

Theodore Judah Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Theodore Judah Elementary School
Street	101 Dean Way
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9175
Principal	Carole Vargas
Email Address	cvargas@fcusd.org
Website	http://www.fcusd.org/Domain/23
County-District-School (CDS) Code	34673306033252

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 operate 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 2020-2021 school year, 592 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 3.0 kindergarten classes, 4 first grade (2 core 2 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 5 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 was 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. Currently, we are operating in Hybrid and Distance Learning models. Based on parent choice, students either attend school for half a day, four days a week and complete the rest of their lessons online, or attend full time in Distance Learning four days a week. Monday is a modified schedule for all students with a brief check-in with their teacher online and the rest of their academics provided asynchronously online.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	53
Grade 1	103
Grade 2	108
Grade 3	118
Grade 4	114
Grade 5	111
Total Enrollment	607

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	41.8
Filipino	0.3
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.2
White	26.4
Two or More Races	9.7
Socioeconomically Disadvantaged	29.7
English Learners	11
Students with Disabilities	6.3
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	24	24	1047
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Theodore Judah Elementary is comprised of 38 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, science lab, learning center and playground. The principal communicates regularly with the custodial (three 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. This year careful planning and implementation of COVID-19 related safety measures were put in place prior to the reopening of schools on November 9, 2020.

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: 11/16/2020

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 November

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	75	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	66	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	68	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents are encouraged to become active partners in their child's education. They are invited 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.

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. 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.

During regular school times, when COVID is not affecting our operations, parent and community volunteers are welcome to help in classrooms and after-school activities. Volunteers are encouraged to be involved in the classroom, on field trips, as well as other school wide events. 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 Diwali 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 are notified and may begin volunteering at the school.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	2.3	5.0	4.2	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. During the 2019-20 school year, there were four reported student accidents.

Our Safe Schools Plan encompasses disaster procedures, fire escape routes, school conduct code and discipline, sexual harassment policy, and child abuse reporting. This year we adopted and are following the site-specific COVID-19 Pandemic Response Plan. The Plan was reviewed by the Site Council on August 31, 2020.

Date of Last Review/Update: August 31, 2020

Date Last Reviewed with Staff: August 31, 2020

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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		3		20	2	1		27		2	
1	24	1	3		23		5		21	3	2	
2	23		5		25		4		22	1	4	
3	21	3	2		23	1	4		24	1	4	
4	34			3	33		1	2	23	6	2	
5	32		2	2	33		1	3	27	1	2	2
Other**									24	2		1

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,519	\$407	\$5,112	\$77,371
District	N/A	N/A	\$ 7,737.03	\$77,434
Percent Difference - School Site and District	N/A	N/A	-40.9	-0.1
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-41.0	-8.9

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

Types of Services Funded (Fiscal Year 2019-2020)

District	Revenue	Sources
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In addition to general state funding, Theodore Judah Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2019-20 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,490	\$52,484
Mid-Range Teacher Salary	\$69,339	\$81,939
Highest Teacher Salary	\$94,844	\$102,383
Average Principal Salary (Elementary)	\$122,637	\$129,392
Average Principal Salary (Middle)	\$136,015	\$136,831
Average Principal Salary (High)	\$137,192	\$147,493
Superintendent Salary	\$242,400	\$254,706

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers and site level academic, reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

Theodore Judah staff completes all district-required training. Our professional development focus continues to be in the area of Social Emotional Learning (SEL). In addition, we have provided additional professional development in distance learning skills, including technology and assessment, due to COVID-19 related school closures.

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.