

Theodore Judah Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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, Ed.D.
Email Address	jgjohnson@fcusd.org
School Website	https://tje.fcusd.org
Grade Span	K-5
County-District-School (CDS) Code	34673306033252

2024-25 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2024-25 School Description and Mission Statement

Theodore Judah Elementary is one of 21 Folsom Cordova Unified School District elementary schools. We are located in 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 8:15 - 2:45. During the first month of the 2023-2024 school year, 626 students were enrolled in kindergarten through grade 5. Data from that year shows that our population was 41.2% Asian, 26.3% White, 17.9% Hispanic, 11.1% in two or more race categories, and 2.2% African American.

At Theodore Judah Elementary, we respect and celebrate individual differences. The staff and administration are committed to

2024-25 School Description and Mission Statement

inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in kindergarten through fifth grade. 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), our use of Responsive Classroom (RC) practices in every classroom, and our delivery of Second Step social-emotional learning curriculum. Theodore Judah is a Positive Behavior Intervention Support (PBIS) school. We teach the Second Step curriculum in grades K-5. Our teachers are trained in Responsive Classrooms and 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 1 TK class, 2 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), 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 3 days a week, a social worker 5 days a week, a full-time Intervention teacher, and a part-time paraeducator.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	104
Grade 2	103
Grade 3	94
Grade 4	129
Grade 5	125
Total Enrollment	626

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.3
Non-Binary	0.2
American Indian or Alaska Native	0.3
Asian	41.4
Black or African American	2.2
Filipino	0.5
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.2
White	26.4
English Learners	12
Homeless	3
Socioeconomically Disadvantaged	30.2
Students with Disabilities	7.7

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.

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)	25.70	100.00	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	88.40	9.48	18854.30	6.86
Total Teaching Positions	25.70	100.00	933.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	27.20	98.20	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown/Incomplete/NA	0.50	1.80	62.20	6.31	15831.90	5.67
Total Teaching Positions	27.70	100.00	985.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	26.40	99.44	907.90	90.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	1.24	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.53	16.80	1.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.50	1.95	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	41.70	4.18	14303.80	5.15
Total Teaching Positions	26.50	100.00	998.40	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, 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	2023 August
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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%

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

School Facility Conditions and Planned Improvements

Theodore Judah Elementary is comprised of 26 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, a science lab, a learning center, and a playground. The school was built in 1950, 1953, 1958, and 1959 and was modernized in 2002 and 2019. Portables were added in 1998 and 2000. This site houses an Academy program. There are four storage containers and two sheds on site. There was a modular building to house Full Day Kindergarten and Transitional Kindergarten placed on site in 2023. The principal communicates regularly with the custodial (three full-time) staff to ensure the school is maintained to provide 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.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school

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. For the 2024/2025 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: September 16, 2024

Year and month of the most recent FIT report				2024 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			
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
	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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
	College and Career Ready 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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
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.						
Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	70	70	58	58	46	47
Mathematics (grades 3-8 and 11)	69	65	48	49	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	347	98.02	1.98	69.74
Female	179	175	97.77	2.23	69.14
Male	175	172	98.29	1.71	70.35
American Indian or Alaska Native	--	--	--	--	--
Asian	167	165	98.80	1.20	94.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	68	97.14	2.86	33.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	60.00
White	76	74	97.37	2.63	52.70
English Learners	42	37	88.10	11.90	5.41
Foster Youth	0	0	0	0	0
Homeless	15	13	86.67	13.33	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	103	95.37	4.63	28.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	33.33

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	349	98.59	1.41	64.94
Female	179	177	98.88	1.12	58.76
Male	175	172	98.29	1.71	71.35
American Indian or Alaska Native	--	--	--	--	--
Asian	167	166	99.40	0.60	94.58
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	68	97.14	2.86	22.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	56.67
White	76	75	98.68	1.32	44.00
English Learners	42	40	95.24	4.76	10.00
Foster Youth	0	0	0	0	0
Homeless	15	14	93.33	6.67	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	105	97.22	2.78	18.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	18.18

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	62.28	60.77	45.75	45.67	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	130	100.00	0.00	60.77
Female	72	72	100.00	0.00	56.94
Male	58	58	100.00	0.00	65.52
American Indian or Alaska Native	0	0	0	0	0
Asian	62	62	100.00	0.00	91.94
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	29	100.00	0.00	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	41.67
White	23	23	100.00	0.00	39.13
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	0.00	17.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	99%	100%

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.

2024-25 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 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 and sends regular communication to members. 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 Schoolwires webpage keeps parents informed about schedules, events, and activities happening at school. Teachers maintain their 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, businesspeople, 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.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	651	59	9.1
Female	321	317	24	7.6
Male	341	334	35	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	262	262	2	0.8
Black or African American	19	18	5	27.8
Filipino	--	--	--	--
Hispanic or Latino	125	121	21	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	73	72	16	22.2
White	178	172	14	8.1
English Learners	93	87	11	12.6
Foster Youth	--	--	--	--
Homeless	28	27	8	29.6
Socioeconomically Disadvantaged	229	219	44	20.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	55	11	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.48	1	1.51	4.04	3.48	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.03	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.51	0.00
Female	0.00	0.00
Male	2.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.74	0.00
White	1.69	0.00
English Learners	1.08	0.00
Foster Youth	0.00	0.00
Homeless	3.57	0.00
Socioeconomically Disadvantaged	2.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.93	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

System that Emergency Services uses. Each month Theodore Judah practices a fire drill. Every other month we conduct a lockdown drill. We hold an active shooter drill once a year. In the 2023-2024 school year, eleven (11) accidents were reported on campus.

Our Comprehensive School Safety Plan (CSSP) encompasses disaster procedures, fire escape routes, school conduct code and discipline, sexual harassment policy, and child abuse reporting. Starting this year, there is a new format to the CSSP. While we are updating our plan to match the new format and template, our existing CSSP remains and is followed.

Date of Last Review/Update: December 19, 2024
Date of Last Review with Staff: December 19, 2024

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	34		2	1
1	35	2	3	1
2	36	1	4	1
3	34	1	4	1
4	40		6	1
5	36		8	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	29	1	1	1
1	42		4	1
2	39	1	4	1
3	37	1	4	1
4	85		3	3
5	83		3	3

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	29		2	1
1	28	1	4	1
2	34	2	3	1
3	37		4	1
4	42		5	4
5	35	1	6	2
Other	12	2		

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$7,218	\$1,000	\$6,218	\$94,266
District	N/A	N/A	\$9,707.61	\$87,886
Percent Difference - School Site and District	N/A	N/A	-43.8	7.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-53.6	-3.6

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Theodore Judah receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$46,849	\$59,551
Mid-Range Teacher Salary	\$80,232	\$93,855
Highest Teacher Salary	\$115,230	\$120,219
Average Principal Salary (Elementary)	\$145,508	\$151,525
Average Principal Salary (Middle)	\$154,898	\$158,215
Average Principal Salary (High)	\$163,025	\$171,087
Superintendent Salary	\$349,440	\$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Theodore Judah's staff completes all district-required training. Our professional development focus continues to be in the area of Social Emotional Learning (SEL) and Professional Learning Communities (PLCs). Our staff attended training in Responsive Classroom (RC) over the last three years. Many of our staff have attended PLC training and development over the last five years. We are continuing our focus on RC and PLCs this school year with training and focused staff learning time.

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. Site teachers, principals, and mental health specialists identify students in need of support. We use Second Step curriculum along with staff-selected focuses to explicitly teach all areas of the Collaborative for Academic, Social, and Emotional Learning (CASEL) standards. We have a monthly SEL focus, and teachers deliver targeted learning units to focus, student attention to the focus.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3