

Navigator Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2022-23 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

2022-23 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

2022-23 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 the 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), Intervention Programs, and after-school enrichment including 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), Second Step SEL curriculum, and mindfulness curriculum Pure Edge 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. Some of our teachers were trained in

2022-23 School Overview

Responsive Classrooms and we are working in Professional Learning Communities that focus on best practices in professional learning teams.

We currently have 1 Transitional Kindergarten class, 3 kindergarten classes, 2 first grades, 2 second grades, 2.5 third grades, 2 fourth grades (two splits for 4th grade), 1.5 fifth grade classes, five classes for students with moderate to severe autism, and one special education resource 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 full time school psychologist and 50% mental health specialist.

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 a unique curriculum that 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 have frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment. School communication with families is provided on Blackboard, Peachjar, and School Website. We have monthly attendance focus areas schoolwide and for targeted groups of students to educate and incentive positive attendance to reduce chronic absenteeism.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	54
Grade 2	60
Grade 3	67
Grade 4	58
Grade 5	56
Total Enrollment	379

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	1.1
Asian	11.6
Black or African American	9.8
Filipino	6.6
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	13.5
White	33.0
English Learners	23.5
Foster Youth	0.3
Homeless	7.4
Migrant	0.0
Socioeconomically Disadvantaged	41.7
Students with Disabilities	16.4



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

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)	20.70	100.00	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	0.00	0.00	88.40	9.48	18854.30	6.86
Total Teaching Positions	20.70	100.00	933.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	21.00	95.47	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	1.00	4.53	62.20	6.31	15831.90	5.67
Total Teaching Positions	22.00	100.00	985.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 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	2022 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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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: November 7, 2022

Year and month of the most recent FIT report	2022 November
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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			
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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	50	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	48	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	175	96.15	3.85	50.29
Female	81	78	96.30	3.70	60.26
Male	101	97	96.04	3.96	42.27
American Indian or Alaska Native	--	--	--	--	--
Asian	22	19	86.36	13.64	63.16
Black or African American	12	12	100.00	0.00	33.33
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	50	49	98.00	2.00	48.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	62	59	95.16	4.84	45.76
English Learners	36	30	83.33	16.67	16.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	41	93.18	6.82	41.46
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	44	100.00	0.00	9.09

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	181	99.45	0.55	37.02
Female	81	81	100.00	0.00	40.74
Male	101	100	99.01	0.99	34.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	47.62
Black or African American	12	12	100.00	0.00	8.33
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	50	50	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	40.91
White	62	62	100.00	0.00	37.10
English Learners	36	36	100.00	0.00	16.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	0.00	20.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	44	100.00	0.00	6.82

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.49	NT	44.81	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100	0	25.49
Female	26	26	100	0	23.08
Male	25	25	100	0	28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100	0	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100	0	25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100	0	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100	0	7.14

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	95%	98%	95%	97%

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.

2022-23 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 and our Open House in the Spring. We are hosting a monthly parent School Site Council and ELAC meeting to get parent input on our SPSA. We share out data monthly with our parent leadership teams. 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 and provide log-on information for Lexia, Freckle, 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 implement 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 Blackboard Connect system to increase parent communication.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	439	414	123	29.7
Female	204	195	64	32.8
Male	235	219	59	26.9
American Indian or Alaska Native	2	2	0	0.0
Asian	62	57	10	17.5
Black or African American	41	36	21	58.3
Filipino	27	27	4	14.8
Hispanic or Latino	103	98	32	32.7
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	60	58	18	31.0
White	140	132	36	27.3
English Learners	103	100	23	23.0
Foster Youth	3	2	1	50.0
Homeless	45	38	25	65.8
Socioeconomically Disadvantaged	209	191	76	39.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	91	37	40.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.37	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.37	0.00
Female	0.00	0.00
Male	2.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.71	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.22	0.00
Socioeconomically Disadvantaged	1.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.01	0.00

2022-23 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 updated in December of 2022. The School Safety Committee will approve of updated plan in January 2022. 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. Lockdowns and other disaster drills are held as needed. We have used Catapult to log and communicate during all drills. Ongoing training for staff on Catapult is ongoing. Catapult will be utilized for staff communication in a real emergency. It is essential to practice communicating through Catapult during all drills.

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 2022/2023 school year, Navigator had four 4 student accident reports 2022-2023.

Date of Last Review/Update: December 2022

Date Last Reviewed with Staff: January 2022

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.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	31	2	2	1
1	26	2	1	1
2	29	1	2	1
3	32	1	2	1
4	36	1		3
5	30	2		3
6				
Other	14	5		1

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$9,513	\$3,057	\$6,456	\$81,853
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-19.2	1.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-2.1	-7.6

2021-22 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 2021-2022 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to three professional development days for certificated staff for the current year. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2