

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-2016 School Year
Published During 2016-2017

For: Prairie Elementary

Address: 5251 Valley Hi Drive, Sacramento CA, 95823

Principal: Robin Riley

Phone: (916) 422-1843

Grade Span: K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information (School Year 2016-2017)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2016-2017)

School Name	Prairie Elementary
Street	5251 Valley Hi Drive
City, State, Zip	Sacramento CA, 95823
Phone Number	(916) 422-1843
Principal	Robin Riley
E-mail Address	RRiley@egusd.net
Web Site	http://blogs.egusd.net/prairie/
County-District-School(CDS) Code	34673146098750

School Description and Mission Statement (School Year 2016-2017)

At Prairie Elementary our Gold Ribbon winning staff is committed to providing the best possible education for each child. Our school's mission is: The Prairie Learning Community will inspire and educate the whole child through a variety of learning opportunities developing their innate talents and critical thinking skills, fostering positive character traits in order that each student reach their full potential as a productive citizen.—Our school's motto is: LEARNERS TODAY - LEADERS TOMORROW". Our School's vision is: In Every Classroom at Prairie You will See: Rigor and High Expectations; Collaboration /Student Engagement; Positive Classroom Management

There are numerous interventions in place to support students on their academic journey to literacy in reading and math. Some of those interventions include small group interventions during the day, off-track intervention classes, after school tutoring, and an after school enrichment program.

We welcome parent participation. Parents are encouraged to become active members of our learning community. Each grade level sponsors a Parent University designed to help parents support student success at Prairie. Our campus enrichment includes a butterfly garden, computer lab, library, Scholastic Reads reading incentive program, MESA, Elementary Honor Society, PAW Print Theater, Songbirds Choir, and a Student Leadership Council.

Robin Riley, Principal
Prairie Elementary

Student Enrollment by Grade Level (School Year 2015-2016)

Grade Level	Number of Students
Kindergarten	146
Grade 1	121
Grade 2	140
Grade 3	147
Grade 4	135
Grade 5	165
Grade 6	151
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	1005

School Enrollment by Student Group (School Year 2015-2016)

Student Group	Percent of Total Enrollment
Black or African American	20.80%
American Indian or Alaska Native	0.10%
Asian	15.90%
Filipino	3.20%
Hispanic or Latino	46.10%
Native Hawaiian or Pacific Islander	3.30%
White	3.60%
Two or More Races	7.10%
Socioeconomically Disadvantaged	93.00%
English Learners	40.30%
Students with Disabilities	9.50%
Foster Youth	1.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2014-2015	School 2015-2016	School 2016-2017	District 2016-2017
With Full Credential	54	51	49	3072
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	95.63%	4.37%
High-Poverty Schools in District	95.77%	4.23%
Low-Poverty Schools in District	95.42%	4.58%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2016-2017)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 16 and September 6, 2016

Year and month in which data were collected: August 16, 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd- 6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>Literature & Language Arts</i> by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition 2002 SBE adoption Adopted EGUSD 2003	No	0
<i>Literature & Language Arts</i> by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition Adopted EGUSD 2003	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11 th - <i>Language of Composition</i> , Bedford/St. Martins ©2008 12 th - <i>Bedford Introduction to Literature</i> , V.H.P.S. ©2008 Adopted EGUSD 2003	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Literature & Language Arts, course #5</i> by HRW © 2003; <i>Bedford Introduction to Literature</i> , V.H.P.S. © 2008; <i>Theory of Knowledge</i> , Cambridge University	Yes	0

	<p>Press © 2009</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2010</p>		
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th – Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th -8th Go Math, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2014 <i>Integrated Math 1, Integrated Math 2, Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	Yes	0
	9th-12th - <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Geometry-Concepts & Skills</i> , McDougal/Littel © 2001; <i>Algebra 2</i> , © 2001, <i>Trigonometry</i> 5th Edition, <i>Precalculus with Limits</i> © 2005, McDougal/Littell; <i>Elementary Statistics</i> Glencoe/McGraw Hill © 2006 Adopted EGUSD 2002	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012 <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. Adopted EGUSD 2016	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition; <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2012	Yes	0
Science	All 2-12 Science books are provided one per student.		

World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – Big Book Package. No student materials. Adopted EGUSD 2016	Yes	0
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Literature Big Book Package 1st- Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008	Yes	0
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level	6 th - Earth Science 7 th - Life Science 8 th - Physical Science Adopted EGUSD 2008	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	Earth Science, Prentice Hall © 2006 Concepts and Challenges in Earth Science, Pearson/Globe Fearon © 2003 (supplemental for English Learners) Biology: Dynamics of Life, Glencoe/McGraw Hill © 2000; Physics © 1999, Biochemistry © 2000, Environmental Science © 2005, Foundations in Microbiology © 2005, McGraw Hill; Modern Biology, Modern Chemistry, HRW © 1999; Astronomy Today © 2002, Essentials in Geology © 2000, Fundamentals of Anatomy & Physiology © 2006, Criminalistics © 2004, Biotechnology: Science for the New Millennium © 2006, Prentice Hall; Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998, Delmar/Thompson; Conceptual Physics, Addison Wesley © 1998; Recombinant DNA & Biotechnology, American Society © 1996 Adopted EGUSD 2008 Adopted EGUSD 2000	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: Biology by Campbell, Pearson © 2011; Chemistry: A Molecular Approach, Pearson © 2014; College Physics, 9th Ed., Cengage © 2012 Adopted EGUSD 2012 Adopted EGUSD 2013 Adopted EGUSD 2014	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: Higher Level Biology 2nd Edition, Pearson © 2014; Standard Level Chemistry 2nd Edition, Pearson © 2014; Higher Level Chemistry 2nd Edition, Pearson © 2014; Adopted EGUSD 2015 College Physics, 9th Edition, Cengage © 2012; Adopted EGUSD 2014	Yes Yes	0

	Supplemental for English Learners: <i>Earth Science</i> , AGS Globe/Pearson, © 2003 Adopted EGUSD 2008		
History-Social Science	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i> Adopted EGUSD 2007	Yes	0
Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 th - <i>Ancient Civilizations</i> 7 th - <i>Medieval to Early Modern Times</i> 8 th - <i>United States History</i> Adopted EGUSD 2007	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008; <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006; <i>American Anthem- Modern American History</i> , HRW © 2007; <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses <i>The Earth and Its Peoples - A Global History</i> , <i>The American Pageant</i> , Houghton/Mifflin © 2006; <i>Government in America- People, Politics, and Policy</i> , Prentice/Pearson © 2008; <i>Economics AP Edition</i> , McGraw-Hill © 2008; Adopted EGUSD 2008 <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015; <i>America's History</i> © 2014, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth Adopted EGUSD 2016	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2011, <i>20th Century World History</i> © 2009, Oxford University Press Adopted EGUSD 2012	Yes	0

	Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001 , Pacemaker Series, AGS Globe Fearon Adopted EGUSD 2008	Yes	0
Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Realidades I, II, III, IV</i> , Pearson © 2014; <i>Bien dit! I, II, III</i> , HMH © 2013; <i>Intrigue 3rd Edition</i> , Pearson © 2011; <i>Adventures in Japanese III</i> , Cheng & Tsui, © 2004; Adopted EGUSD 2000 <i>Haruichiban and Ginga</i> , Kisetu, © 2014; <i>Deutsch Aktuell I, II, III</i> , EMC-Paradigm, © 2010 Adopted EGUSD 2014	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; <i>Temas</i> , Vista Higher Learning © 2014. <i>Intrigue 3e</i> , Pearson © 2011 <i>Yookoso!</i> , McGraw-Hill © 2006 <i>Kaleidoskop</i> , Houghton Mifflin © 2007 Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2008 Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>Manana, LeMonde de Francais</i> , Advanced Materials © 2011; <i>Adventures in Japanese III</i> , Cheng & Tsui © 2004; <i>Yookoso!</i> McGraw-Hill ©2006; <i>Abriendo pasa Grammatica</i> , Pearson © 2014 Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2012 Adopted EGUSD 2014	Yes	0
Visual and Performing Arts			
All 7 th - 12 th school textbooks are from the most recent adoption of the local governing Board of Education.	7 th -8 th : <i>Exploring Visual Design</i> , Davis ©2000; <i>Exploring Theatre</i> , McGraw-Hill ©1997 Adopted EGUSD 2000	Yes	0
	9-12 th : <i>Art in Focus</i> © 2000, <i>The Stage & the School</i> © 2005, <i>Art Talk</i> © 2005, Glencoe; <i>Exploring Painting</i> © 2003, <i>The Visual Experience</i> © 2005, <i>Photographic Eye</i> © 1995, Davis Publ.; <i>Make It In Clay</i> © 2000, <i>Hands in Clay</i> © 2004, <i>Theatrical Design & Production</i> , <i>Play Production Today</i> © 2005, McGraw-Hill; <i>Black and White Photography</i> © 2002, <i>Jazz Dance Today</i> © 1994, West Publ.; <i>Choreography</i> © 1997, <i>A Sense of Dance</i> ©	Yes	0

	2005, Human Kinetic; <i>Playing Contemporary Scenes</i> , Merwetter © 1996; <i>Dance - the Art of Production</i> , Princeton © 1995 Adopted EGUSD 2000		
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth ©2005; <i>Music in Theory & Practice</i> , Glencoe ©2003; <i>Art Context & Criticism</i> , Brown & Benchmark © 1996 Adopted EGUSD 2000	Yes	0
Health	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.		

School Facility Conditions and Planned Improvements (School Year 2016-2017)

Prairie opened its doors in 1981. The school has 45 classrooms, a multipurpose room, a library, a computer lab, and an administration building. The campus also includes a County Office of Education Annex, Healthy Start Office, Pre-school and CDI portables. The modernization begun in 2005 consisted of new wings (G, H, I, K-3, new blacktop, new playfield and irrigation system) and was completed September 2006.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument 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 received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2016-2017)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Date of facilities inspection: 8/2/2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

Overall Facility (School Year 2016-2017)

	Exemplary	Good	Fair	Poor
Overall Rating	x			

Prairie Elementary School has four full time custodians who ensure the cleanliness of the school campus daily from 6:00 am to 10:30 pm. Every classroom is thoroughly cleaned daily. Our restrooms are cleaned multiple times throughout the day with deep cleaning occurring every evening. Our multi-purpose room is cleaned after each meal and use by both school and outside groups. The school grounds are regularly maintained by the district's grounds team which serves Prairie Elementary every other week. The lead custodian walks the campus every morning to look for any contraband or safety issues that might have arisen overnight to ensure student safety. Any repair concerns are reported to the district's maintenance and facilities team. The district's maintenance and facilities team regularly addresses Prairie's work orders.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine restricted maintenance at levels beyond the State required minimum and continues to use local resources to fund projects previously considered as part of the States former DMP.

In addition the District has continued to fund the Routine Restricted Maintenance (RRM) account at percentages above the State Minimum. For the 2013-2014 fiscal year the district funded RRM at \$13,829,852 or 2.86% of its General Fund Budgeted Expenditures. The district's complete deferred maintenance plan is available at the district office.

A new Marquee was installed in 2016. There are no additional planned facilities projects for the 15-16 school year.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2015-2016)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
English Language Arts/Literacy (grades 3-8 and 11)	25%	29%	49%	52%	44%	48%
Mathematics (grades 3-8 and 11)	25%	24%	41%	42%	34%	36%

Note: Percentages are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2015-2016)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	144	97.96	25.00
Male	76	75	98.68	25.33
Female	71	69	97.18	24.64
Black or African American	33	33	100.00	21.21
American Indian or Alaska Native				
Asian	21	21	100.00	38.10
Filipino	--	--	--	--
Hispanic or Latino	76	74	97.37	21.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	127	124	97.64	26.61
English Learners	57	56	98.25	14.29
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	136	98.55	25.74
Male	81	80	98.77	28.75
Female	57	56	98.25	21.43
Black or African American	23	22	95.65	9.09
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	41.67
Filipino	--	--	--	--
Hispanic or Latino	74	73	98.65	26.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	122	98.39	22.95
English Learners	45	45	100.00	8.89
Students with Disabilities	12	12	100.00	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	160	98.77	27.50
Male	82	81	98.78	25.93
Female	80	79	98.75	29.11
Black or African American	50	49	98.00	14.29
American Indian or Alaska Native				
Asian	20	20	100.00	55.00
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.00	25.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	26.90
English Learners	40	40	100.00	10.00
Students with Disabilities	21	20	95.24	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	152	98.06	36.42
Male	81	81	100.00	28.75
Female	74	71	95.95	45.07
Black or African American	30	30	100.00	36.67
American Indian or Alaska Native				
Asian	28	28	100.00	39.29
Filipino	--	--	--	--
Hispanic or Latino	70	67	95.71	32.84
Native Hawaiian or Pacific Islander	12	12	100.00	50.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	149	98.03	37.16
English Learners	42	40	95.24	7.50
Students with Disabilities	23	23	100.00	4.35
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2015-2016)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	145	98.64	28.28
Male	76	75	98.68	32.00
Female	71	70	98.59	24.29
Black or African American	33	33	100.00	24.24
American Indian or Alaska Native				
Asian	21	21	100.00	38.10
Filipino	--	--	--	--
Hispanic or Latino	76	75	98.68	25.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	127	125	98.43	30.40
English Learners	57	57	100.00	19.30
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	136	98.55	22.06
Male	81	80	98.77	28.75
Female	57	56	98.25	12.50
Black or African American	23	22	95.65	9.09
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	33.33
Filipino	--	--	--	--
Hispanic or Latino	74	73	98.65	23.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	122	98.39	19.67
English Learners	45	45	100.00	8.89
Students with Disabilities	12	12	100.00	8.33
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	160	98.77	16.25
Male	82	81	98.78	16.05
Female	80	79	98.75	16.46
Black or African American	50	49	98.00	14.29
American Indian or Alaska Native				
Asian	20	20	100.00	30.00
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.00	12.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	16.55
English Learners	40	40	100.00	
Students with Disabilities	21	20	95.24	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	154	99.35	29.87
Male	81	81	100.00	33.33
Female	74	73	98.65	26.03
Black or African American	30	30	100.00	26.67
American Indian or Alaska Native				
Asian	28	28	100.00	28.57
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.57	28.99
Native Hawaiian or Pacific Islander	12	12	100.00	50.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.34	30.46
English Learners	42	42	100.00	2.38
Students with Disabilities	23	23	100.00	4.35
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Science (grades 5, 8, and 10)	51%	46%	43%	65%	63%	63%	60%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-2016)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	163	161	98.77	42.86
Male	82	82	100.00	41.46
Female	81	79	100.00	41.46
Black or African American	50	49	98.00	40.82
American Indian or Alaska Native				
Asian	20	20	100.00	60.00
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	146	98.65	42.47
English Learners	40	40	100.00	32.50
Students with Disabilities	21	20	95.24	40.00
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-2016)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	25.6	27.5	15
7			
9			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-2017)

We encourage all parents to become actively involved at Prairie. Our Prairie Watch D.O.G. program actively encourages parents to volunteer in the classroom. All parents are welcome to attend our English Learners Advisory Council and/or our School Site Council. Our parent involvement policy requires all parents attend parent conferences. Teachers are given time monthly to conduct conferences with parents. Parent workshops are offered throughout the year. E-mail Maria Ramirez our Parent Liaison at mramirez@egusd.net for more information on how you can get involved.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Suspensions	3.69	3.21	3.16	5.27	4.78	4.28	4.36	3.80	3.65
Expulsions	0	0	0	0.03	0.05	0.04	0.10	0.09	0.09

School Safety Plan (School Year 2016-2017)

Your child's safety is the first priority at Prairie Elementary School. Our School Safety Plan was updated and reviewed with our staff January of 2016. Our gates open at 7:30 a.m. for breakfast and are secured by 8:15 a.m. after the morning opening. All visitors must enter our campus through the front office and receive a visitor's pass. Our gates open at 10:30 for our kindergarten parents and students to enter and are secured again at 10:40 a.m. Our gates open for dismissal. Our after school program, FAST track, secures the campus again at 2:45 p.m. to provide for the safety of the students remaining, and does not open the gates again until 5:30 p.m. All visitors after school also check in through the front office to proceed to the campus. Safety drills are conducted monthly. Debriefing occurs after each drill to further review safety concerns. Our Positive Behavior Intervention Support team meets monthly and reviews any necessary adjustments to the School Safety Plan.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-2017)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	5	3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	92.3

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-2014 Number of Classes*			Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	2	5		23		6		23		5	
1	22		7		21	1	6		23		5	
2	23		6		22	1	6		23	1	5	
3	22	1	6		20	2	5		24		6	
4	26		6		26		6		26		5	
5	27		5		26		6		27		6	
6	26		7		27		5		25		6	
Other									24		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-2016)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	0.4688	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4.5	N/A

Note: Cells with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-2015)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,486	\$1,552	\$5,934	\$71,214
District	N/A	N/A	\$5883	\$73,322
Percent Difference - School Site and District	N/A	N/A	-194%	-3%
State	N/A	N/A	\$5,677	\$75,837
Percent Difference - School Site and State	N/A	N/A	4%	-6%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-2017)

Our Learning Center services special education students who need additional support to meet IEP goals. Intervention teachers service small groups of students in every classroom four days a week. We provide one hour of "What I Need" time for English learners to receive additional instruction. English speakers receive additional help in areas of need. Gifted and Talented students participate in accelerated instruction within their classrooms and in afterschool classes including MESA. Students who participate in our afterschool program, Fast Track, benefit from homework support and enrichment opportunities. Enrichment classes include basketball, volleyball, soccer, track, dance, musical theater band and gardening. In addition, we offer off-track intersession taught by credentialed teachers.

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,073	\$45,092
Mid-Range Teacher Salary	\$62,389	\$71,627
Highest Teacher Salary	\$87,906	\$93,288
Average Principal Salary (Elementary)	\$114,486	\$115,631
Average Principal Salary (Middle)	\$116,400	\$120,915
Average Principal Salary (High)	\$128,425	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	41.00%	37.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, paraprofessionals, and non-instructional support staff. Our focus is on closing the achievement gap by formulating professional development opportunities based on proven research. Teachers meet weekly on Early Out Wednesdays as Professional Learning Communities. Professional Development opportunities include: Effective Direct Instruction, reading fluency, strategies that meet the needs of English Language Learners, data analysis, cultural diversity, implementing the English Language Development Curriculum, Special Education, differentiated instruction, technology training, Positive Behavior Interventions and Supports, and comprehension strategies. 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 related to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

	2014-2015	2015-2016	2016-2017
School Days Dedicated to Staff Development	3	3	3