

Navigator Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 and 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians 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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Navigator Elementary School
Street	10679 Bear Hollow Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-2420
Principal	Carole Vargas
E-mail Address	cvargas@fcusd.org
Web Site	http://www.fcusd.org/Domain/17
CDS Code	34673300111278

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2017-18)

The Mission of Navigator Elementary School is to inspire students to be life-long learners, to help students reach their full potential, and to teach students to make a contribution to their community and the world.

The vision for Navigator is to be a learning community where each student is recognized for their individual contribution and given the opportunity to build a strong educational and social foundation in order to succeed in school and in life.

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of over 19,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Navigator Elementary is one of 20 elementary schools in Folsom Cordova Unified School district. We are located in the city of Rancho Cordova, a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. Built in 2006, Navigator was the first new school in Rancho Cordova in 40 years. We operate on a traditional schedule, August - May, with school hours between 8:25am - 2:37pm. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2016 was 380. Data from 2015-2016 shows the school's largest ethnic group is white, with 51% with many of these being English Language Learners (33%). Ethnic subgroups include, Asian at 23%, Hispanic 11%, and African American 10%. A distinguishing characteristic that sets Navigator apart is its large population of students with autism. We are home to four special day classes for students with autism and one class for students identified as emotionally disturbed. This adds to the diversity of our school and brings its own unique challenges and opportunities.

At Navigator, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in grades kindergarten through fifth and we proudly offer programs that serve the individual needs of our students including Special Education, Transitional English, Speech, OT, STEM, Student Care, Intervention Programs, and after-school enrichment. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down to daily lessons. We teach Second Step curriculum in grades K-5. All of our teachers were trained in Responsive Classroom and this year we will begin implementation of Professional Learning Communities as well as an expanded district led PBIS/anti-bullying program.

We currently have 2.5 kindergarten classes, 2.5 first grade, 2 second grade, 2.5 third grade, 2.5 fourth grade, 2 fifth grade classes, four classes for students with moderate to severe autism, one class for students with emotional disturbances and one learning center classroom. We also have a full time credentialed intervention teacher and physical education teacher. To help address the social-emotional needs of our students we have a PIP program and will have a MSW intern on campus two days a week throughout the year.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	62
Grade 1	59
Grade 2	51
Grade 3	60
Grade 4	75
Grade 5	73
Total Enrollment	380

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.3
Asian	11.3
Filipino	5.5
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.8
White	45
Two or More Races	8.9
Socioeconomically Disadvantaged	51.8
English Learners	19.2
Students with Disabilities	18.9
Foster Youth	3.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	23	21	1073
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	18

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017 November

Folsom-Cordova Unified held a Public Hearing on November 16, 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adoption Year 2016	Yes	0%
Mathematics	Pearson - enVision Adoption Year 2014	Yes	0%
Science	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0%
History-Social Science	Holt-Rinehart & Winston, Scott Foresman Adoption Year 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Navigator Elementary was originally constructed in 2006 and is comprised of 25 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and three playgrounds. The principal works daily with the custodial staff of two full-time and one part time staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency, health, and safety repairs. While reviewing this report, please note that discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Since we are a brand new school, no Deferred Maintenance funds have been used on this school.

Date of inspection: 10/19/2017

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017 October				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017 October				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	48	58	61	48	48
Mathematics (grades 3-8 and 11)	34	41	49	51	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	208	99.52	47.83
Male	105	104	99.05	36.89
Female	104	104	100	58.65
Black or African American	23	22	95.65	33.33
Asian	26	26	100	73.08
Filipino	13	13	100	76.92
Hispanic or Latino	26	26	100	23.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100	49.02
Two or More Races	15	15	100	40
Socioeconomically Disadvantaged	111	110	99.1	36.7
English Learners	64	64	100	53.13
Students with Disabilities	45	45	100	8.89
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	208	99.52	41.35
Male	105	104	99.05	38.46
Female	104	104	100	44.23
Black or African American	23	22	95.65	22.73
Asian	26	26	100	57.69
Filipino	13	13	100	53.85
Hispanic or Latino	26	26	100	26.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100	45.1
Two or More Races	15	15	100	40
Socioeconomically Disadvantaged	111	110	99.1	30.91
English Learners	64	64	100	42.19
Students with Disabilities	45	45	100	6.67
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	64	61	70	68	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4	23.9	37.3

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 State priority: Parental Involvement (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 2017-18)

Navigator Elementary benefits from its supportive parents and community members who volunteer their time and expertise to assist our school. The school has a base of parent volunteers who volunteer in the classroom, on field trips, or work at home on projects. All Parent Volunteers must have a negative TB test, fill out an application and be fingerprinted. We have a Parent Coordinator, Michelle Harder, who handles volunteer applications and community outreach.

Parents are active in PTA, School Site Council and the English Language Advisory Committee. The Navigator Math club is run by parent volunteers. The school is working to develop partnerships to support a community members coming to read in our schools and an after-school STEM program.

Parents are encouraged to check our Navigator Website and Power School Parent. This includes our monthly calendar, parent tips, and links to our PTA and school related websites. Access codes to Power School Parent are available from each student's teacher. Our new math curriculum has a robust website that parents are encouraged to use. They may also volunteer to assist with and attend our musicals and Variety Show.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the office at (916) 294-2420, extension 0. You may also volunteer with our PTA at (916) 294-2420 extension *660805.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0	1.5	2.4	4.8	5.0	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The safety of students and staff is of primary concern at Navigator Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October of this school year by the School Safety Committee and the School Site Council. All revisions were communicated to staff members. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Evacuation drills are conducted on a monthly basis throughout the school year. Lock down and other disaster drills are held as needed. There were three (3) student accidents reported in the 2016-2017 school year.

Students are supervised before school, at recesses, and during lunch. Certificated and classified staff help with supervision during lunch and break periods. There are designated areas for student drop off and pick up for both personal vehicles and school buses. Visitors and volunteers must sign in and out at the office upon arrival at our campus. At that time, visitors must obtain and wear a badge or sticker showing that they have a valid reason to be on campus. Volunteers are processed according to district guidelines and are required to wear an ID badge which is kept in the school office.

Date of Last Review/Update: October 04, 2017

Date Last Reviewed with Staff: October 04, 2017

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	46.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		2		19	1	3		17	3	2	
1	24		2		22		2		21	1	1	
2	24		3		23		2		23		2	
3	22		3		22		3		21	1	1	
4	27		2		30		2		26		3	
5	22	1	2		19	1	2		21	2		2
Other	11	4	1		8	3			17	1	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3563	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,379.22	\$3,569.70	\$5,809.51	\$83,046.79
District	N/A	N/A	\$6,894.71	\$74,930
Percent Difference: School Site and District	N/A	N/A	-15.7	10.8
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-11.6	6.7

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

Types of Services Funded (Fiscal Year 2016-17)

District Revenue Sources

In addition to general state funding, Navigator Elementary receives state and federal funding from the following categorical funds and other support programs: Title I, Title 2, Title 3-LEP, and English Learners/Low Income (EL/LI).

Other Funding: Our PTA and teachers also earn money through fundraisers to assist classrooms and to provide opportunities for students, including Movie Nights, Family Celebrations, Dramatic performances and field trips. Many families donate supplies and funds to supplement the school's budget. All donations are most appreciated.

Data Sources: Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2016-17 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$48,522
Mid-Range Teacher Salary	\$66,972	\$75,065
Highest Teacher Salary	\$91,606	\$94,688
Average Principal Salary (Elementary)	\$117,624	\$119,876
Average Principal Salary (Middle)	\$128,204	\$126,749
Average Principal Salary (High)	\$139,594	\$135,830
Superintendent Salary	\$232,575	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA) and other district staff. This year the focus is on using Responsive Classroom morning meetings to foster and support the classroom community and on developing as a Professional Learning Community (PLC). Teachers can also choose from courses available through Go Sign Me Up. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district.

In addition: Teachers are supported through Every Child By Name meetings in which academic and behavioral data is reviewed and interventions are planned. The principal regularly meets with staff to support professional growth and development.