Navigator Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 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	James Tucker
Email Address	jtucker@fcusd.org
School Website	www.fcusd.org/ne
County-District-School (CDS) Code	34673300111278

2021-22 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2021-22 School Overview

School Vision and Mission:
Navigator Elementary School's vision is to inspire students to be life-long learners, to help students reach their full potential, and to teach students to contribute to their community and the world. Navigator is a professional learning community where each student is recognized for their individual contribution and given the opportunity to build a strong educational and social foundation to succeed in school and life.

School & Community Profile:
Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 19,500 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 Learners.   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 21 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 8:25 - 2:37. A distinguishing characteristic that sets Navigator apart is its large population of students with special needs. We are home to four special day classes for students with autism.

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. We proudly offer programs that serve the individual academic and Social-Emotional Learning (SEL) needs of our students including Special Education, Transitional English, Speech, Occupational Therapist (OT), Science Technology Engineering & Mathematics (STEM), Intervention Programs, and after-school enrichment including the newly added Boys & Girls Club. We are equipped to help our students with their social and emotional needs through the availability of our school psychologist (mentoring), our Marriage & Family Therapist (MFT) our Special Friends program (1:1 and group), the Lunch Bunch social skills groups, Falcon Patrol and our use of Steps to Respect curriculum in our classrooms. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down into 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

2021-22 School Overview

begin implementation of Professional Learning Communities as well as an expanded district-led PBIS/anti-bullying program.

We currently have 1 Transitional Kindergarten class, 2.5 kindergarten classes, 2.5 first grades, 2.5 second grades, 2.5 third grades, 1.5 fourth grades, 1.5 fifth grade classes, four classes for students with moderate to severe autism, and one learning center classroom. We also have two full-time credentialed intervention teachers and a physical education teacher. To help address the social-emotional needs of our students we have a Primary Intervention Program (PIP) program and a part-time school psychologist.

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 in 1-5th grade. Our classrooms for students with autism use the Unique curriculum which provides academic materials designed with their needs in mind.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent-Teacher Association (PTA) is active, providing many activities and events for Navigator students and families. Our Schoolwires webpage keeps parents informed about schedules, events, and activities happening at school. Teachers maintain their page on our website, which allows two-way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	60
Grade 2	57
Grade 3	59
Grade 4	55
Grade 5	49
Total Enrollment	348

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	0.3
Asian	13.2
Black or African American	6.3
Filipino	5.2
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	1.1
Two or More Races	13.2
White	36.8
English Learners	18.4
Homeless	6
Socioeconomically Disadvantaged	39.9
Students with Disabilities	16.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.7	100.0	820.9	87.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.6	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	8.9	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	11.6	1.2	12115.8	4.4
Unknown	0.0	0.0	88.4	9.5	18854.3	6.9
Total Teaching Positions	20.7	100.0	933.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine 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.

Year and month in which the data were collected	2021 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0%
Mathematics	Pearson - enVision, 2020	Yes	0%
Science	Amplify - California Science, 2019	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0%

School Facility Conditions and Planned Improvements

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 3 playgrounds. The principal works daily with the custodial staff of two full-time and one part time staff member 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 the 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: September 16, 2021

Year and month of the most recent FIT report	2021 September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	NT	NT	NT	NT
Female	71	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	43	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	62	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	NT	NT	NT	NT
Female	71	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	43	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	62	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	168	145	86%	14%	49%
Female	71	67	94%	6%	56%
Male	97	78	80%	20%	44%
American Indian or Alaska Native	2	1	50%	50%	50%
Asian	37	35	95%	5%	62%

Black or African American	17	12	71%	29%	29%
Hispanic or Latino	43	33	77%	23%	42%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0%
White	68	64	94%	6%	53%
English Learners	26	23	88%	12%	19%
Foster Youth	1	1	100%	0%	0%
Homeless	14	10	71%	29%	14%
Military	6	5	83%	17%	67%
Socioeconomically Disadvantaged	11	9	82%	18%	36%
Students with Disabilities	35	20	57%	43%	20%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	168	147	88%	13%	36%
Female	71	69	97%	3%	41%
Male	97	78	80%	20%	49%
American Indian or Alaska Native	2	1	50%	50%	0%
Asian	37	35	95%	5%	59%
Black or African American	17	12	71%	29%	6%
Hispanic or Latino	43	35	81%	19%	26%
Native Hawaiian or Pacific Islander	1	0	0%	100%	0%
White	68	64	94%	6%	38%
English Learners	26	23	88%	12%	12%
Foster Youth	1	1	100%	0%	100%
Homeless	14	10	71%	29%	0%
Military	6	5	83%	17%	50%
Socioeconomically Disadvantaged	11	9	82%	18%	36%
Students with Disabilities	36	21	58%	42%	11%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	14	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	13	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Navigator continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events such as Falcon Family Night and Back to School Night in the Fall, Math and Science Nights, and our Open House in the Spring. We are hosting a monthly parent meeting in open forum to build relationships with the new principal and to discuss the future of the school. Our school website and e-alert system keep parents informed about important school information. All Navigator families are invited to participate in the planning, implementation, and evaluation of the School Plan for Student Achievement (SPSA) plan. Additionally, parents are encouraged to participate in the English Learner Advisory Committee (ELAC) and provide a written evaluation of programs. We also post curriculum support links, provide log-on information for Lexia and other math and ELA support programs for use at home. We use RtI and Student Study Team (SST) meetings to help support our most struggling students. Teachers provide ongoing communication with parents through progress reports, newsletters, and direct contact. Our Parent Coordinator works 10 hours a week to process school volunteers and implements opportunities for parent participation. For example, she set up an online Social Media page to facilitate parent support. The parent coordinator will also work to utilize the newly upgraded Blackboard Connect system to increase parent communication.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	384	51	13.3
Female	184	173	20	11.6
Male	221	211	31	14.7
American Indian or Alaska Native	1	1	0	0.0
Asian	49	49	1	2.0
Black or African American	32	31	12	38.7
Filipino	22	19	0	0.0
Hispanic or Latino	97	94	13	13.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	53	53	13	24.5
White	147	133	12	9.0
English Learners	79	76	5	6.6
Foster Youth	2	2	2	100.0
Homeless	36	36	21	58.3
Socioeconomically Disadvantaged	185	177	40	22.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	74	15	20.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.43	0.00	4.15	0.20	3.47	0.20
Expulsions	0.00	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.44	3.25	2.45
Expulsions	0.00	0.06	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The safety of students and staff is of primary concern at Navigator Elementary. The school complies 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 2021 by the School Safety Committee in response to the current health emergency affecting our region. All revisions were communicated to staff members in October of 2021. 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 a typical school year. Lockdown and other disaster drills are held as needed.

Students are typically supervised before school, at recess, and during lunch on a normal school day. 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. In the 2020-2021 school year, Navigator had 0 student accident reports.

Date of Last Review/Update: October 2021
Date Last Reviewed with Staff: October 2021

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	
1	24		2	
2	25		2	
3	18	3		
4	34			1
5	21	2		2
6				
Other	11	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21	1	2	
2	20	3		
3	27		2	
4	18	4		1
5	13	3		
6				
Other	17	4	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33		3	1
1	29	3		1
2	27	2	1	1
3	27	1	2	1
4	35	1		3
5	26	2	2	1
6				
Other	14	5		1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,277	$2,416	$5,861	$79,173
District	N/A	N/A	$ 7,561.09	$77,439
Percent Difference - School Site and District	N/A	N/A	-17.5	2.2
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-36.1	-8.7

2020-21 Types of Services Funded

In addition to general state funding, Navigator receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$40,692	$52,562
Mid-Range Teacher Salary	$69,686	$83,575
Highest Teacher Salary	$95,318	$104,166
Average Principal Salary (Elementary)	$124,264	$131,875
Average Principal Salary (Middle)	$135,342	$137,852
Average Principal Salary (High)	$140,135	$150,626
Superintendent Salary	$243,612	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07	99.93	--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07		--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00