

# Natoma Station 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

<b>School Name</b>	Natoma Station Elementary School
<b>Street</b>	500 Turn Pike Drive
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9145
<b>Principal</b>	Vickie Boudouris
<b>Email Address</b>	VBoudour@fcusd.org
<b>School Website</b>	www.fcusd.org/nse
<b>County-District-School (CDS) Code</b>	34673306112916

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### NATOMA STATION ELEMENTARY SCHOOL VISION STATEMENT

Natoma Station Elementary School is committed to creating an inclusive, student-centered community where students are empowered to perform at their personal best.

### NATOMA STATION ELEMENTARY SCHOOL MISSION STATEMENT

Our shared mission is to, "Educate and empower all students in a productive, respectful, and inclusive manner to instill a sense of empathy, perseverance, and purpose in contributing to their community." As a collective staff, we commit to setting high expectations for all students to ensure academic growth toward each student's highest potential through collaborative Professional Learning Communities (PLCs). A focus on building relationships among staff and students to promote lifelong self-efficacy through an emphasis on culturally responsive practices, restorative practices, and maximizing student engagement will help build a school where students and staff grow and learn together.

Natoma Station Elementary School embraces the Folsom Cordova Unified District (FCUSD) vision statement which states:

### VISION STATEMENT

Empowering all students to thrive through educational excellence.

### MISSION STATEMENT

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

### SCHOOL AND COMMUNITY PROFILE:

## 2022-23 School Overview

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,089 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 through Adults. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an Adult Education school.

Nestled in the Natoma Station neighborhood in Folsom, the homes of the Natoma Station community surround the campus. Natoma Station has been recognized by the California State Department of Education as a California Distinguished School. In May 2001, the U.S. Department of Education named Natoma Station Elementary School a 2000-2001 National Blue Ribbon School. While it has been many years since Natoma Station Elementary School was awarded these titles, our staff has not deviated from a vision that continues to strive for excellence in school leadership, teaching practices, student learning outcomes, and parental and community involvement. During the first month of the 2022 school year, 475 students were enrolled in grades preschool through fifth with a 13% poverty rate, a population of 11% identified English Learner (EL) students, and a 1% homeless rate. Natoma Station Elementary School has approximately 35 students enrolled in our special education self-contained programs which provide additional support for our students with disabilities. The school reflects a culture of learning and a strong home-school connection. Natoma Station Elementary School operates on a traditional schedule that begins in August and provides three trimesters of instruction for our students. The staff is made up of educators who hold California Teaching Credentials and paraprofessionals who support our students and staff.

Natoma Station Elementary School has a spacious and beautifully manicured campus with a highlight being an inviting and magnificent rose garden. It is a true neighborhood school, with a majority of students living within walking distance. The primary goal of Natoma Station Elementary School is to provide high-quality, standards-based education and to support the social-emotional development of all students. Natoma Station Elementary School is committed to inspiring students to achieve the highest standards of intellectual and personal development through an engaging and comprehensive program. Within a caring, respectful, and culturally responsive environment, the school is committed to instilling in each student a desire to learn, take appropriate risks, and accept challenges. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults. The staff at Natoma Station Elementary School successfully provides a caring atmosphere where students can learn from outstanding professionals who are well-trained and highly qualified educators. We use a Professional Learning Communities (PLC) model to continually build teacher efficacy and improve learner outcomes. We are continually building teacher leadership and capacity by creating teacher-led guiding coalitions that support our efforts to reflect upon and improve our practice.

Natoma Station Elementary School boasts a robust Positive Behavioral Intervention and Supports (PBIS) system that contributes to our positive school culture and climate. In the fall of 2022, Natoma Station was awarded the Silver Recognition Award for our implementation of school wide PBIS for the 2021-2022 school year. We teach the Second Step curriculum to all students in grades K-5 to develop their social-emotional skills and our teachers and staff use mindfulness activities to support students with self-regulation. Building and maintaining strong relationships with our students is at the forefront of all that we do. Creating classroom and schoolwide expectations that incorporate our three school-wide behavior standards (Solve Problems, Make Good Decisions, and Show Respect) creates a positive and safe learning environment for all of our students. Our Cheetah Champ daily incentive program and our Character Counts Recognition Awards at the end of each month recognize students who make positive choices. Student leadership is developed and supported through our Student Council and allows us to include student voices and input in school decisions. Our implementation of Responsive Classroom strategies strengthens students' sense of belonging and student engagement. Our new "Exploratory Space" offers an alternative recess space and a rest and reset area for students who need additional support with self-regulation. We take a restorative approach to discipline and provide additional tier two and tier three social-emotional and behavioral supports and interventions, such as our Special Friends program, access to our mental health specialist, Check-In Check-Out, and other interventions.

Natoma Station students have opportunities to be involved in Student Leadership, Physical Education, Gifted and Talented Education (GATE), Music, and Special Education. Students have access to before and after school activities such as Running Club, Green Team, art classes, and theater club.

Natoma Station Elementary families consistently and repeatedly express the desire to be partners in their children's education. Natoma Station Elementary School encourages a productive and responsive partnership between home and school. Our community partnerships encompass connections with local businesses, city government, and law enforcement agencies that add dimension, mentorship, and direction to our school. Our Parent Teacher Organization (PTO) is very active, providing many activities and events for the students and families of Natoma Station Elementary School. Our school invests time and resources to build and maintain strong connections with our families and community through School Site Council, (SSC), English Learner Advisory Committee (ELAC), parent engagement activities, Coffee and Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), Cheetah Bytes weekly online newsletter, school marquee, informational flyers, and Schoolwires web page keep families informed about schedules, events, and activities

## 2022-23 School Overview

happening at school. Teachers maintain their own web pages on our website which also allows for two-way communication between teachers and families. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment. We value and intentionally access the technology capital in our community. Intel Corporation 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	75
Grade 2	97
Grade 3	69
Grade 4	79
Grade 5	77
Total Enrollment	471

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
American Indian or Alaska Native	0.2
Asian	21.0
Black or African American	1.9
Filipino	1.7
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.9
White	45.4
English Learners	12.3
Foster Youth	0.0
Homeless	2.8
Migrant	0.0
Socioeconomically Disadvantaged	16.8
Students with Disabilities	11.7

## 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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.00	95.67	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.60	1.24	12115.80	4.41
<b>Unknown</b>	1.00	4.33	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	23.00	100.00	933.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?
Benchmark Advance, 2016	Yes
Pearson - enVision, 2020	Yes
Amplify - California Science, 2019	Yes
Teacher Curriculum Institute (TCI), 2018	Yes

## School Facility Conditions and Planned Improvements

Natoma Station Elementary was originally constructed in 1995 and is comprised of 28 classrooms, a multipurpose room/cafeteria, a library, an office, a staff lounge, an exploratory space, and 3 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 modernized in 2022. 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. Because 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 the highest priority is 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: October 17, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	66	N/A	59	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	68	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
<b>All Students</b>	222	221	99.55	0.45	66.06
<b>Female</b>	102	102	100.00	0.00	69.61
<b>Male</b>	120	119	99.17	0.83	63.03
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	47	47	100.00	0.00	78.72
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	35	35	100.00	0.00	45.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	19	19	100.00	0.00	57.89
<b>White</b>	110	109	99.09	0.91	69.72
<b>English Learners</b>	12	12	100.00	0.00	16.67
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	40.63
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	25	25	100.00	0.00	24.00

## 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
<b>All Students</b>	222	220	99.10	0.90	68.18
<b>Female</b>	102	102	100.00	0.00	65.69
<b>Male</b>	120	118	98.33	1.67	70.34
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	47	46	97.87	2.13	82.61
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	35	35	100.00	0.00	57.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	19	19	100.00	0.00	68.42
<b>White</b>	110	109	99.09	0.91	66.97
<b>English Learners</b>	12	12	100.00	0.00	41.67
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	46.88
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	25	25	100.00	0.00	20.00

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	52.7	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
<b>All Students</b>	74	74	100	0	52.7
<b>Female</b>	36	36	100	0	58.33
<b>Male</b>	38	38	100	0	47.37
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	13	100	0	46.15
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	43	100	0	60.47
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	11	11	100	0	36.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	96%	97%	96%	97%	96%

## 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

Natoma Station Elementary School continues to work toward strengthening the involvement of our parents and community. This year, we will continue to provide training to parents and equip them with tools to support their children's learning. Parents are encouraged to attend our Back to School Night to understand the curricular and behavioral expectations for the year. Trimester Coffee and Conversation with the Principal meetings are held to allow for sharing of schoolwide information and to allow another opportunity to parent input. Open House allows us to showcase student work for parents and attendance is above 90%. Our school website is updated regularly and our home-school communication system (Blackboard Connect) keeps parents informed about important information and upcoming events. All Natoma Station Elementary School families are encouraged to participate in the planning, implementation, and evaluation of the School Plan for Student Achievement (SPSA) plan. We provide online access codes to families for our curriculum such as enVision (Math) and Benchmark Advance (ELA/ELD) in addition to supplemental programs such as i-Ready. Teachers and the Principal provide ongoing communication with parents through our weekly digital newsletter (Cheetah Bytes), emails, our school website, and parent-teacher conferences. Our parent coordinator works closely with our Parent Teacher Organization (PTO) leadership to provide opportunities for our parent community to strengthen partnerships with our school. Our (PTO) is outstanding in supporting staff and students both academically and through extracurricular and school and community-building events.

A large percentage of our parents actively participate in school activities and volunteer in our classrooms. Parents who meet volunteer clearance are invited to work in classrooms, lead art lessons through our Great Artists program, engage small groups of students in our school garden, and chaperone educational field trips. Parents and staff, along with our PTO, help to fund, organize and plan events that benefit children throughout the year. Our School Site Council consists of five parents and five staff members who meet regularly to review our site plan and monitor progress on our site goals. Our English Language Advisory Committee meets as part of the Site Council to focus on the specific needs of our English Learners.

Natoma Station Elementary utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Natoma Station Elementary School involves certificated and classified staff, parents, community members, and students in these committees and conversations. Specific School Site Council (SSC) meeting discussions will be held in August 2022, September 2022, December 2022, and spring 2023. Ongoing meetings throughout the 2022-2023 school year will track and monitor the goals created for Natoma Station Elementary School. Other meetings include:

## 2022-23 Opportunities for Parental Involvement

August 1 - Welcome Back Bash Family Engagement  
 School Site Council and English Learner Advisory Committee Meetings August, September, January, and April  
 Back to School Night August 17, 2022  
 PTO General Meetings August, September, October, November, December, January, February, March, April, May  
 Coffee and Conversation with the Principal are held once each trimester  
 PC Pals Partnership with Intel Corporation October Meeting  
 Open House April 27, 2023  
 Parent Engagement Nights November, February, and April

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

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	502	82	16.3
Female	246	238	38	16.0
Male	271	264	44	16.7
American Indian or Alaska Native	1	1	0	0.0
Asian	120	113	11	9.7
Black or African American	9	9	7	77.8
Filipino	9	9	1	11.1
Hispanic or Latino	91	88	17	19.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	61	58	15	25.9
White	226	224	31	13.8
English Learners	79	76	10	13.2
Foster Youth	0	0	0	0.0
Homeless	15	15	7	46.7
Socioeconomically Disadvantaged	96	90	32	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	78	23	29.5

### 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	0.98	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	0.97	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	0.97	0.00
Female	0.81	0.00
Male	1.11	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	2.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.33	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	1.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.41	0.00

## 2022-23 School Safety Plan

Our school is safe and clean. There were 29 student accidents reported at our school in the 2021-2022 school year. Restrooms, special education classrooms, kindergarten classrooms, and eating facilities are sanitized and cleaned daily. All other classrooms are cleaned every other 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, shared with parents at the start of school in the fall, and published on our school website. Our physical education teacher and our site PBIS team present and periodically review guidelines for safely using playground equipment and rules for games. Natoma Station has implemented a Comprehensive School Safety Plan. Each classroom has a safety folder with evacuation procedures, evacuation maps, and safety protocols. All staff and students review safety protocols and have scheduled safety 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 implements Positive Behavior Interventions and Supports (PBIS) to set clear expectations and uses data to respond to student needs with multi-tiered, targeted interventions and supports. Our PBIS committee, which is comprised of a variety of stakeholders including teachers, the principal, instructional assistants, yard supervisors, and parents, continually collaborates on building a positive school culture. Our Second Step curriculum supports the social and emotional health of all students and Responsive Classroom strategies ensure that strong relationships, high student engagement, and culturally responsive practices are embedded in all daily learning activities. In addition, our Early Intervention Program facilitator and school mental health specialist provide additional targeted support to meet student needs.

Date of Last Review/Update: September 6, 2022

Date Last Reviewed with Staff: December 8, 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	26	1	2	1
1	26		3	
2	20	1	3	
3	20	1	3	
4	21	3	3	
5	25	1	2	
6				
Other	20	2	3	

## 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	37	1	1	2
1	33	3	1	1
2	38		2	2
3	35		4	1
4	34	1	4	1
5	31	2	4	1
6				
Other	15	3	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	40		2	2
1	35		3	1
2	44		3	2
3	34		3	1
4	36	1	4	1
5	31	2	4	1
6				
Other	17	3	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	\$7,044	\$1,805	\$5,239	\$78,955
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-39.6	-2.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-22.9	-11.2

## 2021-22 Types of Services Funded

In addition to general state funding, Natoma Station receives state and federal funding from the following categorical funds and other support programs: 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.

## 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
<b>Beginning Teacher Salary</b>	\$42,116	\$54,370
<b>Mid-Range Teacher Salary</b>	\$72,125	\$82,681
<b>Highest Teacher Salary</b>	\$98,654	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,273	\$135,283
<b>Average Principal Salary (Middle)</b>	\$136,712	\$141,244
<b>Average Principal Salary (High)</b>	\$147,263	\$152,955
<b>Superintendent Salary</b>	\$252,138	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	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), district lead teachers, and site level academics, climate and culture, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

It is the goal of Natoma Station Elementary to embed evidence-based social-emotional and academic learning strategies as a bridge to continually build educational equity. This year, our site's curriculum and instruction PD focus is centered on building teachers' understanding of evidence-based foundational reading instructional practices by offering LETRS training, in addition to providing ongoing professional development in using the Professional Learning Community structure to strengthen instructional practices. A focus on essential standards, learning targets, and common formative assessments in English Language Arts (ELA) and Math builds teachers' capacity in monitoring and responding to student learning in a timely and targeted manner. Our social and emotional PD focus is centered on implementing restorative and culturally responsive practices that focus on building positive relationships to produce high levels of student engagement. Activities such as classroom morning meetings, staff read-alouds, and shared parent and teacher digital resources aligned with our monthly character trait focus, enable us to partner with all community partners to provide a holistic learning environment where all students can thrive.

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