

Natoma Station Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Natoma Station Elementary School
Street	500 Turn Pike Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9145
Principal	Vickie Boudouris
Email Address	VBoudour@fcusd.org
School Website	https://nse.fcusd.org
Grade Span	K-5
County-District-School (CDS) Code	34673306112916

2024-25 District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2024-25 School Description and Mission Statement
NATOMA STATION ELEMENTARY SCHOOL'S SHARED 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

2024-25 School Description and 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 our community." As a collective staff, we commit to setting high expectations for all students and to working collaboratively to support their growth in academic and social emotional competencies. A focus on building relationships amongst staff, students, and families 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.

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 Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an Adult 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 2024 school year, 548 students were enrolled in grades preschool through fifth with a 21.5% poverty rate, a population of 15.6% identified English Learner (EL) students, and a 1.4% homeless rate. Natoma Station Elementary School has approximately 30 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 school 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, engaging, and culturally responsive environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to 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 for all students. We are continually building teacher leadership and capacity by creating a teacher-led guiding coalition that supports our efforts to reflect upon and improve our practice.

Natoma Station Elementary School boasts a robust Positive Behavioral Intervention and Supports (PBIS) system including several programs that contribute to our positive school culture and climate. 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 a variety of strategies to explicitly teach pro-social skills. Building and maintaining strong relationships with our students is at the forefront of all that we do and creating classroom and schoolwide agreements 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 incentive program and our Monthly Character Principal Prize Lunches consistently recognize students who make positive choices. We develop and support student leadership through our Student Council and include their voice and

2024-25 School Description and Mission Statement

input as stakeholders in decisions affecting our school community. In addition, we are implementing Responsive Classroom strategies in every classroom to strengthen our students' sense of belonging and student engagement. Our new "Exploratory Space" will offer an alternative recess space and rest and reset areas are available to all students who need additional support with self-regulation. We take an instructional and restorative approach to discipline and provide additional supports and interventions, such as Behavior Academies and Social Skills Groups to students who are in need of them.

Natoma Station students have opportunities to be involved in Student Leadership, Physical Education, Gifted and Talented Education (GATE), Music, and Special Education. In addition, students can participate in after school activities such as Running Club, Green Team, Art Classes, Chess Club, Musical Theater, Choir, Coding Club, Math Club, and a variety of organized sports activities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	97
Grade 2	95
Grade 3	76
Grade 4	99
Grade 5	69
Total Enrollment	524

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
Asian	20.2
Black or African American	1.1
Filipino	1.3
Hispanic or Latino	19.1
Two or More Races	13.2
White	45
English Learners	15.5
Foster Youth	0.2
Homeless	0.8
Socioeconomically Disadvantaged	19.8
Students with Disabilities	9.9

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)	22.00	95.67	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/Incomplete/NA	1.00	4.33	88.40	9.48	18854.30	6.86
Total Teaching Positions	23.00	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)	20.60	89.20	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/Incomplete/NA	2.50	10.80	62.20	6.31	15831.90	5.67
Total Teaching Positions	23.10	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.

2022-23 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)	23.40	91.63	907.90	90.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	1.24	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.91	16.80	1.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.50	1.95	11746.90	4.23
Unknown/Incomplete/NA	1.10	4.42	41.70	4.18	14303.80	5.15
Total Teaching Positions	25.50	100.00	998.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, 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	2023 August
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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	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Natoma Station Elementary was originally constructed in 1994 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. Portables were added in 1996, 1998, 2000 and 2008. The school 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 LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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. For the 2024/2025 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 15, 2024

Year and month of the most recent FIT report

2024 October

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:

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

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.

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. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	63	58	58	46	47
Mathematics (grades 3-8 and 11)	62	64	48	49	34	35

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2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	242	238	98.35	1.65	63.03
Female	128	127	99.22	0.78	62.20
Male	114	111	97.37	2.63	63.96
American Indian or Alaska Native	0	0	0	0	0
Asian	48	47	97.92	2.08	63.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	48.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	65.63
White	105	103	98.10	1.90	68.93
English Learners	21	18	85.71	14.29	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	4.76	47.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	23.08

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	242	241	99.59	0.41	64.32
Female	128	128	100.00	0.00	60.94
Male	114	113	99.12	0.88	68.14
American Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	68.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	51.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	63.64
White	105	104	99.05	0.95	68.27
English Learners	21	21	100.00	0.00	47.62
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.00	0.00	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	22.22

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.70	50.79	45.75	45.67	30.29	30.73

2023-24 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	68	67	98.53	1.47	47.76
Female	36	36	100.00	0.00	44.44
Male	32	31	96.88	3.12	51.61
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	41.18
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	54.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement
Natoma Station Elementary School continues to work toward strengthening the engagement of our parents and community. This year, we will continue to communicate regularly with parents and provide parent workshops that will connect the learning that happens at school with the learning that happens at home. Parents are encouraged to attend our Back to School Night to understand the academic, social-emotional, and behavioral learning that will happen during the course of the year. Quarterly Coffee and Conversations with the Principal are held to allow for sharing of schoolwide information and to allow another opportunity to parent input. Open House allows our students to showcase their schoolwork for parents and our attendance rate is above 90%. Our school website is updated regularly and our home-school communication system (ParentSquare) 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). 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 Lexia Core 5, Zearn, and Freckle. 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 many opportunities for our parents 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. This year, we will be more intentional about ensuring that we are engaging our parents who speak a language other than English by providing language support. 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. A large percentage of our parents actively participate in school activities and volunteer in our classrooms. Parents who meet safety clearance are invited to work in classrooms, in our school garden, lead after-school clubs, 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.

2024-25 Opportunities for Parental Involvement

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 2024, October 2024, January 2025, March 2025, and May 2025. Ongoing meetings throughout the 2024-2025 school year will track and monitor the goals created for Natoma Station Elementary School. Other meetings include:

- August 6 - Welcome Back to School Family Engagement Event
- School Site Council and English Learner Advisory Committee Meetings August, October, January, March, and May
- Back to School Night August 15, 2024
- PTO General Meetings August, September, October, November, December, January, February, March, April, May
- Coffee and Conversation with the Principal are held four times a year in August, November, February, and April.
- Open House April 25, 2024
- Parent Engagement Nights in November (Family Literacy Night), January (Family Cultural Night), and February (Family STEAM Night)
- Community Building Events - Family Movie Night (September), Fall Festival (October), Donuts with Grownups (February), Talent Show (May), monthly spirit nights supporting restaurants in our community

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	542	34	6.3
Female	279	276	22	8.0
Male	275	266	12	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	120	114	5	4.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	105	9	8.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	73	72	6	8.3
White	239	237	13	5.5
English Learners	87	85	8	9.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	116	114	16	14.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	64	14	21.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.97	1.14	1.08	4.04	3.48	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.03	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	0.36	0.00
Male	1.82	0.00
Non-Binary	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	0.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.37	0.00
White	1.67	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our school is safe and clean. Thirteen (13) student accidents were reported at our school in the 2023-2024 school year. Restrooms, special education classrooms, TK and 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

2024-25 School Safety Plan

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, supportive, and 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 teachers explicitly teach and periodically review expectations for safely using the playground equipment and the agreed-upon rules for cooperative games at the start of the year and after each break. 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 students with physical challenges are implemented. Campus supervisors receive training and are provided with a manual containing information on campus playground and cafeteria expectations 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 community partners, including teachers, the principal, special education support providers, 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 behavior support provider, speech and language pathologist and our school mental health specialist provide additional targeted interventions and supports to meet all student needs.

Date of Last Review/Update: October 30, 2024
Date Last Reviewed with Staff: October 30, 2024

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.

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
Other	17	3	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	33	1	3	1
2	34	3		2
3	40		4	1
4	56	1	2	2
5	52	2	2	2
Other	29	3		1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	1	2	1
1	37		4	1
2	28		3	1
3	37		3	1
4	39	1	3	2
5	26	4	1	2
Other	44	3	1	2

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,028	\$3,017	\$6,011	\$85,627
District	N/A	N/A	\$9,707.61	\$87,886
Percent Difference - School Site and District	N/A	N/A	-47.0	-2.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-56.7	-13.2

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Natoma Station receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,849	\$59,551
Mid-Range Teacher Salary	\$80,232	\$93,855
Highest Teacher Salary	\$115,230	\$120,219
Average Principal Salary (Elementary)	\$145,508	\$151,525
Average Principal Salary (Middle)	\$154,898	\$158,215
Average Principal Salary (High)	\$163,025	\$171,087
Superintendent Salary	\$349,440	\$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school 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; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

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. For the second year that our site has partnered with Sam Drazin from Changing Perspectives to provide professional development and guidance in growing our understanding and implementation of evidence-based inclusive practices. In addition, our curriculum and instruction PD focus is centered on building teachers' understanding of evidence-based foundational reading instructional practices by offering LETRS training, and training for teachers in kindergarten - 2nd grade in using UFLI instructional strategies. We are continuing to provide ongoing professional development in effective writing practices around informational, opinion, and narrative writing. Many of our teachers have participated in the Building Thinking Classrooms PD and they have provided training and shared their implementation of (BTC) practices in their classroom with all teachers. Teachers in grades 3-5 were provided with professional development around implementing the CAASPP Interim Assessments into their practice to monitor student learning. Professional development is embedded in the work that our grade level teams do weekly as they plan units of study based on essential ELA and Math standards, create common formative assessments, monitor student learning outcomes, and examine the efficacy of their instructional practices collaboratively. 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, social-emotional learning lessons, 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.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3