

# Theodore Judah Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Theodore Judah Elementary School
<b>Street</b>	101 Dean Way
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9175
<b>Principal</b>	Sandy Spaulding
<b>E-mail Address</b>	sspauldi@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/Domain/23">http://www.fcusd.org/Domain/23</a>
<b>CDS Code</b>	34673306033252

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

### School Description and Mission Statement (School Year 2018-19)

Theodore Judah Elementary School stresses success for every student every day. Development of cognitive and intellectual skills, problem solving abilities, concern for others, and an appreciation of the arts and technology are our goals. Student progress is continually monitored. Ongoing services and workshops are provided for our teachers through district wide opportunities and on site staff development activities to enhance the effectiveness of instruction.

Theodore Judah's music program is available to students in grades 4 and 5. Band is open to 5th graders, while strings is available to all 4th and 5th grade students. Among the many activities students are given the opportunity to participate in include: Student Council, Spirit Days, Read Across America Day, STEM Day, spelling bee in upper grades, and Family Science Night. The library and computer lab are available to students on a regular basis.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Organization (PTO) is very active, providing many activities and events for Theodore Judah students and families. Pawprints, our weekly newsletter, keeps parents informed about schedules, events and activities happening at school. An online computer program, Power School, 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.

Theodore Judah also has a very active community program where high school students, senior citizens, business leaders, and a faith based organization spend time volunteering in our classrooms. Walmart, Target, Raley's, Intel, Kaiser, Micron, Folsom PD and Folsom Fire have all donated funds or time to Theodore Judah. Each year Intel awards our school a monetary gift based on volunteer hours to be used primarily for math, science and technology. Last year Intel volunteers earned us over \$18,000. Junior Achievement of Sacramento also sends volunteers to present interesting lessons to enrich the curriculum for our students.

The staff at Theodore Judah works hard to provide a caring atmosphere where students can learn from outstanding professionals who are well trained and highly educated. It is our mission, along with that of the Folsom Cordova Unified School District, to provide excellence in educational programs that carry high expectations for each student's achievement and success. At Theodore Judah we are "proud of our past and committed to our future."

Theodore Judah encourages and respects a connective relationship between home and school. We also value our community contacts and parent participation. The strong parent support that we receive helps us in our goal of providing an excellent educational program.

Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017 was 613 students.

**Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	72
Grade 1	107
Grade 2	100
Grade 3	107
Grade 4	119
Grade 5	108
<b>Total Enrollment</b>	<b>613</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.0
American Indian or Alaska Native	0.3
Asian	38.5
Filipino	1.1
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.3
White	32.5
Socioeconomically Disadvantaged	30.8
English Learners	12.7
Students with Disabilities	7.5
Foster Youth	0.3

## 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			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	25	26	26	962
<b>Without Full Credential</b>	0	0	0	11
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2018-19)

**Year and month in which data were collected:** 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Adoption Year 2016	Yes	0.0%
<b>Mathematics</b>	Pearson - enVision Adoption Year 2015	Yes	0.0%
<b>Science</b>	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0.0%
<b>History-Social Science</b>	Holt-Rinehart & Winston, Scott Foresman Adoption Year 2007	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Theodore Judah Elementary is comprised of 25 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, science lab, learning center and playground. The principal communicates regularly with the custodial (3 full-time) staff to ensure the school is maintained to provide for a clean and safe environment. The district governing board has adopted cleaning standards for all schools in the district to which Theodore Judah adheres. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and 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. Deferred Maintenance Budget 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: 09/28/2018

**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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 2018 November	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	69.0	82.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	66.0	71.0	51.0	53.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	333	330	99.10	81.82
Male	167	165	98.80	78.79
Female	166	165	99.40	84.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	131	129	98.47	98.45
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	51.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	107	107	100.00	79.44
Two or More Races	28	28	100.00	82.14
Socioeconomically Disadvantaged	82	82	100.00	50.00
English Learners	60	58	96.67	65.52
Students with Disabilities	31	31	100.00	35.48
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	333	333	100	71.47
Male	167	167	100	69.46
Female	166	166	100	73.49
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	131	131	100	96.95
Filipino	--	--	--	--
Hispanic or Latino	53	53	100	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	107	107	100	67.29
Two or More Races	28	28	100	60.71
Socioeconomically Disadvantaged	82	82	100	28.05
English Learners	60	60	100	58.33
Students with Disabilities	31	31	100	25.81
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.4	20.2	50.0

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.

## 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 2018-19)

Parent involvement is essential to the academic success of children. Therefore, each year we allocate a portion of our budget to fund parent workshops and parent education. Volunteers are encouraged to be involved in the classroom, on field trips, as well as other school wide events.

At Theodore Judah Elementary School, parent and community volunteers are welcome to help in classrooms and after-school activities. Some of the special events volunteers help make successful are the Family Picnic, Santa's Breakfast, Harvest Carnival, Read Across America, Spelling Bee, the Family Dance, Family Math Night, Field Day, and Performance Night. In the classrooms, volunteer help is invaluable for tutoring, clerical assistance, chaperoning field trips, and providing an extra set of hands for projects.

Theodore Judah Elementary School welcomes and encourages volunteers. Parents interested in volunteering their time should contact their child's teacher or the school office at 916-294-9175. Parent volunteers are required to complete the volunteer application and will be advised on how to obtain a Tuberculosis test and go through the fingerprinting process through the District office. Once cleared, volunteers will be notified and may begin volunteering at the school.

For additional information about organized opportunities for parent involvement at Theodore Judah Elementary School, please contact the school office, at (916) 294-9175.

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.5	1.4	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

Theodore Judah School is safe and clean. Classrooms, restrooms and eating facilities are cleaned regularly. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall. Our school is participating in the School Emergency Response plan based on the Incident Command System that Emergency Services uses. Each month Theodore Judah practices either a lockdown, Fire drill or a Hold and Secure drill. There were seven (7) student accidents reported in our school in the 2017-18 school year.

Our Safe Schools Plan encompasses disaster procedures, fire escape routes, school conduct code and discipline, sexual harassment policy, and child abuse reporting.

Date of Last Review/Update: September 5, 2018

Date Last Reviewed with Staff: September 19, 2018

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		2		23		2		24		3	
1	25		4		22	1	3		24	1	3	
2	23		5		23		5		23		5	
3	29		3		24		5		21	3	2	
4	31		2	2	33			3	34			3
5	29		3	1	32		3	1	32		2	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4313	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,640.85	\$401.40	\$5,239.46	\$79,162.19
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-35.9	5.7
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-30.5	-0.6

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 2017-18)**

District Revenue Sources

In addition to general state funding, Theodore Judah Elementary receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, English Learners/Low Income (EL/LI), and various community donations.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Professional Development (Most Recent Three Years)

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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 through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) 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 ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

#### Counseling & Support Staff

It is the goal of Theodore Judah Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Professional Development Days	2015-16	2016-17	2017-18
Theodore Judah Elementary School	2	2	3