

# Natoma Station Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

## 2025-26 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>	<a href="https://nse.fcusd.org">https://nse.fcusd.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	34673306112916

## 2025-26 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Erik Swanson
<b>Email Address</b>	eswanson@fcusd.org
<b>District Website</b>	<a href="https://fcusd.org">https://fcusd.org</a>

## 2025-26 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

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

## 2025-26 School Description and Mission Statement

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 dispositions 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 TK-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, 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 student voice and 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 access to rest and reset areas are available to all students who need additional support with self-regulation. We take a restorative and instructional approach to discipline and provide additional supports and interventions, such as our Behavior Academies, 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. Students have additional opportunities to participate in after-school activities such as Running Club, Green Team, art classes, Chess Club, Math Lab, Musical Theater, and other extra-curricular clubs.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	85
Grade 2	90
Grade 3	103
Grade 4	67
Grade 5	101
<b>Total Enrollment</b>	<b>548</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	53.4
Asian	19.3
Black or African American	1.1
Filipino	1.5
Hispanic or Latino	20.4
Two or More Races	13.5
White	48.7
English Learners	16.4
Foster Youth	0.2
Homeless	1.5
Socioeconomically Disadvantaged	22.5
Students with Disabilities	11.5

## 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.

## 2021-22 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>	20.6	89.2	893.9	90.67	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.4	0.76	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.4	0.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.7	1.3	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2.5	10.8	62.2	6.31	15831.9	5.67
<b>Total Teaching Positions</b>	23.1	100	985.9	100	279044.8	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.

## 2022-23 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>	23.4	91.63	907.9	90.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	12.4	1.24	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.91	16.8	1.69	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	19.5	1.95	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.1	4.42	41.7	4.18	14303.8	5.15
<b>Total Teaching Positions</b>	25.5	100	998.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
<b>Total Out-of-Field Teachers</b>	0.00	0	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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** 2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance, 2016	0.0%
<b>Mathematics</b>	Pearson - enVision, 2020	0.0%
<b>Science</b>	Amplify - California Science, 2019	0.0%
<b>History-Social Science</b>	Teacher Curriculum Institute (TCI), 2018	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.

## School Facility Conditions and Planned Improvements

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 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2025

Year and month of the most recent FIT report

2025 October

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		Multipurpose - Some lights out in multipurpose. Room 4 - Center pod rooms have flickering lights, most are out.
<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			Admin - Principal's office blinds difficult to close. Front blinds in office difficult to close. Library - Window screen on middle library window needs repair. Room 19 - Door doesn't close. Playground - Missing age sticker.

## 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).

### 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	71	58	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	64	63	49	48	35	37

## 2024-25 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
<b>All Students</b>	271	269	99.26	0.74	71.00
<b>Female</b>	131	130	99.24	0.76	68.46
<b>Male</b>	140	139	99.29	0.71	73.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	56	56	100.00	0.00	82.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	49	100.00	0.00	63.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	41	40	97.56	2.44	60.00
<b>White</b>	116	115	99.14	0.86	75.65
<b>English Learners</b>	25	24	96.00	4.00	45.83
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	60	59	98.33	1.67	49.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	33	97.06	2.94	27.27

## 2024-25 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
<b>All Students</b>	271	269	99.26	0.74	63.20
<b>Female</b>	131	131	100.00	0.00	53.44
<b>Male</b>	140	138	98.57	1.43	72.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	56	56	100.00	0.00	71.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	49	100.00	0.00	63.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	41	40	97.56	2.44	52.50
<b>White</b>	116	116	100.00	0.00	63.79
<b>English Learners</b>	25	25	100.00	0.00	28.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	60	60	100.00	0.00	38.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	32	94.12	5.88	28.13

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	50.79	51.49	45.67	46.01	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	101	100.00	0.00	51.49
Female	56	56	100.00	0.00	46.43
Male	45	45	100.00	0.00	57.78
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	43.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	50.00
White	49	49	100.00	0.00	55.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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%	98%	99%	99%	99%

## 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.

#### 2025-26 Opportunities for Parental Involvement

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 like Family Literacy Night and Family Game Night, Coffee and Conversation with the Principal, as well as multiple volunteer opportunities. ParentSquare, our two-way communication tool (voice, email, and text), Cheetah Bytes, our weekly digital newsletter, our school marquee, informational flyers, and the Schoolwires web page keep families informed about schedules, events, and activities happening at school. Teachers communicate regularly with families to keep them informed of classroom learning, student progress, and any special events and activities. Frequent reciprocal communication, regular conferences, and parent involvement in the classroom all help to maintain a strong home to school partnership and a positive learning environment.

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. 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 2025, October 2025, January 2026, March 2026, and May 2026. Ongoing meetings throughout the 2025-2026 school year will track and monitor the goals created for Natoma Station Elementary School. Other meetings include:

Meetings planned for the 2025-2026 school year:

August 5 - Welcome Back Bash Family Engagement and Staff Professional Development

Back to School Night - August 13, 2025

Minimum Days/Parent Teacher Conferences - November 17 - 21, 2025

Family Literacy Nights - August & September 2025

Town Hall Meeting - December 2025

Family Game Night - January 2026

Family Cultural Night - February 2026

Coffee and Conversations with the Principal are held once each trimester.

Open House - May 2026

PTO General Meetings on the second Tuesday of each month for the months of: August, September, October, November, December, January, February, March, April, and May

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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.14%	1.08%		3.48%	3.31%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.03%	0.04%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

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

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.

## 2025-26 School Safety Plan

Our school is safe and clean. Eight student accidents were reported at our school in the 2024-2025 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 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 21, 2025

Date Last Reviewed with Staff: November 6, 2025

## 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.

## 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	0	2
3	40	0	4	1
4	56	1	2	2
5	52	2	2	2
6	0	0	0	0
Other	29	3	0	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
<b>K</b>	22	1	3	0
<b>1</b>	37	0	4	1
<b>2</b>	23	0	4	0
<b>3</b>	37	0	3	1
<b>4</b>	39	1	3	2
<b>5</b>	26	4	1	2
<b>6</b>	0	0	0	0
<b>Other</b>	44	3	1	2

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
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## 2024-25 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
<b>Pupils to Academic Counselor</b>	

## 2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,172	\$2,676	\$6,496	\$97,191
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-44.0	10.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-49.5	-0.6

## Fiscal Year 2024-25 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 2024-2025 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$48,723	\$60,863
<b>Mid-Range Teacher Salary</b>	\$83,441	\$93,575
<b>Highest Teacher Salary</b>	\$119,839	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$170,891	\$157,645
<b>Average Principal Salary (Middle)</b>	\$166,156	\$165,341
<b>Average Principal Salary (High)</b>	\$175,110	\$182,580
<b>Superintendent Salary</b>	\$363,418	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	33.81%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	5.35%	4.88%

## 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 work 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 third year 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	3