

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Theodore Judah Elementary School	34673306033252	August 31, 2020	October 22, 2020

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of our School Plan for Student Achievement (SPSA) is to align with the four goals of our district's Local Control and Accountability Plan (LCAP), including quality teachers, engagement, professional development, and progress monitoring as its basis. A focus for Theodore Judah, in meeting the requirements of Every Student Success Act (ESSA), is to train teachers in blended learning, implementing a robust Positive Behavior Intervention and Support (PBIS)/SEL program to support engagement and to continue to develop as a Professional Learning Community (PLC) to foster a cycle of progress monitoring to promote student achievement. This document acknowledges the necessary changes as the result of the COVID-19 pandemic. Our building has been closed since March 16, 2020. Our classes are being held online. However, as this document is used for planning purposes, it also reflects conditions that existed prior to the March 2020 school facility closures, in the event school facilities resume instruction.

School Vision and Mission

The mission of Theodore Judah is to engage, challenge and support students in mastering the content knowledge and social emotional skills necessary for success in life.

The vision of Theodore Judah is a vibrant learning community that includes the Academy for Advanced Learning and our neighborhood students. We develop as a Professional Learning Community and as such, teachers collaborate to develop learning opportunities, including intervention and enrichment, to meet the needs of each student. We use data, based on formative and summative assessment of key standards, to drive and revise instruction. We have a robust Positive Behavior Intervention and Support (PBIS) program and implement Responsive Classroom strategies to ensure that students, families, and staff experience school as a safe, welcoming, and joyful place to work and learn. We are dedicated to our mission and proud to work tirelessly to realize our vision.

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 thru 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.

Theodore Judah Elementary is one of 20 elementary schools in Folsom Cordova Unified School district. We are located in the city of Folsom; a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. We operate on a traditional calendar, August - May, with school hours between 8:25 - 2:37. During the first month of the 2019-2020 school year, 642 students were enrolled in preschool through grade 5. Current data shows the school's largest ethnic groups are marked as "Unknown", 77% and Hispanic 22%.

At Theodore Judah, 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. Our programs address the special education needs of students through our Learning Center, speech services, and Occupational Therapy (OT). We provide English learner support, and enrichment opportunities are offered through after-school clubs. We are equipped to help our students with their social and emotional needs through the availability of our school psychologist (mentoring), our social worker (counseling) and our use of Steps to Respect curriculum in our classrooms. Theodore Judah is a Positive Behavior Intervention Support (PBIS) school. We teach Second Step curriculum in grades K-5. Our teachers were trained in Responsive Classroom and this year we will begin implementation of Professional Learning Communities as well as an expanded district led PBIS/anti-bullying program.

A distinguishing characteristic of Theodore Judah is that in addition to serving our neighborhood community ("Core") we host the Academy for Advanced Learning ("Academy"). This Academy is a selective program that serves the needs of gifted and high-achieving students from throughout our district and surrounding areas. There are currently two Academy classes for each grade level, 1-5.

We currently have 2.5 kindergarten classes, 5.5 first grade (3 core 2.5 Academy) , 4.5 second grade (2.5 core and 2 Academy), 4.5 third grade (2.5 core and 2 Academy), 3.5 fourth grade (1.5 core and 2 Academy), 3.5 fifth grade classes (1.5 core and 2,Academy), and one learning center classroom. We have a full time credentialed physical education teacher. To help address the social-emotional needs of our students we have a school psychologist 1.5 days a week and a social worker 1-2 days a week.

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 nearly a 1:1 ratio.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Organization (PTO) is active, providing many activities and events for Theodore students and families. Our School wires webpage keeps parents informed about schedules, events and activities happening at school. Teachers maintain their own page on our website, which allows two-way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences and parent involvement in the classroom all help to build a positive learning environment.

At Theodore Judah, we believe that relationships are an important part of a school culture. Theodore Judah has a very active community program where parents, high school students, senior citizens, business people, and faith-based organizations spend time volunteering in our classrooms. Many community organizations and businesses donate funds and time to our school. Each year Intel awards our school a monetary gift based on volunteer hours. These funds are used to enhance our ability to offer outstanding programs and opportunities for our entire students. Teachers collaborate to create a culture that is responsive, welcoming and enriching for all students.

As the school year began in August of 2020, our building was closed to students due to COVID-19 restrictions placed on all public schools in the Sacramento County. All of our instruction is taking place online in a distance-learning format. We have distributed Chromebooks to all of our students, provided hotspots to families who requested one, and provide synchronous and asynchronous learning opportunities for all of our students for the required number of minutes each day. We will follow all necessary guidelines provided by the County and our District as we manage building closure and reopening (when that becomes possible).

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Theodore Judah, we begin the year with a parent survey to gain an understanding of how our parents perceive the school and what they see as our strengths and weaknesses. We repeat this in the spring to measure our progress. Staff is surveyed at the beginning and end of the year as well. There were two PBIS surveys sent to students, staff and parents to gauge culture of our school site. We also had staff complete a report card to gather input on school culture and their vision of the principal's effectiveness. Fifth grade students and all staff also are encouraged to complete the California Healthy Kids Survey (CHKS).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations for probationary teachers take place twice in the fall and twice in the spring. Tenured teacher formal evaluation is once in the fall and once in the spring. Teachers being evaluated are also subject to informal evaluations throughout the year. We have an electronic teacher evaluation process called Talent Ed - Perform that tracks all observations, conferences, and forms. Additionally the principal is regularly in classrooms observing student learning and teaching. She does weekly walk-throughs of all classrooms looking for effective teaching or areas in need of coaching. If a teacher is in need of coaching the principal sets up weekly meetings to target the area of need. Specific objectives are outlined and goals are set. If coaching is not successful, a formal improvement plan may be put in place. Feedback for teachers target the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2018-2019 school year indicate that classroom teachers at Theodore Judah implement practices aligned with these Professional Standards.

Teachers are consistently teaching and using the Board-adopted curriculum in Language Arts, Math, Science and Social Studies. A new social/emotional curriculum, Second Step is being implemented this year. Teachers use the school-wide 5 Be's as the basis of their classroom discipline. Although each teacher is allowed to use the incentive structure of their choosing, they are all grounded in the common behavioral expectations at the school and are based on positive reinforcement. Grade levels are using common schedules to allow for targeted intervention and instruction in core academic areas. Teachers are using a variety of engagement techniques including visuals and gestures to help all learners, including special education and English language learners, interact with the curriculum and experience success in classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Under normal circumstances, District Progress Assessments (DPA) are conducted each trimester to monitor student progress. Teacher teams and administrator then review DPA's. We use i-Ready data in the beginning of the year to help place students in Multiple Tiered System of Support (MTSS) support groups. The goal is to review these groups every six weeks in order to realign for instruction. Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS) Mastery test is given after every 10 lessons so groups can be adjusted as needed. We are keenly aware of the need to monitor student progress and to intervene early due to lost learning opportunities in the spring of 2020. While we are instructing through distance learning, we continue to assess our students in reading, math and language development. Teachers are meeting 1:1 with students to administer assessments and are proctoring online assessments during their synchronous time with students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers conduct curriculum assessments regularly as directed by the district's adopted curriculum to monitor student progress. This year, teachers will use formative assessments from adopted curriculum: Benchmark. The results are used to identify needs for MTSS groups. During distance learning, we continue to monitor student progress. Small group instruction is occurring based on student need. With the addition of a Common Planning Time (CPT) day on Mondays starting on September 21, additional time for targeted intervention will be available.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff are highly qualified and credentialed. All of our Academy teachers are Gifted & Talented Education (GATE) certified or are in the process of getting their certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff participate in on-going professional development. Staff development has focused on essential standards, creating formative and summative assessments for teachers to direct instruction towards student needs. In 2019-20, Theodore Judah staff was trained in Professional Learning Communities (PLC) and Response to Intervention (RtI). Teachers were introduced to Responsive Classroom strategies to enhance classroom climate and culture. Preschool staff participates in district professional development days and targeted professional development with district lead teachers and program improvement coach. Professional development on the use of the newly adopted science curriculum, Amplify, will occur throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is focused on PLC, PBIS/SEL and Common Core within the classrooms. We also will be providing Professional Development (PD) in Social Emotional Learning/Responsive Classroom (SEL). Our assessment is designed to measure common core standards mastery. Assessments are used on a regular basis to measure mastery of targeted standards. With the advent of distance learning, teachers are also engaging in additional professional development around distance learning platforms, technologies and techniques. We offer weekly "Tech Tuesday" in-house professional development to cover teacher technology questions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District lead teachers provide on-going support to teachers especially through a coaching and trainer of trainers' model. The assistance is aligned with common core- Benchmark English Language Arts (ELA) curriculum, PBIS/SEL and targeting specific needs at Theodore Judah.

Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

K through 5th grade level collaboration occur on a regular basis throughout the month. Teachers regularly share students. With the addition of a Common Planning Time (CPT) day on Mondays starting on September 21, ongoing collaboration based on grade level and student need will occur. We continue to focus on essential standards in our development as a Professional Learning Community.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

We continue to refine of Multiple Tiers System of Support (MTSS) and our after school interventions. We align our curriculum with common core. Early childhood teachers follow the alignment of the California Preschool Learning Foundations with Key Early Education Resources and utilize a district's lesson plan template to support instructional planning. Due to COVID-19, we have added online instruction through distance learning platforms and resources. We are focusing on essential standards found in our curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school schedule provides the required number of instructional minutes. Language Arts and Math are protected and Response to Intervention (RTI)/MTSS blocks are provided to scaffold instruction. During Distance Learning, we adhere to the State requirements of instructional minutes through a combination of synchronous and asynchronous instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing windows allow teachers to monitor their instructional progress. We have periods of implementation that we monitor the students making sure that there is mastery. During Distance Learning, we are acutely aware of the need for instructional focus and formative assessment to drive our instructional pacing.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each student in the school has access to all standards-based instructional materials. We have made Chromebooks available to all students and provided hotspots to families who request them. In addition to online curriculum, our teacher regularly distribute materials to students through on-site pick-up and drop-off. Teachers distributed textbooks, reading materials, packets and supplies to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the use of SBE adopted curriculum. Teachers use supplemental curriculum including but not limited to Lexia Core, SIPPS, and Read Naturally. Additional curriculum resources support preschool learning foundation including Second Step Early Learning. The school site also uses i-Ready and Second Step.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Theodore Judah utilizes an MTSS and PLC to meet the needs of all of our students. This model enables students to be grouped with other students at a similar level. Students receive instruction based on the needs of these groups. In addition, when our facilities are open, our site offers before and after school programs. Theodore Judah enjoys a unique relationship with a local nonprofit called Folsom's Hope. Folsom's Hope provides funding for an after-school enrichment program called Students Together Achieving Results (STARS) and a mentor program called Judah United Mentor Project (JUMP). These programs provide services, free of charge, to up to 40 at-risk students. The Executive Director, Salwa Kasabian, has been able to serve a small number of our students off-site to support their distance learning during school closure. JUMP has been put on hold until we are allowed to return and have volunteers on site again.

Evidence-based educational practices to raise student achievement

In order to create a learning environment that fosters learning, our school has implemented a Positive Behavior Support Program with students. Teachers also use an anti-bullying program called Second Step. We are also using our JUMP mentor program to help support students. Furthermore, this year we are a SEL demonstration site and will implementing research-based strategies to support all of our students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to attend Back to School nights in order to receive materials about their child's classroom expectations. Information is also provided in the form of newsletters that are sent home by the principal, and the classroom teacher. Our Parent Teacher Organization (PTO) maintains a website that also helps keep everyone informed. Our PTO offers after school clubs, which are offered in the spring and in the fall. Some of our students at-risk are served on campus by a partnering nonprofit organization, Folsom's Hope, through an after school program and mentoring.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a very large parent participation/ volunteering process where parents help organize and plan events that benefit children throughout the year. Our school's Site Council consists of five parents who meet regularly with staff to stay informed on school progress and make decisions about changes. In addition, our English Learners Acquisition committee (ELAC) meets twice per year to discuss to support English Learner (EL) learners. We support families with training from Sacramento State as well. They also have our Theodore Judah (TJ) JUMP program where we have 25 volunteers come and eat lunch with individual students. Our STARS program has 50 students where the community comes in three days per week so support the social emotional well-being as well as the academics within the classroom.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support our lead teachers as well the support of Lexia Core 5. These lead teachers help support the classroom by offering ongoing training for CCSS.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Theodore Judah Elementary utilized a variety of outreach efforts to gather input and feedback on the development of the LCAP and SPSA. Meetings have been held with staff multiple times throughout the year. Staff met in Every Child by Name (ECBN) meetings, and in committee discussions. In February 2020, the Site Council attended a SPSA training at the district office to attain a better understand the process and purpose of developing the SPSA. Prior to Covid-19, discussions have been held with parents at the Back to School Coffee, PTO Board and general meetings in the fall as well as the SPSA and English Language Advisory Committee (ELAC) meetings. These may have to be conducted virtually this fall. During COVID-19 closure, we have continued to engage our stakeholders through virtual meetings, video messaging, and surveys.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Some families lack high-speed internet, which makes distance learning a challenge. We deployed many "hot spots" to families in need of internet. We have also provided Chromebooks to every student in the school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.16%	0.16%	2	1	1
African American	1.96%	2.1%	1.32%	12	13	8
Asian	38.50%	39.1%	41.85%	236	242	254
Filipino	1.14%	0.48%	0.33%	7	3	2
Hispanic/Latino	16.15%	19.55%	20.1%	99	121	122
Pacific Islander	0.33%	0.16%	0.16%	2	1	1
White	32.46%	27.79%	26.36%	199	172	160
Multiple/No Response	0.16%	0.16%	9.72%	1	1	0
Total Enrollment				613	619	607

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	72	59	53
Grade 1	107	116	103
Grade 2	100	112	108
Grade3	107	103	118
Grade 4	119	114	114
Grade 5	108	115	111
Total Enrollment	613	619	607

Conclusions based on this data:

1. Theodore Judah has a "school-within-a-school" which attracts students from throughout the area. This leads to a greater enrollment than our neighborhood school would have otherwise.
2. Our neighborhood students make up the majority of our LI students. Our Academy students contribute the majority of our Asian population.
3. We had approximately 20 students transfer to the homeschool Charter School program due to school closure during the pandemic.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	78	69	67	12.7%	11.1%	11.0%
Fluent English Proficient (FEP)	149	142	138	24.3%	22.9%	22.7%
Reclassified Fluent English Proficient (RFEP)	1	20	10	1.7%	25.6%	14.5%

Conclusions based on this data:

1. Due to school closure we were not able to complete our ELPAC testing. We completed the online portions, but those were not scored last year.
2. We have begun doing initial assessments over video conferencing during the fall school closure.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	118	108	103	118	106	103	118	106	103	100	98.1	100
Grade 4	100	121	113	99	121	112	98	121	112	99	100	99.1
Grade 5	125	104	117	120	103	117	120	103	117	96	99	100
All	343	333	333	337	330	332	336	330	332	98.3	99.1	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.	2495.	2494.	53.39	57.55	57.28	16.10	20.75	16.50	15.25	8.49	14.56	15.25	13.21	11.65
Grade 4	2518.	2549.	2529.	52.04	61.16	53.57	23.47	22.31	17.86	6.12	7.44	8.93	18.37	9.09	19.64
Grade 5	2550.	2592.	2583.	50.00	57.28	58.97	13.33	26.21	19.66	15.83	8.74	6.84	20.83	7.77	14.53
All Grades	N/A	N/A	N/A	51.79	58.79	56.63	17.26	23.03	18.07	12.80	8.18	9.94	18.15	10.00	15.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	41.53	58.10	59.22	42.37	25.71	29.13	16.10	16.19	11.65	
Grade 4	45.36	58.68	58.04	40.21	31.40	25.00	14.43	9.92	16.96	
Grade 5	50.83	56.31	61.54	29.17	36.89	25.64	20.00	6.80	12.82	
All Grades	45.97	57.75	59.64	37.01	31.31	26.51	17.01	10.94	13.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.31	52.88	48.54	35.59	35.58	38.83	16.10	11.54	12.62
Grade 4	46.39	56.30	45.54	37.11	33.61	35.71	16.49	10.08	18.75
Grade 5	52.50	69.00	60.68	28.33	21.00	29.91	19.17	10.00	9.40
All Grades	49.25	59.13	51.81	33.43	30.34	34.64	17.31	10.53	13.55

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.90	39.62	44.66	57.63	50.00	48.54	8.47	10.38	6.80
Grade 4	38.30	47.11	38.39	50.00	48.76	51.79	11.70	4.13	9.82
Grade 5	41.67	45.63	46.15	43.33	43.69	42.74	15.00	10.68	11.11
All Grades	37.95	44.24	43.07	50.30	47.58	47.59	11.75	8.18	9.34

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.69	62.86	51.46	36.44	26.67	36.89	11.86	10.48	11.65
Grade 4	48.45	57.02	44.64	38.14	38.02	38.39	13.40	4.96	16.96
Grade 5	50.00	66.99	58.97	28.33	27.18	26.50	21.67	5.83	14.53
All Grades	50.15	62.01	51.81	34.03	31.00	33.73	15.82	6.99	14.46

Conclusions based on this data:

1. We did not hold CAASPP testing in the spring due to COVID-19 school closure.
2. We will focus on listening skills this year
3. We will continue our focus on citing text evidence as this will also support student-writing skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	118	108	103	118	108	103	118	108	103	100	100	100
Grade 4	100	121	113	99	121	113	99	121	113	99	100	100
Grade 5	125	104	117	120	104	115	120	104	115	96	100	98.3
All	343	333	333	337	333	331	337	333	331	98.3	100	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2489.	2505.	2503.	52.54	53.70	57.28	16.95	20.37	17.48	20.34	16.67	13.59	10.17	9.26	11.65
Grade 4	2544.	2542.	2537.	53.54	52.07	55.75	21.21	16.53	7.96	19.19	23.14	21.24	6.06	8.26	15.04
Grade 5	2551.	2583.	2563.	47.50	59.62	53.91	8.33	12.50	6.96	20.83	16.35	20.00	23.33	11.54	19.13
All Grades	N/A	N/A	N/A	51.04	54.95	55.59	15.13	16.52	10.57	20.18	18.92	18.43	13.65	9.61	15.41

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	56.78	65.74	67.96	27.12	19.44	17.48	16.10	14.81	14.56	
Grade 4	65.66	56.20	59.29	21.21	23.97	18.58	13.13	19.83	22.12	
Grade 5	50.83	63.46	55.65	15.83	19.23	11.30	33.33	17.31	33.04	
All Grades	57.27	61.56	60.73	21.36	21.02	15.71	21.36	17.42	23.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	56.48	62.14	39.83	34.26	25.24	10.17	9.26	12.62
Grade 4	49.49	53.72	55.75	37.37	35.54	22.12	13.13	10.74	22.12
Grade 5	45.00	60.58	51.30	33.33	23.08	26.96	21.67	16.35	21.74
All Grades	48.07	56.76	56.19	36.80	31.23	24.77	15.13	12.01	19.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58.47	60.19	59.22	26.27	25.93	27.18	15.25	13.89	13.59
Grade 4	55.56	58.68	53.10	31.31	28.10	26.55	13.13	13.22	20.35
Grade 5	47.50	55.77	53.04	23.33	29.81	27.83	29.17	14.42	19.13
All Grades	53.71	58.26	54.98	26.71	27.93	27.19	19.58	13.81	17.82

Conclusions based on this data:

1. There was little change in our results from one year to the next.
2. This year we will focus on number sense in every grade to build student's fluency with numbers.
3. We did not hold CAASPP testing in the spring due to COVID-19 school closure.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1463.9	*	1488.2	*	1406.9	*	17	9
Grade 1	1482.6	1478.0	1488.2	1470.9	1476.6	1484.5	11	18
Grade 2	*	*	*	*	*	*	*	10
Grade 3	1480.9	*	1483.1	*	1478.1	*	12	8
Grade 4	*	1523.1	*	1525.4	*	1520.5	*	14
Grade 5	*	1572.7	*	1600.3	*	1544.5	*	11
All Grades							62	70

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	17	*
1	*	22.22	*	44.44	*	33.33		0.00	11	18
2	*	*		*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	12	*
4	*	35.71	*	7.14	*	57.14	*	0.00	*	14
5	*	54.55	*	9.09	*	27.27	*	9.09	*	11
All Grades	45.16	30.00	*	34.29	29.03	31.43	*	4.29	62	70

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	17	*
1	*	27.78	*	27.78	*	33.33		11.11	11	18
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	12	*
4	*	42.86	*	21.43	*	35.71		0.00	*	14
5	*	54.55	*	36.36		9.09	*	0.00	*	11
All Grades	51.61	35.71	24.19	37.14	*	22.86	*	4.29	62	70

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.59	*	*	*	*	*	17	*
1	*	66.67	*	22.22		11.11	11	18
3	*	*	*	*	*	*	12	*
4	*	35.71	*	21.43	*	42.86	*	14
5	*	36.36	*	63.64	*	0.00	*	11
All Grades	53.23	40.00	35.48	45.71	*	14.29	62	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	17	*
1	*	11.11	*	83.33		5.56	11	18
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	12	*
4	*	64.29	*	35.71		0.00	*	14
5	*	90.91	*	9.09	*	0.00	*	11
All Grades	54.84	47.14	37.10	50.00	*	2.86	62	70

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	70.59	*	*	*	17	*
1	*	38.89	*	38.89	*	22.22	11	18
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	12	*
4	*	14.29	*	35.71	*	50.00	*	14
5	*	45.45	*	27.27	*	27.27	*	11
All Grades	29.03	25.71	41.94	48.57	29.03	25.71	62	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	17	*
1	*	16.67	*	72.22		11.11	11	18
3	*	*	*	*	*	*	12	*
4	*	14.29	*	85.71	*	0.00	*	14
5	*	18.18	*	72.73	*	9.09	*	11
All Grades	24.19	20.00	59.68	71.43	*	8.57	62	70

Conclusions based on this data:

1. EL students will continue to get more practice in reading and speaking and will receive assistance from a Bilingual Instructional Assistant (BIA).
2. We are using our BIA in the distance learning environment to help our EL students.
3. We did not complete testing in the spring due to COVID-19 school closure. We had done all components except the speaking and listening portions.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
619	29.6	11.1	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	11.1
Foster Youth	1	0.2
Homeless	12	1.9
Socioeconomically Disadvantaged	183	29.6
Students with Disabilities	45	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.1
American Indian	1	0.2
Asian	242	39.1
Filipino	3	0.5
Hispanic	121	19.5
Two or More Races	65	10.5
Pacific Islander	1	0.2
White	172	27.8





Conclusions based on this data:

1. Overall, Theodore Judah students scored in the blue range for English Language Arts and Mathematics.
2. Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students scored in the yellow range. We will focus on this group in the coming year.
3. Our school hosts a magnet school, a school within a school. If you disaggregate the data, our home school students are 60% free and reduced price qualified.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 508 846 535">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1242 508 1330 535">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 707 368 735">Green</p>		

Conclusions based on this data:

1. An administrator who used suspension frequently affected our suspension rate. The new administrator has implemented PBIS to decrease this rate of suspension.
2. Our EL student growth has decreased over the last few years.
3. We are currently maintaining an above 9% attendance rate during distance learning.

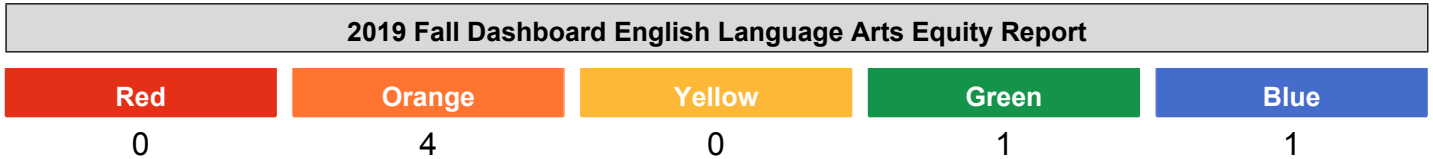
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 68.6 points above standard Declined -9.2 points 327	<p>English Learners</p>  Orange 6.6 points below standard Declined Significantly -22 points 62	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 61.3 points below standard 12	<p>Socioeconomically Disadvantaged</p>  Orange 22.6 points below standard Declined -3.5 points 101	<p>Students with Disabilities</p>  Orange 42.2 points below standard Declined -11.3 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Green 124.9 points above standard Declined -4.5 points 139	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46 points below standard Declined Significantly -33 points 56	 No Performance Color 53.1 points above standard Declined -11.4 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 64.5 points above standard Maintained -2.6 points 88

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.7 points below standard Declined Significantly -29.4 points 29	72.5 points above standard Declined -7.4 points 33	64.9 points above standard Declined -8.2 points 196

Conclusions based on this data:

- Overall, Theodore Judah scores 68.9 points above standard. This is a decline from the year before.
- All of our subgroups declined from the previous year.
- We did not hold CAASPP testing in the spring due to COVID-19 school closure.

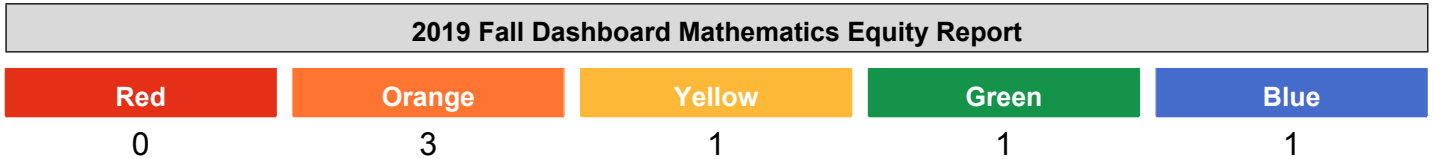
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 52.9 points above standard Declined -9.9 points 326	<p>English Learners</p>  Yellow 2.3 points below standard Declined Significantly -25.4 points 63	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 64.5 points below standard 11	<p>Socioeconomically Disadvantaged</p>  Orange 48.7 points below standard Declined -7.4 points 99	<p>Students with Disabilities</p>  Orange 68.4 points below standard Declined Significantly -22.4 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Blue 122.7 points above standard Maintained -0.8 points 139	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.8 points below standard Declined Significantly -35 points 56	 No Performance Color 23.3 points above standard Declined -5.2 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 35.4 points above standard Declined -9.7 points 88

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85 points below standard Declined Significantly -37.2 points 30	72.9 points above standard Declined -7.9 points 33	43.4 points above standard Declined -4.3 points 194

Conclusions based on this data:

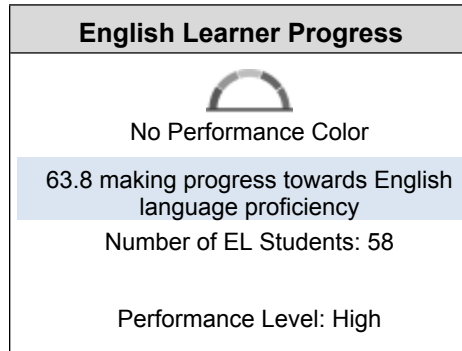
1. Theodore Judah students overall scored in the blue range, 63.9 points above standard.
2. We did not hold CAASPP testing in the spring due to COVID-19 school closure.
3. Hispanic students scored 30 points below three. Current EL students overall scored 48 points below three. We need to focus more on these students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	10	10	27

Conclusions based on this data:

1. Theodore Judah made progress on moving students toward English Language Proficiency.
2. Staff implement the Benchmark English Language Development (ELD) strategies.
3. Our Bilingual Instructional Assistant provided phonics instruction to our young English learners.

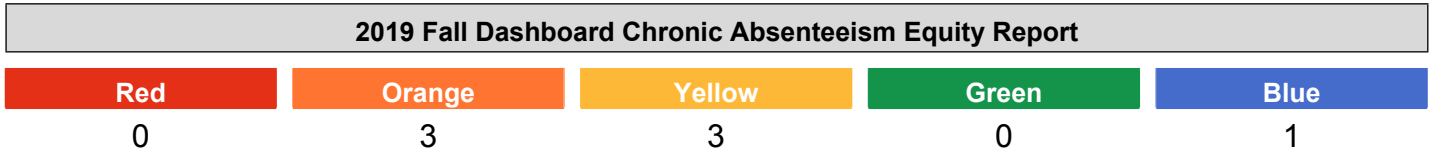
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 5.7 Maintained +0.4 632	<p>English Learners</p>  Yellow 5.4 Maintained +0.3 74	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 0 Declined -10 15	<p>Socioeconomically Disadvantaged</p>  Yellow 10.3 Declined Significantly -3.3 214	<p>Students with Disabilities</p>  Orange 11.8 Increased +3 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7 Declined -25.6 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0.4 Maintained +0.4 245	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9 Maintained 0 122	 Orange 11.8 Increased +1.6 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 8.4 Increased +1.6 178

Conclusions based on this data:

1. Chronic absenteeism has not been a problem for most sub groups at Theodore Judah.
2. The school staff will work with district attendance improvement program.
3. Principal will work with students and families to decrease barriers to attendance and engagement.

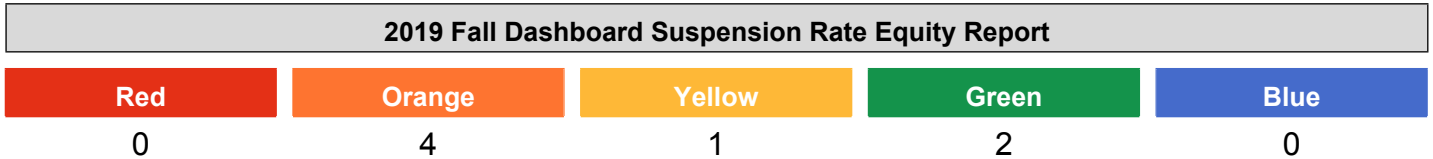
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.3 Increased +0.9 645	<p>English Learners</p>  Yellow 5.4 Declined -0.8 74	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color 6.7 Increased +6.7 15	<p>Socioeconomically Disadvantaged</p>  Orange 4.6 Increased +0.8 216	<p>Students with Disabilities</p>  Orange 5.7 Increased +3.9 53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data 1	 Green 0.4 Increased +0.4 246	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.8 Increased +2.2 125	 Orange 4.3 Increased +4.3 69	 No Performance Color Less than 11 Students - Data 1	 Green 1.6 Declined -0.3 186

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	2.3

Conclusions based on this data:

1. The increase in the rate of suspension can be linked to a change in the administration.
2. Due to COVID-19 closure, we have not suspended students since March of 2019.
3. Alternatives to suspension were employed in 2019-2020. The administrator was training in culturally relevant alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will receive instruction from a highly qualified teacher and have access to curriculum, which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Through frequent review, professional development, evaluations, and collaborative work as a Professional Learning Community (PLC) Theodore Judah will ensure that all highly qualified teachers are given the support and tools needed to fully implement adopted curriculum in a well-maintained facility.

Identified Need

Ensure student access to high quality instruction, state approved curriculum and a safe learning environment. Provide students who are not making adequate progress with timely interventions and support.

Offer more intervention programs

Provide additional programs and support to Long Term English Learner (LTELS) and high need students (4.1, 1.3, and 4.6)

Offer PD and staff practice/research on how to increase student interaction in listening and speaking

Use i-Ready and Lexia (k-2) adaptive curriculum.

Use Benchmark rubrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Evaluations	Talent Ed evaluation system will be used to ensure all staff are evaluated.	All teachers on evaluation this year will complete the evaluation cycle.
1.1. Beginning Teacher Induction (formerly BTSA)	Support new teachers in completing the requirements for Induction.	All beginning teachers will complete induction requirements. Principal will meet with induction support provider and new teacher to ensure that the focus of support aligns with school goals
1.3 Access to curriculum	Inventory and order of all adopted curriculum	Every classroom will have appropriate adopted materials.
1.3 Provide supplemental curriculum	Supplemental materials will be provided when data indicates additional support materials are	Researched based supplemental materials will be used on a case-by-case basis.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	required for remediation or enrichment	
1.3 Provide additional programs and support to English Learners (EL's) and Long term English-Learner Students (LTELS) and high need students (4.1, 1.3, and 4.6)	Monitor EL and LTEL progress and provide support when necessary	English Learners will gain a year's growth
1.2 Well-maintained facility	Monthly facility checks and regular meetings with Head Custodian	Our campus will be a safe, functional, and aesthetically pleasing learning environment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Complete all required evaluations and provide timely feedback to all staff using Talent Ed and in-class observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support new teachers in completing the requirements for Induction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use Bilingual Instructional Assistants to work with EL, LTEL and Reclassification Fluent English Proficient (RFEP) students (LCAP 1.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
2000-2999: Classified Personnel Salaries
BIA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Support implementation of adopted curriculum to ensure effectiveness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
1000-1999: Certificated Personnel Salaries
Lead Teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional development for teachers and staff in PLC and Responsive Classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	1000-1999: Certificated Personnel Salaries Teacher Subs/Temp/Hourly
10,000	5000-5999: Services And Other Operating Expenditures Conferences/Other Services for professional development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students failing to make adequate progress as determined by common assessments

Strategy/Activity

Extended Day Interventions 4.6, 3.3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Supplemental None Specified Extended learning
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Use Bilingual Instructional Assistants to work with EL, LTEL and RFEP students (LCAP 1.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Bilingual Instructional Assistants provide support
for our EL's in acquiring English language skills

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monthly facilities checks and frequent meetings with head custodian

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teacher release time for collaboration and Every Child By Name (ECBN)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
subs

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1.1 All teachers were evaluated on a regular basis and provided with meaningful feedback and when necessary coaching to improve practice.

1.1 Principal met with Beginning Teacher Support and Assessment (BTSA) provider and new teacher, Stacy Beamer, to ensure that the focus of support aligned with school goals. Teacher was recommended for tenure.

1.2 We maintained our school through monthly facility checks, frequent walk-throughs; collaboration between the administrator and head custodian ensured that all areas of the campus were well maintained.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All district schools, including Theodore Judah, went to distance learning on March 13, 2020 and did not return for the remainder of the year. This had a significant effect on implementation and outcomes of some goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most of the strategies will be continued. Implementation will be modified to fit a distance learning model, where applicable.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

District Goal 1: Student achievement and Success
 School Goals: High level of student engagement; classroom communities that involve all students

- 2.1 Increase student attendance rate to 96%
- 2.4 Provide behavioral supports and alternatives to suspension (unless required by law).
- 2.4 Implement a robust Positive Behavior Intervention & Support program.
- 2.4 Fully investigate all allegations of bullying in a timely manner; teach social skills; provide opportunities for social support (counseling).
- 2.4 Provide support for positive play at recess.
- 2.5 Provide innovative ways to bring families to campus; facilitate family input (surveys); provide effective communication with school community
- 2.7 Effectively communicate with school community

Identified Need

Theodore Judah has a high level of parent engagement and community partnerships. We will improve our classroom management to provide an even more positive learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	5.7%	5.3%
Suspension Rate	Suspensions increased by 0.9%	Suspension rate will decrease by 1%
Family Communication	One survey	Two surveys, monthly newsletter, electronic signage, webpage
Responsive Classroom	None	Implementation in 50% of classrooms

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Coordinator outreach to parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

204

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

4,930

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

1,143

LCFF - Supplemental
3000-3999: Employee Benefits

2,000

LCFF - Supplemental
4000-4999: Books And Supplies
parent support materials, educational books

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

PBIS implementation and training; release time for teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
subs for release time for conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional Development in Responsive Classroom strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with emotional needs

Strategy/Activity

Provide counseling and support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

MSW

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

monthly parent newsletter and update website

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,107

Source(s)

LCFF - Supplemental

	2000-2999: Classified Personnel Salaries Parent Coordinator - 2.5 Increase family engagement and parent input and the utilization of volunteers. 2.6 Increase community partnerships that support student learning. 2.7 Increase the efficiency, timeliness and accessibility of district communications.
475	LCFF - Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Chronic absenteeism went up from 2018-2019. Since that time, there was a change in administration. Complicating this is the move to distance learning which has made engagement in school more difficult. We have a plan in place to ensure participation from our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All district schools, including Theodore Judah, went to distance learning on March 13, 2020 and did not return for the remainder of the year. This had a profound effect on implementation and outcomes of some goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most of the strategies will be continued. Implementation will be modified to fit a distance learning model, where applicable.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
 3.1 Provide professional development in new adoptions, distance learning, SEL and local curriculum.
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science Technology Engineering & Math (STEM) courses.

Goal 3

Theodore Judah will provide staff with opportunities for professional learning to optimize distance learning instruction and practices. We will function as a Professional Learning Community by providing release time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards. Professional development will focus on strategies and techniques that have proven effective at raising the skills of our English Language Learners (ELL's) and our students not achieving proficiency according to i-Ready diagnostics and California Assessment of Student Performance and Progress (CAASPP) results. We will continue to expand the opportunities in STEM education with verified curriculum, Mystery Science and use of our STEM lab.

Identified Need

Increase teacher efficacy in literacy, math skills, and SEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready, CAASPP	Results from spring 2017, fall 2018	We are planning on doing i-Ready testing during distance learning. Outcomes are unclear at this time. We do not know what will happen to CAASPP due to distance learning.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL k-2 students

Strategy/Activity

Staff Development workshops

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	None Specified 1000-1999: Certificated Personnel Salaries Teacher Subs/Temp/HourlyMary
	None Specified 5800: Professional/Consulting Services And Operating Expenditures SIPPS Training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Guided Language Acquisition Design (GLAD) training for teachers K-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	None Specified 5800: Professional/Consulting Services And Operating Expenditures GLAD training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional development for distance learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1000-1999: Certificated Personnel Salaries
Teacher Subs/Temp/Hourly

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
None Specified
Summer School

LCFF - Supplemental
None Specified
Translation/Testing/Lead Teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and student failing to make adequate progress

Strategy/Activity

Provide additional programs and support to LTELS and high need students
Provide BIA's

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,520

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Provide additional interventions and services during the school year, as student academic needs are determined

2,941

LCFF - Supplemental
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our English Learners are making good progress. 63.8% made adequate progress toward proficiency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Most of the strategies will be continued. Implementation will be modified to fit a distance learning model, where applicable.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most of the strategies will be continued. Implementation will be modified to fit a distance learning model, where applicable.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all student including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications. Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

Goal 4

School goal is to increase parent engagement in the school, so parents and students feel welcomed at Theodore Judah. The California Healthy Kids Survey (CHKS) and a "to be determined" end of year survey will be our metric.

Identified Need

Responsive Classroom professional development to provide strategies for effective classroom management; Professional Learning Communities (PLC) professional development and implementation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey and beginning and end of year family survey	This is a baseline year	To increase parent involvement, especially for low SES students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.

Monthly program evaluation and collaboration. (4.3, 4.4, 4.5)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,570	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides for direct student support and intervention
396	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Program monitoring & collaboration
2,218	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Parent outreach and communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,089	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications
921	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low SES students

Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities, if possible during distance learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,409

Source(s)

LCFF - Supplemental
5700-5799: Transfers Of Direct Costs
Student Scholarships for instructional activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low performing and/or EL students

Strategy/Activity

Offer more intervention programs
Provide additional programs and support to LTELS and high need students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,521

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Provide additional interventions and services during the school year, as student academic needs are determined

2,941

LCFF - Supplemental
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low SES and English Learners

Strategy/Activity

Partner with Folsom's Hope, a 501(c)(3) nonprofit organization to provide extended learning and recreational opportunities for our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All students who wished to attend were able to go to Science Camp for a week; English Learners were provided the support of a bilingual instructional aide; fifth graders completed California Healthy Kids Survey

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Most of the strategies will be continued. Implementation will be modified to fit a distance-learning model, where applicable.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most of the strategies will be continued. Implementation will be modified to fit a distance-learning model, where applicable.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$92,385.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$20,000.00
LCFF - Supplemental	\$68,385.00
None Specified	\$4,000.00

Subtotal of state or local funds included for this school: \$92,385.00

Total of federal, state, and/or local funds for this school: \$92,385.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Carole Vargas	Principal
Swati Patel	Classroom Teacher
Nicki Freitas	Classroom Teacher
Elizabeth Ostdiek	Other School Staff
Rachael Phillips	Parent or Community Member
Adriana Lopez	Parent or Community Member
Shobana Srinivas	Parent or Community Member
Lena Bhatt	Parent or Community Member
Randy Freeman	Parent or Community Member
Kelly Wittman	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Carole Vargas	Principal
Elizabeth Ostdiek	Other School Staff
Nicki Freitas	Classroom Teacher
Shobana Mahalingam	Parent or Community Member
Adriana Lopez	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 08/31/2020.

Attested:



Principal, Carole Vargas on 8/31/2020

SSC Chairperson, Leena Bhatt on 8/31/2020

Theodore Judah Elementary School

101 Dean Way | Folsom, CA 95630
916-294-9175 | www.fcusd.org/TJE
Carole B. Vargas, Principal



Theodore Judah Elementary School
Site Council Meeting Minutes
August 31, 2020
Location: Online via Microsoft Teams

Attendees: Carole Vargas, Liz Ostdiek, Swati Patel, Kelly Wittman, Rachael Phillips, Leena Bhatt, Shobana Mahalingam Srinivas

Mrs. Vargas opened the meeting at 2:30pm.

The meeting agenda was approved.
Minutes from our last Site Council meeting dated March 5, 2020 were approved.

Attendees introduced themselves.

Mrs. Vargas reviewed the District COVID-19 Pandemic Response Plan. She shared current photos of the school with the safety plan in place.

The Theodore Judah 2020-2021 SPSA was reviewed. After discussion, it was decided that the SPSA should include a disclaimer that our current status is Distance Learning. The Site Plan was approved with that addition.

Mrs. Vargas shared that the District was preparing an alternate plan that addressed schools during closure.

Meeting adjourned 3:27pm.



Theodore Judah Elementary Site Council Meeting
August 31, 2020 2:30pm Location: Online via Teams

Attendance

Full Name (User)	User Action	Timestamp
Elizabeth Ostdiek	Joined	8/31/2020, 2:26:19 PM
Carole Vargas	Joined	8/31/2020, 2:26:22 PM
Shobana Srinivas	Joined	8/31/2020, 2:27:16 PM
Swati Patel	Joined	8/31/2020, 2:27:58 PM
Rachael Phillips	Joined	8/31/2020, 2:34:29 PM
Leena Bhatt	Joined	8/31/2020, 2:38:23 PM
Kelly Wittman	Joined	8/31/2020, 2:44:48 PM



Theodore Judah Elementary Site Council & ELAC Meeting

101 Dean Way
Folsom, CA 95630

NOTICE OF SCHOOL SITE COUNCIL and ELAC MEETING

Open to the Public

Date: August 31, 2020

Time: 2:30pm

Place: Microsoft Teams Online Meeting

Published Agenda

- Welcome
- Review and approval of 2019/2020 Minutes
- Review Covid-19 Pandemic Response
- Overview and approval of School Site Plan
- Public comment