Natoma Station Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://www.fcusd.org/nse
County-District-School (CDS) Code	34673306112916

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

The vision of Natoma Station Elementary School is to encourage lifelong learning, to help students reach their full potential, and to teach students to make positive contributions to their community. A focus on building positive relationships amongst staff and students to promote lifelong self-efficacy through an emphasis on culture, climate, coherence and maximizing student engagement will help build a school where students and staff grow and learn together.

Natoma Station embraces the Folsom Cordova Unified District's vision statement which states:

Guided by the highest expectations, Natoma Station and the Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

By focusing on the foundational school years through grades kindergarten through fifth, Natoma Station Elementary will start students on the path so that they can eventually graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena. Families are an integral part of the educational process. In recognition of this important role, at Natoma Station family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations. At Natoma Station, the administration and staff actively seek community partnerships in order to enhance and amplify students' educational experiences.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community at Natoma Station is encouraged. School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

School & Community Profile:

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 19,500 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool 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 school.

Natoma Station Elementary School operates on a traditional schedule, and during the first month of the 2019-2020 school year, just over 500 students were enrolled in grades preschool through fifth. The school's gender distribution is roughly equal, with boys and girls. The school's largest ethnic group is White, with 49% of the school population describing themselves as White. In terms of racial subgroups, significant numbers include Asian at 26%, and Hispanic at 13%. 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. 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 a 2000-2001 National Blue Ribbon School. While it has been many years since Natoma Station 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.

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

Natoma Station 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 mindfulness activities to support students with self-regulation. We focus on three school-wide behavior standards (Solve Problems, Make Good Decisions, and Show Respect) to explicitly support positive behavior choices. Our Cheetah Champ incentive program and our Character Counts Upstander Awards Assemblies at the end of each trimester consistently recognize students who make positive choices. We develop and support student leadership through our Student Council and include their voice and input as stakeholders in decisions affecting our school community. We have developed a new peer mentorship program and this year we will offer an alternative recess option for students. We take a progressive approach to discipline and include restorative practices such as counseling and reflections, while providing additional supports and interventions, such as participation in our Special Friends program, to students who are in need of them.

Natoma Station Elementary families consistently and repeatedly express the desire to be partners in their children's education. Natoma Station 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 PTO is extremely active, providing many activities and events for the students and families of Natoma Station. The school expends considerable time and resources establishing strong connections to our families and community through School Site Council, (SSC), English Learner Advisory Committee (ELAC), parent engagement activities,Coffee and Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, informational flyers, and Schoolwires webpage keep families informed about schedules, events and activities happening at school. Teachers maintain their own webpages on our website which also allows for two-way communication between teachers and families and includes the ability for families to check grades. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment. We value and intentionally access the technology capital in our community. Intel 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	79
Grade 1	82
Grade 2	84
Grade 3	78
Grade 4	68
Grade 5	70
Total Enrollment	461

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	26
Filipino	2.6
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.7
White	48.8
Two or More Races	7.6
Socioeconomically Disadvantaged	12.8
English Learners	10.6
Students with Disabilities	6.9
Foster Youth	0.7
Homeless	0.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	23	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined 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.

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, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Natoma Station Elementary was originally constructed in 1995 and is comprised of 27 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, and three playgrounds. Playgrounds contain multiple play areas that are located inside a secure, fenced location. Classrooms, work areas, and play areas provide adequate space for teaching and learning. Natoma Station was repainted in 2009. 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. As a result 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 highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/11/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Classroom 5 work order # 51652 HVAC
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	On going trapping of skunks.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Hole in Black top work order # 50786. All grass areas dead grass over 3 years old work order in # 51184,3 51183 and #51619
Overall Rating	**Exemplary**	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	77	75	64	63	50	50
Mathematics (grades 3-8 and 11)	73	78	53	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	209	98.58	1.42	75.12
Male	120	117	97.50	2.50	74.36
Female	92	92	100.00	0.00	76.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	49	49	100.00	0.00	77.55
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	65.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	107	106	99.07	0.93	78.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	15	93.75	6.25	66.67
Socioeconomically Disadvantaged	28	28	100.00	0.00	71.43
English Learners	38	38	100.00	0.00	65.79
Students with Disabilities	16	16	100.00	0.00	18.75
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	209	98.58	1.42	78.47
Male	120	117	97.50	2.50	82.05
Female	92	92	100.00	0.00	73.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	49	49	100.00	0.00	83.67
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	65.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	107	106	99.07	0.93	81.13
Two or More Races	16	15	93.75	6.25	73.33
Socioeconomically Disadvantaged	28	28	100.00	0.00	64.29
English Learners	38	38	100.00	0.00	84.21
Students with Disabilities	16	16	100.00	0.00	31.25
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.2	23.2	5.8

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Natoma Station Elementary parents are valued as partners in their child's education. There are many opportunities where parents partner with staff to create a more enriching learning environment for students both inside the classroom and on campus. Parents are invited to run for positions on School Site Council (SSC), where they share their ideas and work with staff to set policy and appropriate categorical funds. Parents and community members are involved in decision-making and are key to the success of our students. At Natoma Station, we emphasize the old adage, "It takes a whole village to raise a child."

Teachers and students welcome parental help. All parents are encouraged to attend field trips whenever possible and to participate in classroom activities. Parents can work one-on-one or in small groups with students who may need help in a particular subject. This participation is extremely helpful when it comes to students who need additional support from a caring adult. Parents are a wonderful source of ideas and creativity. They are encouraged to share special interests with students both in the classroom and through after-school Parent Teacher Organization (PTO) clubs. By maintaining an active role at school, parents reinforce for their students the importance of education.

We consider parents valuable assets to our campus and we are proud to have so many of them working with us to make Natoma Station Elementary a place where students learn and grow. Our PTO is very active and provides numerous benefits to our school, including community building events such as our Pancake Breakfast, Trunk or Treat, and Coffee with the Principal. Our PTO also helps raise funds so that we can bring science and author assemblies to our students. This year, we will continue to provide training to parents and equip them with tools to support their children's learning at home. Our PBIS Guiding Coalition will facilitate a parent engagement workshop to support parent understanding of our approaches to PBIS, social-emotional learning and school discipline. We will continue to offer a Family Math Night where teachers will demonstrate how they use games and manipulatives in their math program to help students gain a deeper understanding of math concepts. Both parents and students will be guided through the highly engaging math games and activities with the support of classroom teachers. This year, we have also planned a family Science, Technology, Engineering, Art, and Math (STEAM) event. Our teachers will provide a variety of engaging STEAM activities for parents and students to work on together. Parents are encouraged to attend Back to School Night to understand the curricular and behavioral expectations for the year. Open House allows us to showcase student work for parents and our Veterans Day Assembly brings our larger community together and allows our students to honor our veterans by presenting an engaging program highlighting our gratitude for their service.

Our school website is updated regularly and our home-school communication system (Blackboard Connect) keeps parents informed about important information and upcoming events. All Natoma Station families are encouraged to participate in the planning, implementation, and evaluation of the School Plan for Student Achievement (SPSA) plan. We provide online access codes to families for our curriculum such as Envision (Math) and Benchmark Advance English Learner Arts/English Language Development (ELA/ELD) in addition to supplemental programs such as i-Ready. Teachers and the Principal provide ongoing communication with parents through monthly newsletters, direct contact, and parent-teacher conferences. Our parent coordinator works closely with our PTO leadership to provide many opportunities for our parent community to strengthen partnerships with our school.

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

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.0	3.7	0.4	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school is safe and clean. There were seventeen (17) student accidents reported at our school in the 2018-19 school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise.

Natoma Station Elementary School's approach to maintaining a safe, well ordered, drug free school is to be proactive. A partnership between teachers, the school district, parents, and the community supports this approach. The school rules are published in the School Handbook and sent home every year in the fall. Our physical education teacher presents guidelines for safely using playground equipment and rules for games. Natoma Station has implemented a comprehensive Crisis and Safety Plan. Each classroom has a crisis folder with evacuation procedures, evacuation maps, and crisis protocol. Teachers and students review crisis protocol and have scheduled crisis drills throughout the year. Safety accommodations for physically challenged students are implemented. Campus supervisors are provided with a manual containing information on campus rules and students receive grade level instruction on drug and alcohol awareness. Additionally, Natoma Station is a "Bully Free Zone." Natoma Station Elementary is implementing the Second Step curriculum for all students to promote social/emotional health. We continually promote a positive and inclusive school culture through a comprehensive implementation of PBIS (Positive Behavior Intervention Program). Our PBIS committee, which is comprised of a variety of stakeholders including teachers, the principal, instructional assistants, and parents continually works on building a positive school culture and examining our data to respond to student needs. In addition, this year our site is funding the PIP program (Primary Intervention Program) which allows us to provide additional support to our at-risk students.

Date of Last Review/Update: August 28, 2019
Date Last Reviewed with Staff: September 5, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	3		21	1	3		25		3	
1	23		3		23		3		23		3	
2	22		3		26		3		23		4	
3	24		3		24		3		19	4		
4	33		1	1	34			2	33		1	1
5	34			2	24	1	2		34			2
6	31		1									
Other**									7	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,192.28	$1,650.16	$5,542.12	$83,227.76
District	N/A	N/A	$7,534.43	$76,858.00
Percent Difference - School Site and District	N/A	N/A	-30.5	10.7
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-25.0	4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Natoma Station Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,289	$51,374
Mid-Range Teacher Salary	$68,994	$80,151
Highest Teacher Salary	$94,372	$100,143
Average Principal Salary (Elementary)	$118,941	$126,896
Average Principal Salary (Middle)	$137,647	$133,668
Average Principal Salary (High)	$139,858	$143,746
Superintendent Salary	$252,000	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided regularly. In addition, our district staff has worked to implement Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district.
The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

It is the goal of Natoma Station Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who require extra academic support and provide assistance to families in our community.

In addition, we continue to refine our Professional Learning Community (PLC) process to continue to build teacher efficacy and improve student learning outcomes. This year, our focus is centered on choosing essential learning standards and learning targets in ELA and Math, in addition to building our knowledge of best practices in formative assessment and student goal setting.