

Navigator 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

School Name	Navigator Elementary School
Street	10679 Bear Hollow Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-2420
Principal	James Tucker
Email Address	jtucker@fcusd.org
School Website	https://nve.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673300111278

2025-26 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

2025-26 School Description and Mission Statement

School Vision and Mission:

Our Vision for Navigator is to create a learning community where each student is recognized for their positive contributions and their strengths and growth areas. In addition, to build a strong educational and social foundation in order to foster confidence and independence.

The mission of Navigator Elementary School is to build a strong educational and social foundation in order to foster confidence and independence by:

- teachers engaging in continuous cycles of improvement (“Plan, Do, Study, Act”) through work in Professional Learning Communities (PLC)
- provide scaffolded instruction to ensure all students have access to learning (grouping students in small groups between classrooms and support staff)
- targeted instruction by teacher and support staff for English Language Learners to reclassify them as English Language Proficient
- increasing student attendance with school-wide incentives
- delivering high-quality Social Emotional Learning (SEL) curriculum to encourage and recognize positive behaviors.
- developing strong relationships with families and the greater community

School & Community Profile:

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along Highway 50. With a population of more than 20,500 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult Learners. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Navigator Elementary is one of 21 elementary schools in the Folsom Cordova Unified School District. We are located in the city of Rancho Cordova, a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. Built in 2006, Navigator was the first new school in Rancho Cordova in 40 years. We operate on a traditional schedule, August-

2025-26 School Description and Mission Statement

May, with school hours between 8:15 - 2:45. A distinguishing characteristic that sets Navigator apart is its large population of students with special needs. We are home to three special day classes for students with learning disabilities.

At Navigator, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in grades kindergarten through fifth. We proudly offer programs that serve the individual academic and Social-Emotional Learning (SEL) needs of our students, including Special Education, Transitional English, Speech, Occupational Therapist (OT), Intervention Programs, and after-school enrichment, including Boys & Girls Club. We are equipped to help our students with their social and emotional needs through the availability of our school psychologist (mentoring), our Marriage & Family Therapist (MFT), our Special Friends program (1:1 and group), Second Step SEL curriculum, and mindfulness curriculum, Pure Edge, in our classrooms. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down into daily lessons. We teach the Second Step curriculum in grades K-5. Some of our teachers were trained in Responsive Classrooms, and we are working in Professional Learning Communities that focus on best practices in professional learning teams. Our school was awarded PBIS Gold status in the 2024 and 2025 school year based on our Positive Behaviors and Interventions and Support (PBIS) implementation. We were also nationally certified as a High Reliability School under Marzano Resources in Level 1: Safe, Supportive and Collaborative Culture and Level 2: Effective Teaching in Every Classroom.

We currently have 2 Transitional Kindergarten classes, 3 kindergarten classes, 2.5 first grades, 2.5 second grades, 3 third grades, 2 fourth grades, and 2 fifth grade classes, three classes for students with moderate to severe disabilities, and one special education resource classroom. We also have one instructional coach, two full-time credentialed intervention teachers, and a physical education teacher. To help address the social-emotional needs of our students, we have a full-time school psychologist and a 50% mental health specialist.

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio in 1-5th grade. Our classrooms for students with autism use a unique curriculum that provides academic materials designed with their needs in mind.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent-Teacher Association (PTA) is active, providing many activities and events for Navigator students and families. Our Schoolwires webpage keeps parents informed about schedules, events, and activities happening at school. Teachers have frequent communication, regular conferences, and parent involvement in the classroom, all help to build a positive learning environment. School communication with families is provided on ParentSquare, Peachjar, and the School Website. We have monthly attendance focus areas, schoolwide, and for targeted groups of students to educate and incentivize positive attendance to reduce chronic absenteeism.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	63
Grade 2	80
Grade 3	50
Grade 4	66
Grade 5	69
Total Enrollment	431

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	57.1
American Indian or Alaska Native	0.2
Asian	15.1
Black or African American	7.7
Filipino	6.5
Hispanic or Latino	28.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	18.1
White	30.3
English Learners	19.6
Foster Youth	0.7
Homeless	6
Socioeconomically Disadvantaged	54.3
Students with Disabilities	21.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	95.47	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	1	4.53	62.2	6.31	15831.9	5.67
Total Teaching Positions	22	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	86.45	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	2	8.61	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.3	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.6	41.7	4.18	14303.8	5.15
Total Teaching Positions	23.2	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						
Total Teaching Positions						

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	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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	1	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	1	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	0%
Mathematics	Pearson - enVision, 2020	0%
Science	Amplify - California Science, 2019	0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	0%

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

School Facility Conditions and Planned Improvements

Navigator Elementary was originally constructed in 2006 and is comprised of 25 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and 3 playgrounds. The play structure is in good condition.

The principal works daily with the custodial staff of two full-time staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

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 and at the LEA office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency,

School Facility Conditions and Planned Improvements

health, and safety repairs. While reviewing this report, please note that discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. 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 21, 2025

Year and month of the most recent FIT report	2025 October
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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
English Language Arts/Literacy (grades 3-8 and 11)	40	38	58	59	47	48
Mathematics (grades 3-8 and 11)	30	39	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
All Students	188	183	97.34	2.66	37.70
Female	84	82	97.62	2.38	39.02
Male	104	101	97.12	2.88	36.63
American Indian or Alaska Native	--	--	--	--	--
Asian	25	23	92.00	8.00	56.52
Black or African American	16	16	100.00	0.00	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	30.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	35.29
White	48	46	95.83	4.17	43.48
English Learners	36	32	88.89	11.11	6.25
Foster Youth	0	0	0	0	0
Homeless	23	21	91.30	8.70	23.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	112	95.73	4.27	29.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	13.95

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
All Students	188	187	99.47	0.53	38.50
Female	84	83	98.81	1.19	33.73
Male	104	104	100.00	0.00	42.31
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	40.00
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	39.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	47.06
White	48	48	100.00	0.00	39.58
English Learners	36	36	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	23	22	95.65	4.35	13.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	116	99.15	0.85	27.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	23.26

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
Science (grades 5, 8 and high school)	35.82	27.27	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	70	69	98.57	1.43	26.09
Female	34	33	97.06	2.94	18.18
Male	36	36	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31	7.69	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	21.43
White	20	20	100.00	0.00	30.00
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	2.22	20.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	25.00

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%	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.

2025-26 Opportunities for Parental Involvement

Navigator continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events, such as Falcon Family Night and Back to School Night in the Fall and our Open House in the Spring. We are hosting a monthly parent School Site Council and ELAC meeting to get parent input on our SPSA. We share out data monthly with our parent leadership teams. Our school website and e-alert system keep parents informed about important school information. All Navigator families are invited to participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement (SPSA) plan. Additionally, parents are encouraged to participate in the English Learner Advisory Committee (ELAC) and provide a written evaluation of programs. We also post curriculum support links and provide log-on information for Lexia, Renaissance, Zearn, and other math and ELA support programs for use at home. We use MTSS (Multi-Tiered Systems of Support) and Student Study Team (SST) meetings to help support our most struggling students. Teachers provide ongoing communication with parents through progress reports, newsletters, and direct contact. Our Parent Coordinator works 10 hours a week to process school volunteers and implement opportunities for parent participation. The parent coordinator will also work to utilize the ParentSquare system to increase parent communication.

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
0.46%	1.78%		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

The safety of students and staff is of primary concern at Navigator Elementary. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last updated, presented to parents, and approved on 12/8/25. The School Safety Committee will approve of updated plan in December 2025. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Evacuation drills are conducted on a monthly basis throughout a typical school year. Lockdowns (three times) and other disaster drills are held as needed. We have used Catapult to log and communicate during all drills. Ongoing training for staff on Catapult is ongoing. Catapult will be utilized for staff communication in a real emergency. It is essential to practice communicating through Catapult during all drills.

Students are typically supervised before school, at recess, and during lunch on a normal school day. We currently have 7-yard duties this year. Classified staff help with supervision during lunch and break periods. There are designated areas for student drop off and pick up for both personal vehicles and school buses. Visitors and volunteers must sign in and out at the office upon arrival at our campus. At that time, visitors must obtain and wear a badge or sticker showing that they have a valid reason to be on campus. Volunteers are processed according to district guidelines and are required to wear an ID badge, which is kept in the school office. In the 2024-2025 school year, Navigator had three (3) student accident reports.

Date of Last Review/Update: Dec. 8, 2025

Date Last Reviewed with Staff: Dec. 4, 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	40	0	4	1
1	40	0	2	1
2	36	0	2	1
3	32	1	2	1
4	53	2	0	3
5	39	4	0	3
6	0	0	0	0
Other	11	6	0	0

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	30	1	2	1
1	24	0	3	0
2	35	0	2	1
3	35	0	2	1
4	34	1	2	2
5	32	2	2	2
6	0	0	0	0
Other	22	4	0	1

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
Pupils to Academic Counselor	

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	\$10,698	\$3,097	\$7,601	\$93,538
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-28.9	6.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-34.5	-4.4

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Navigator 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
Beginning Teacher Salary	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	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. Navigator's instructional coach facilitates professional development around the new math framework, model of instruction, UFLI(phonics), Artificial Intelligence, and comprehension strategies.

In addition: Teachers are supported through Every Student By Name meetings in which academic and behavioral data is reviewed, and interventions are planned. The principal regularly meets with staff to support professional growth and development.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3