



PRAIRIE ELEMENTARY

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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. The office staff can assist parents with registering and enrolling their children. Collectively, the office staff speaks eight languages, including Spanish, to assist our parents.

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.

School Highlights and Awards

- Semi-finalist for California Teacher Of The Year 2007
- Three Lighthouse for Literacy Award Recipients '06, '07, '08
- Three Prudential Outstanding Teacher Awards '07, '08
- 2007 California School Of Character
- Reservation To College program

A Message From the Principal

At Prairie Elementary our staff is committed to providing the best possible education for each child. We are proud of our students and staff and their outstanding progress in reading and math. Last year our API score increased by 32 points to 753. We are very proud of all the gains achieved by our students. We are proud of our outstanding teachers who have won awards as the California Teacher Of The Year semifinalist, Lighthouse for Literacy Awards, and Prudential Award recipients. We are also proud of our excellent Character Education Program at Prairie. Prairie Elementary was recognized as a 2007 California School Of Character.

Student Demographics

	School	District
Enrollment	1,031	61,573
English Learners	438	10,241
Languages Spoken	17	72
Students of Poverty	942	29,915
GATE	14	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

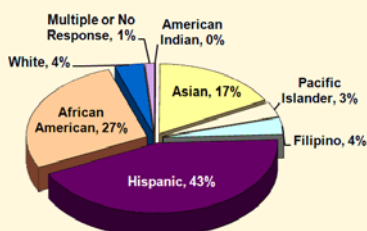
Our district's mission is to provide a learning community that challenges all students to realize their greatest potential. We support this goal by providing our students with instructional excellence. Promoting a life long love of learning and fostering outstanding citizenship are the main focuses of all staff members. There are numerous interventions in place to support students on their academic journey to literacy in reading and math. Some of those interventions include reading coaches, off-track intervention classes, daily parent education classes, after school GATE classes, and an after school enrichment program.

At Prairie Elementary we promote good citizenship, hold high expectations, and maintain a safe, orderly learning environment for all students. A schoolwide discipline program and character education curriculum, which are used in every classroom, foster specific, expected behaviors for school success.

Prairie Elementary welcomes parent participation. Parents are encouraged to become members of our Parent Partnership Program at our annual beginning of the year barbecue, attend our family nights, and enjoy our cultural diversity during Multicultural Family Night. This year our dads have been actively participating through our Watch DOGS program. We have also started a school garden where each grade level is in charge of its own garden. The atmosphere at Prairie makes the community feel welcome and our students feel comfortable and secure, which enables them to pursue academic excellence.

Fawzia Keval, Principal
Prairie Elementary

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Parental Involvement

There are a number of ways to become involved with your child's education. Our school has an active Parent Partner Organization (PPO) that supports campus activities. Teachers are provided time each month for parent contact and the principal hosts a monthly coffee meeting. We offer an adult education class for our parents who would like to learn English. This is a popular class with our parents. We also offer a video checkout program for parents who cannot attend the morning classes to learn English. Several parenting workshops are offered throughout the year. Our parents are always welcome to volunteer in the classroom, attend parent conferences, and join the PPO or School Site Council. Parent education classes, called Loving Solutions are available on campus throughout the year in both English and Spanish.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		58
Total Full Credentials		58

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		2
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 effort 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 41 classrooms, a multipurpose room, a library, a computer lab, and an administration building. The main campus went through modernization in 2005 and we now have a beautiful campus with a track for running. We also house a beautiful preschool campus on the west side and a county building for our disabled students.

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 principal 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: 8/14/08

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 24 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.

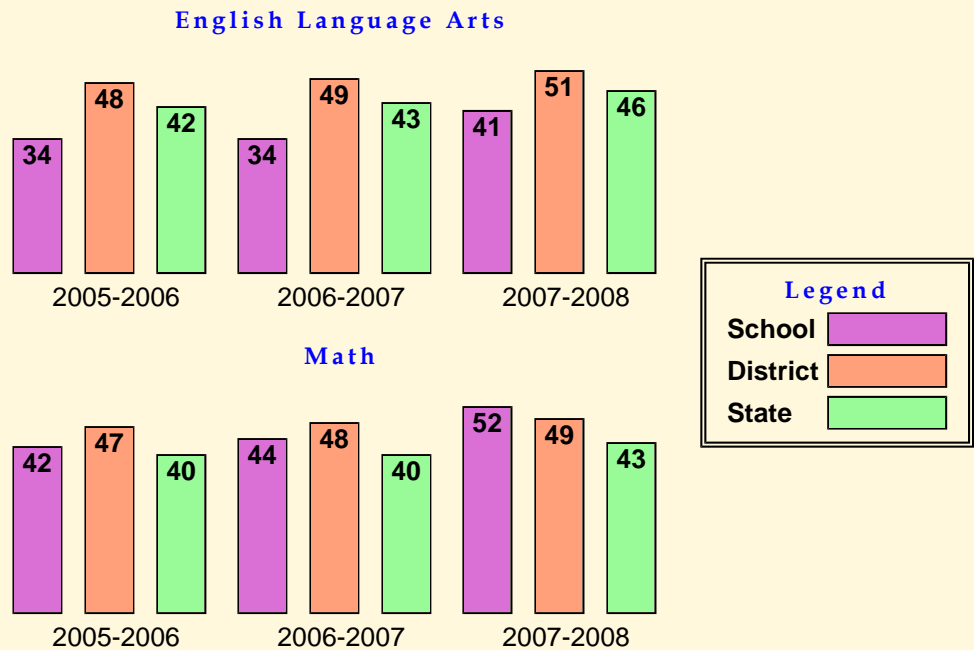
School Average	
Kindergarten	20.3
Grade 1	19.8
Grade 2	20.0
Grade 3	19.1
Grade 4	23.1
Grade 5	23.7
Grade 6	23.0

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	753
Statewide Rank	3
Similar Schools Rank	9

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	Not in PI

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, para-professionals, and non-instructional support staff. Our focus is on closing the achievement gap by formulating professional development opportunities based on proven research.

Professional Development opportunities include: expository writing and looking at student work; reading fluency; strategies that meet the needs of English Language Learners; data analysis; physical education (SPARK); cultural diversity; implementing the new social studies program; Reading First Professional Development (K-3 teachers); differentiated instruction; and comprehension strategies.

Our teachers participate in a district math professional development program for teachers of grades 3-6 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. Paraprofessionals, 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

Your child's safety is the first priority at Prairie Elementary School. Yard duty supervisors receive monthly training and are supported by student conflict managers. Our safety committee meets regularly to update our emergency procedures. Our staff last reviewed and updated our School Safety Plan in August 2008. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office and procedures are practiced on a regular basis. Safety drills are conducted monthly.

Specialized Programs

Our Learning Center services special education students as well as regular education students who need additional support to meet the standards. Intervention teachers service small groups of students in every classroom four days a week. Bilingual Teaching Associates help our English Learners access the core curriculum. In addition, we have after school classes for students still learning English. Gifted and Talented students participate in accelerated instruction within their classrooms and in after school algebra and writing classes. Students who benefit from homework support and enrichment opportunities, participate in our after school program called Fast Track. We offer off-track intersession classes taught by credentialed teachers. Enrichment classes include basketball, volleyball, soccer, track, dance, band, musical theater, and science based clubs. Our student council and peer mediation students received extensive training on leadership by the Youth Development Institute.

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	94.49%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	170	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