

# Natoma Station Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Natoma Station Elementary School
<b>Street</b>	500 Turnpike Drive
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9145
<b>Principal</b>	Vickie Boudouris
<b>E-mail Address</b>	VBoudour@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/nse">http://www.fcusd.org/nse</a>
<b>CDS Code</b>	34673306112916

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

### **School Description and Mission Statement (School Year 2018-19)**

The mission of Natoma Station Elementary School is to encourage lifelong learning, to help students reach their full potential, and to teach students to make positive contributions to their community with the support of staff, parents, students, and the community.

The vision for Natoma Station is to be a learning community where each student is provided with a broad range of rigorous learning opportunities to build a strong educational and social foundation in order to succeed in school and the world.

Natoma Station Elementary School is a K-5 learning environment. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017 was 442. Our school is a place where students, staff, parents, community members, and businesses interact to create a collaborative educational atmosphere. Natoma Station fosters a feeling of success and is a place to take risks and be supported. Natoma Station is a campus where the growth of the whole child is valued. Our collaborative model is designed to respect and celebrate individual differences. Our staff and administration are committed to inspiring students to become lifelong learners. Our school serves the needs of general education and special education students, and we proudly offer programs that serve the individual needs of our students including Special Education, Speech, OT, Student Care, Intervention Programs, and after-school enrichment. This year we will continue to implement our school wide system of Positive Behavior Intervention Support (PBIS) ensuring that all staff and students promote a culture of inclusion, diversity, and respect. We teach the Second Step curriculum to students in grades K-5. Our Cheetah Champ incentive program and our Character Counts assemblies at the end of each trimester consistently recognize students who make good choices.

In 1998, we were recognized by the California State Department of Education as a California Distinguished School. In May 23, 2001, U.S. Department of Education news release, Secretary of Education Rod Paige named Natoma Station a 2000-2001 National Blue Ribbon School. The National Blue Ribbon program spotlights schools from around the country that have excelled in school leadership, teaching, curriculum, school achievement, and parental involvement. Schools recognized share several characteristics including a clear vision and shared sense of mission, a challenging curriculum, a safe campus, evidence of family involvement, and a commitment to high standards for all children. While it has been many years since Natoma Station was awarded these titles, our teachers and staff have not deviated from these practices and vision.

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio. Our Special Education classrooms have access to the Unique and Read It Once Again curricula. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will in turn improve learner outcomes.

Natoma Station Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The school will be expending considerable time and resources establishing strong connections to the parent and family community through SSC, parent leadership activities, family fun nights, and informational events for parents in response to our parent survey. An average of twenty parents volunteer at our school daily. Opportunities for students, teachers, and parents to collaborate keep the site active far beyond the regular school day. Our PTO is very active, providing many enrichment activities and community-building events for Natoma Station students and families. Our Schoolwires webpage keeps parents informed about schedules, events, and activities happening at school. Frequent communication between school and home, regular parent conferences, and parent involvement in the classroom all help to foster a positive home-school partnership. Our community circle encompasses connections with local businesses, city government, and law enforcement agencies that add dimension, mentorship, and direction to our school. We value and aggressively access the technology capital in our community. Intel helps to enhance our collective vision through volunteer incentives and technology direction. Each year students are matched with Intel PC "pen" pals to develop student interaction with the business community.

The focus on student learning and growth is aligned with the vision and dedication of approximately 20 teachers who consistently model exemplary teaching practices. Teachers regularly participate in professional development opportunities that allow them to continually learn about and apply best instructional practices. Opportunities for teacher collaboration centered around student learning outcomes are provided regularly through our Professional Learning Communities (PLCs). They are leaders on site and district committees and relentless in their dedication to the success of all students.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	78
Grade 1	77
Grade 2	80
Grade 3	73
Grade 4	70
Grade 5	64
<b>Total Enrollment</b>	<b>442</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	23.5
Filipino	2.7
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.9
White	53.6
Socioeconomically Disadvantaged	14.5
English Learners	13.3
Students with Disabilities	7.2
Foster Youth	0.0

**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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	22	23	962
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, 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	0.0%
Mathematics	Pearson - enVision, Adoption Year 2015	Yes	0.0%
Science	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt-Rinehart & Winston, Scott Foresman Adoption Year 2007	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Natoma Station Elementary was originally constructed in 1995 and is comprised of 27 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, and three playgrounds. Playgrounds contain multiple play areas that are located inside a secure, fenced location. Classrooms, work areas, and play areas provide adequate space for teaching and learning. Natoma Station was repainted in 2009. All facility areas are in excellent operating condition, and yards and playgrounds are well maintained. The facility provides appropriate classroom space for our students in well-heated and air-conditioned environments. Natoma Station has wireless connectivity throughout the campus. Natoma Station is a safe, well-managed site with few safety or facility malfunction reports. Our head custodian performs a daily walk-through of the school campus to ensure the school is free from litter, graffiti and safety hazards. Our campus is easily accessible by students with wheelchairs, crutches, or any other physical challenge. A communication log for facility concerns is provided for staff input and addresses areas of safety, supplies, and maintenance issues. This log is checked daily by both morning and evening custodians. Custodial staff provides consistent efforts to ensure a clean and productive learning environment. The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Daily cleaning schedules and routine checks on all facility equipment are performed. As a result of preventative maintenance, reports of incidents related to safety, malfunctions, or facility concerns are very few. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. The online work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor 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.

Date of inspection: 10/11/2018

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: 2018 November		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	seams in multi purpose
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	flood lights for stage, HVAC not cooling room U-2
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	outside stucco
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 2018 November</b>	
<b>Overall Rating</b>	<b>Good</b>

**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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	73.0	77.0	61.0	64.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	70.0	73.0	51.0	53.0	37.0	38.0

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	204	199	97.55	76.88
<b>Male</b>	99	97	97.98	70.10
<b>Female</b>	105	102	97.14	83.33
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	48	48	100.00	79.17
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	27	24	88.89	54.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	111	111	100.00	81.08
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	26	25	96.15	52.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	30	27	90.00	74.07
Students with Disabilities	11	11	100.00	36.36

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	201	98.53	73.13
Male	99	98	98.99	73.47
Female	105	103	98.1	72.82
Black or African American	--	--	--	--
Asian	48	48	100	75
Filipino	--	--	--	--
Hispanic or Latino	27	26	96.3	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	111	100	76.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	25	96.15	68
English Learners	30	29	96.67	65.52
Students with Disabilities	11	11	100	27.27

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	21.2	19.7

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 school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

At Natoma Station Elementary parents are valued as partners in their child's education. There are many opportunities where parents partner with staff to create a more enriching learning environment for students both inside the classroom and on campus. Parents are invited to run for positions on School Site Council, where they share their ideas and work with staff to set policy and appropriate categorical funds. Parents and community members are involved in decision-making and are key to the success of our students. At Natoma Station, we emphasize the old adage, "It takes a whole village to raise a child."

Teachers and students welcome parental help. All parents are encouraged to attend field trips whenever possible and to participate in classroom activities. Parents can work one-on-one or in small groups with students who may need help in a particular subject. This participation is extremely helpful when it comes to students who are struggling with reading. Parents are a wonderful source of ideas and creativity. They are encouraged to share special interests with students both in the classroom and through after-school PTO clubs. By maintaining an active role at school, parents reinforce for their students the importance of education.

We consider parents valuable assets to our campus and we are proud to have so many of them working with us to make Natoma Station Elementary a place where students learn and grow. Our PTO is very active and provides numerous benefits to our school, including community building events such as our Pancake Breakfast, Trunk or Treat, and Coffee with the Principal. Our PTO also helps raise funds so that we can bring science and author assemblies to our students. School site and district staff collaborated this year to provide learning opportunities for our parents in order for them to more successfully support their children at home. With the help of our Math lead teachers, we hosted a math curriculum night for parents this past fall.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact, Susan Thomas, Administrative Assistant, Natoma Station Elementary, 916-294-9145.

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.7	1.0	3.7	5.0	4.3	5.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Our school is safe and clean. There were fourteen (14) student accidents reported at our school in the 2017-18 school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise.

Natoma Station Elementary School's approach to maintaining a safe, well ordered, drug free school is to be proactive. A partnership between teachers, the school district, parents, and the community supports this approach. The school rules are published in the School Handbook and sent home every year in the fall. Our physical education teacher presents guidelines for safely using playground equipment and rules for games. Natoma Station has implemented a comprehensive Crisis and Safety Plan. Each classroom has a crisis folder with evacuation procedures, evacuation maps, and crisis protocol. Teachers and students review crisis protocol and have scheduled crisis drills throughout the year. Safety accommodations for physically challenged students are implemented. Campus supervisors are provided with a manual containing information on campus rules and students receive grade level instruction on drug and alcohol awareness. Additionally, Natoma Station is a "Bully Free Zone." Natoma Station Elementary is implementing the Second Step curriculum for all students to promote social/emotional health. We continually promote a positive and inclusive school culture through a comprehensive implementation of PBIS (Positive Behavior Intervention Program). Our PBIS committee, which is comprised of staff and parents, leads continually works on building a positive school culture and examining our data to respond to student needs. In addition, this year our site is funding the PIP program (Primary Intervention Program) which allows us to provide additional support to our at-risk students.

Date of Last Review/Update: September 19, 2018

Date Last Reviewed with Staff: September 25, 2018

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	24	1	2		20	1	3		21	1	3	
1	26		2		23		3		23		3	
2	24		2		22		3		26		3	
3	24		2		24		3		24		3	
4	28		2		33		1	1	34			2
5	25	1	3		34			2	24	1	2	
6	31		1		31		1					
Other	17	1	1									

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

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	0.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,192.28	\$1,650.16	\$5,542.12	\$83,227.76
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-30.5	10.7
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-25.0	4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

### District Revenue Sources

In addition to general state funding, Natoma Station Elementary receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, English Learners/Low Income (EL/LI), discretionary site block grants, and community business partnerships.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 regularly. In addition, our district staff has worked to implement 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.

The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

It is the goal of Natoma Station Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who require extra academic support and provide assistance to families in our community.

In addition, we continue to refine our PLC (Professional Learning Community) process to continue to build teacher efficacy and improve student learning outcomes. This year, our focus is centered on choosing essential learning standards and learning targets in ELA and Math, in addition to building our knowledge of best practices in formative assessment and student goal setting.

Professional Development Days	2015-16	2016-17	2017-18
Natoma Station Elementary School	2	2	3