

# Theodore Judah Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Theodore Judah Elementary School
<b>Street</b>	101 Dean Way
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-983-4469
<b>Principal</b>	Canen Peterson
<b>E-mail Address</b>	canen.peterson@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/Domain/23">http://www.fcusd.org/Domain/23</a>
<b>Grades Served</b>	K-5
<b>CDS Code</b>	34673306033252

<b>District Contact Information</b>	
<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Deborah Bettencourt
<b>E-mail Address</b>	dbettenc@fcusd.org
<b>Web Site</b>	www.fcusd.org

### **School Description and Mission Statement (Most Recent Year)**

Theodore Judah's academic program stresses success for every student every day. Development of cognitive and intellectual skills, problem solving abilities, concern for others, and an appreciation of the arts and technology are our goals. Student progress is continually monitored. Ongoing in services and workshops are provided for our teachers through district wide opportunities and on site staff development activities to enhance the effectiveness of instruction. We have a school wide discipline program based upon clearly defined standards of student behavior where the emphasis is placed on positive reinforcement.

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

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our PTA is very active, providing many activities and events for Theodore Judah students and families. Pawprints, our weekly newsletter, keeps parents informed about schedules, events and activities happening at school. An online computer program, EdLine, allows two way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences and parent involvement in the classroom all help to build a positive learning environment.

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

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

Starting in 2011/2012 school year, Theodore Judah is proud to offer a magnet program to provide academic rigor and challenge to motivated GATE and other high achieving students in grades 1 - 5. The Academy extends and enriches instruction in state standards by adding depth and complexity through an integrated exploration of topics and a variety of learning activities. Enrolled students gain a pathway to honors and pre-AP courses at Sutter Middle School.

For the 2012/2013 school year, Theodore Judah has 9 Core classes (Grades K-6), 12 Academy classes (Grades 1-5), and 1 Learning Center (Special Education).

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

Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2014, was 539 students.

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Kindergarten	28
Grade 1	115
Grade 2	90
Grade 3	114
Grade 4	91
Grade 5	101
<b>Total Enrollment</b>	<b>539</b>

**Student Enrollment by Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.7
Asian	36.2
Filipino	2
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.4
White	39.5
Two or More Races	6.5
Socioeconomically Disadvantaged	22.6
English Learners	11.1
Students with Disabilities	5.6
Foster Youth	0.4

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
<b>With Full Credential</b>	19	19	23	1006
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	18

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.6	4.4
High-Poverty Schools in District	93.2	6.8
Low-Poverty Schools in District	97.4	2.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 17, 2015

Folsom-Cordova Unified held a Public Hearing on February 6, 2014, 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The Great Books Foundation, Adoption Year 2011-2012 Houghton Mifflin California Reading: Medallion Edition, Adoption Year 2002, Upgrade 2008	Yes	0.0%
Mathematics	College Board, Adoption Year 2011-2012 Pearson - enVision Math Adoption Year 2014	Yes	0.0%
Science	FOSS Delta Education, Adoption Year 2011-2012 Scott Foresman- California Science Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman-California History-Social Science Adoption Year 2007	Yes	0.0%

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

Theodore Judah Elementary is comprised of 21 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, science lab, learning center and playground. The principal communicates regularly with the custodial (2 full-time) staff to ensure the school is maintained to provide for a clean and safe environment. The district governing board has adopted cleaning standards for all schools in the district to which Theodore Judah adheres. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/22/2015

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-22-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month in which data were collected: 10-22-2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	69	55	44
Mathematics	71	46	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	117	100.0	5	10	15	49
	4	95	94	98.9	16	16	15	53
	5	100	100	100.0	16	8	20	56
Male	3		62	53.0	10	6	8	47
	4		49	51.6	12	18	14	55
	5		40	40.0	23	5	20	53
Female	3		55	47.0	0	15	22	51
	4		45	47.4	20	13	16	51
	5		60	60.0	12	10	20	58
Black or African American	3		2	1.7	--	--	--	--
	4		2	2.1	--	--	--	--
	5		1	1.0	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Asian	3		35	29.9	0	6	14	80
	4		42	44.2	5	7	10	79
	5		49	49.0	4	8	14	73
Filipino	4		2	2.1	--	--	--	--
	5		3	3.0	--	--	--	--
Hispanic or Latino	3		14	12.0	14	7	7	14
	4		9	9.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		8	8.0	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	4		1	1.1	--	--	--	--
White	3		59	50.4	7	14	17	36
	4		31	32.6	23	26	19	32
	5		33	33.0	33	6	27	33
Two or More Races	3		5	4.3	--	--	--	--
	4		6	6.3	--	--	--	--
	5		5	5.0	--	--	--	--
Socioeconomically Disadvantaged	3		29	24.8	7	14	14	10
	4		25	26.3	40	28	16	16
	5		23	23.0	43	17	35	4
English Learners	3		10	8.5	--	--	--	--
	4		5	5.3	--	--	--	--
	5		7	7.0	--	--	--	--
Students with Disabilities	3		5	4.3	--	--	--	--
	4		6	6.3	--	--	--	--
	5		5	5.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	117	100.0	15	10	26	50
	4	95	95	100.0	12	16	13	58
	5	100	100	100.0	11	22	12	55
Male	3		62	53.0	21	8	26	45
	4		50	52.6	6	12	14	64
	5		40	40.0	15	15	10	60
Female	3		55	47.0	7	13	25	55
	4		45	47.4	18	20	11	51

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		60	60.0	8	27	13	52
Black or African American	3		2	1.7	--	--	--	--
	4		2	2.1	--	--	--	--
	5		1	1.0	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Asian	3		35	29.9	0	3	14	83
	4		42	44.2	0	2	10	88
	5		49	49.0	2	8	6	84
Filipino	4		2	2.1	--	--	--	--
	5		3	3.0	--	--	--	--
Hispanic or Latino	3		14	12.0	36	36	14	14
	4		9	9.5	--	--	--	--
	5		8	8.0	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	4		1	1.1	--	--	--	--
White	3		59	50.4	19	8	32	41
	4		31	32.6	13	35	16	35
	5		33	33.0	18	36	18	27
Two or More Races	3		5	4.3	--	--	--	--
	4		7	7.4	--	--	--	--
	5		5	5.0	--	--	--	--
Socioeconomically Disadvantaged	3		29	24.8	38	24	24	14
	4		25	26.3	36	24	24	16
	5		23	23.0	35	52	9	4
English Learners	3		10	8.5	--	--	--	--
	4		5	5.3	--	--	--	--
	5		7	7.0	--	--	--	--
Students with Disabilities	3		5	4.3	--	--	--	--
	4		6	6.3	--	--	--	--
	5		5	5.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Note: The number of students tested includes students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	72	80	89	69	73	70	59	60	56

Note: Scores are not shown 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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	70
<b>All Students at the School</b>	89
<b>Male</b>	92
<b>Female</b>	88
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	95
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	--
<b>White</b>	83
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	--
<b>Students with Disabilities</b>	68
<b>Foster Youth</b>	--

Note: Scores are not shown 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.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	14.10	24.20	47.50

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

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

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

For additional information about organized opportunities for parent involvement at Theodore Judah Elementary School, please contact the school office, at (916) 983-4469.

#### Contact Information

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 983-4469. Parent volunteers are required to complete the volunteer application and will be advised on how to obtain a TB test and go through the fingerprinting process through the District office. Once cleared, volunteers will be notified and may begin volunteering at the school.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.83	0.00	0.00	4.93	4.88	4.85	5.07	4.36	3.80
<b>Expulsions</b>	0.21	0.00	0.00	0.35	0.32	0.21	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

Theodore Judah School is safe and clean. Classrooms, restrooms and eating facilities are cleaned regularly. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall. Our school is participating in the School Emergency Response plan based on the Incident Command System that Emergency Services uses. Each month Theodore Judah practices either a lockdown, Fire drill or a Hold and secure drill. There were four student accidents reported at our school in the 2014-2015 school year.

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

Date of Last Review/Update: October 28, 2015

Date Last Reviewed with Staff: October 28, 2015

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	75.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		2		30		2		28		1	
1	30		3		31		3		29		4	
2	29		2		28		4		30		3	
3	29		3		28		3		29		4	
4	27		3		33		1	2	30		3	
5	31		1	1	30		2	1	34			3

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.487	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0	N/A
Other	.3	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,727	\$496	\$4,231	\$76,504
District	N/A	N/A	\$5,884.88	\$70,192
Percent Difference: School Site and District	N/A	N/A	-28.1	9.0
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	-20.9	7.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

District Revenue Sources

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

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2013-14 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 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,642	\$43,062
Mid-Range Teacher Salary	\$61,036	\$67,927
Highest Teacher Salary	\$80,586	\$87,811
Average Principal Salary (Elementary)	\$102,573	\$110,136
Average Principal Salary (Middle)	\$113,511	\$115,946
Average Principal Salary (High)	\$122,415	\$124,865
Superintendent Salary	\$221,500	\$211,869
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

**Professional Development (Most Recent Three Years)**

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored inservice and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and AB 742 (Teacher Training), trainings which increase the capacity of all staff to deliver a standards-based curriculum.

**Counseling & Support Staff**

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