, and chemical spills, is kept in the school office and in every classroom. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department supports us with occasional visits and quick response times when needs arise.

Specialized Programs

At our school, we have highly qualified staff to assist students with special learning needs. Bilingual Teaching Associates help English Learners access the core curriculum. Gifted and Talented Education (GATE) students and accelerated students have contracts to complete accelerated work. The Learning Center offers instruction to special education students and other students who need extra support. We offer an early morning fluency class to support students in increasing their reading and language skills. Intersession classes are held for off-track students in grades 1-6 to reinforce reading and math standards. Our site offers an after school EL class to support our second language students in grades 4-6. Several grade levels offer extra instruction for reading and math after school hours. Students also participate in before and after school fine arts programs such as Artwise, GATE Media Club, choir, drama, and Variety Show.

Average Salaries

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

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

	Percent
School	96.29%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	52	12,551
Expulsions	0	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

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

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1