Theodore Judah Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Theodore Judah Elementary School
Street	101 Dean Way
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9175
Principal	Jonathan Johnson
Email Address	jgjohnson@fcusd.org
School Website	www.fcusd.org/tje
County-District-School (CDS) Code	34673306033252

2021-22 District Contact Information

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

2021-22 School Overview

Theodore Judah Elementary is one of 21 elementary schools in the 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 2021-2022 school year, 602 students were enrolled in kindergarten through grade 5. Data from that year shows that our population was 41.4% Asian, 27.3% White, 19.1% Hispanic, 9.4% Two or more races, 2.2% African American.

At Theodore Judah Elementary, 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 through classroom instruction, the support of a Bilingual Support Aide, and intervention. Enrichment opportunities are offered through after-school clubs and teacher-led initiatives. 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 the Steps to Respect curriculum in our classrooms. Theodore Judah is a Positive Behavior Intervention Support (PBIS) school. We teach the Second Step curriculum in grades K-5. Our teachers were trained in Responsive Classroom and we will focus on implementing these practices in our classrooms.

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 kindergarten classes, 5 first grade (3 core 2 Academy), 4.5 second grade (2.5 core and 2 Academy), 4.5 third grade (2.5 core and 2 Academy), 4 fourth grade (2 core and 2 Academy), 4 fifth grade classes (2 core and 2 Academy), and one learning center classroom. We have a full-time credentialed physical education teacher. To help address the academic and social-emotional needs of our students we have a school psychologist 1.5 days a week, a social worker 3 days a week, a full-time Intervention teacher, and two instructional support aides.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	97
Grade 2	100
Grade 3	103
Grade 4	112
Grade 5	110
Total Enrollment	577

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	43.2
Black or African American	1.6
Filipino	0.3
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	10.4
White	25.3
English Learners	11.6
Homeless	0.5
Socioeconomically Disadvantaged	26.3
Students with Disabilities	5.4

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.7	100.0	820.9	87.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.6	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	8.9	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	11.6	1.2	12115.8	4.4
Unknown	0.0	0.0	88.4	9.5	18854.3	6.9
Total Teaching Positions	25.7	100.0	933.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2021 August

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, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

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 is 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 the highest priority is 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: 09/18/21

Year and month of the most recent FIT report	2021 September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	NT	NT	NT	NT
Female	158	NT	NT	NT	NT
Male	157	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	150	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	80	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	NT	NT	NT	NT
Female	158	NT	NT	NT	NT
Male	157	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	150	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	80	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	314	308	98%	2%	73%
Female	158	155	98%	2%	75%
Male	156	153	98%	2%	71%
American Indian or Alaska Native	3	3	100%	0%	67%
Asian	156	156	100%	0%	94%

Black or African American	10	10	100%	0%	60%
Hispanic or Latino	49	46	94%	6%	33%
Native Hawaiian or Pacific Islander	3	3	100%	0%	33%
White	93	90	97%	3%	60%
English Learners	21	21	100%	0%	5%
Homeless	3	3	100%	0%	0%
Military	3	3	100%	0%	67%
Socioeconomically Disadvantaged	10	9	90%	10%	30%
Students with Disabilities	23	22	96%	4%	26%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	315	305	97%	3%	63%
Female	159	153	96%	4%	75%
Male	156	152	97%	3%	76%
American Indian or Alaska Native		3	#REF!	#REF!	67%
Asian	156	156	100%	0%	93%
Black or African American	10	10	100%	0%	30%
Hispanic or Latino	49	43	88%	12%	18%
Native Hawaiian or Pacific Islander	3	3	100%	0%	33%
White	94	90	96%	4%	43%
English Learners	21	20	95%	5%	19%
Foster Youth			#DIV/0!	#DIV/0!	
Homeless	3	3	100%	0%	0%
Military	3	3	100%	0%	67%
Socioeconomically Disadvantaged	10	9	90%	10%	20%
Students with Disabilities	23	22	96%	4%	30%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	49	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 (when permitted). 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.

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 Judah 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 (as permitted) all help to build a positive learning environment. At Theodore Judah Elementary, we believe that relationships are an important part of school culture. Theodore Judah Elementary has a very active community program where parents, high school students, senior citizens, business people, and faith-based organizations spend time volunteering in support of students (as permitted). 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	620	609	39	6.4
Female	304	300	18	6.0
Male	316	309	21	6.8
American Indian or Alaska Native	1	1	0	0.0
Asian	253	251	1	0.4
Black or African American	11	10	2	20.0
Filipino	2	2	0	0.0
Hispanic or Latino	120	118	22	18.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	66	66	4	6.1
White	164	158	10	6.3
English Learners	71	71	9	12.7
Foster Youth	0	0	0	0.0
Homeless	10	7	1	14.3
Socioeconomically Disadvantaged	180	176	30	17.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	42	7	16.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.33	0.00	4.15	0.20	3.47	0.20
Expulsions	0.00	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.78	3.25	2.45
Expulsions	0.00	0.06	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Theodore Judah School is safe and clean. Classrooms, restrooms, and eating facilities are cleaned regularly. All county and district Covid protocols are followed. 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 or fire drill. There were 2 student accidents in 2020-2021

Our Comprehensive School Safety Plan (CSSP) encompasses disaster procedures, fire escape routes, school conduct code and discipline, sexual harassment policy, and child abuse reporting.

Date of Last Review/Update: October 26, 2021
Date of Last Review with Staff: October 26, 2021.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	23		5	
2	25		4	
3	23	1	4	
4	33		1	2
5	33		1	3
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	
1	21	3	2	
2	22	1	4	
3	24	1	4	
4	23	6	2	
5	27	1	2	2
6				
Other	24	2		1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4		
1	39		4	1
2	33	2	3	1
3	34	1	4	1
4	41	1	2	2
5	40	1	4	2
6				
Other	39		1	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,225	$303	$4,922	$80,085
District	N/A	N/A	$ 7,561.09	$77,439
Percent Difference - School Site and District	N/A	N/A	-40.9	3.4
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-52.7	-7.6

2020-21 Types of Services Funded

In addition to general state funding, Theodore Judah receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$40,692	$52,562
Mid-Range Teacher Salary	$69,686	$83,575
Highest Teacher Salary	$95,318	$104,166
Average Principal Salary (Elementary)	$124,264	$131,875
Average Principal Salary (Middle)	$135,342	$137,852
Average Principal Salary (High)	$140,135	$150,626
Superintendent Salary	$243,612	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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's staff completes all district-required training. Our professional development focus continues to be in the area of Social Emotional Learning (SEL).

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. The site principal and mental health specialist identify students in need of support.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07	99.93	--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07		--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00