

Theodore Judah Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

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.

2023-24 School Contact Information

School Name	Theodore Judah Elementary School
Street	3919 McKinley Boulevard
City, State, Zip	Sacramento, CA 95819
Phone Number	916.395.4790
Principal	Matthew Kempen
Email Address	Matthew-Kempen@scusd.edu
School Website	www.theodorejudah elementary.org
County-District-School (CDS) Code	34-67439-6034292

2023-24 District Contact Information

District Name	Sacramento City Unified School District
Phone Number	(916) 643-7400
Superintendent	Lisa Allen
Email Address	https://www.scusd.edu/form/send-us-email
District Website	www.scusd.edu

2023-24 School Description and Mission Statement

Theodore Elementary School's Vision and Mission Statement

Our mission at Theodore Judah Elementary School is to promote confidence and responsibility in our students through an enriched and engaging approach to teaching the core curriculum. The staff works together with our community partners to create an environment where people feel valued and safe so that each student can develop the skills to access core curriculum and to meet grade level standards. Our emphasis on problem solving, critical thinking, strong communications skills and appreciation for diversity provides all of our students an avenue for success in the 21st century.

Theodore Judah Elementary has been a neighborhood tradition since 1927. On the registry of historic places, this neighborhood school values each student as an individual and welcomes parent involvement. The school supports student academic achievement in all core content areas (i.e. English Language Arts, Math, Social Studies, Science, Physical Education) through a rigorous curriculum based on the Common Core State Standards, which is taught by experienced teachers. By incorporating teaching techniques and strategies designed to engage all students and to promote lifelong learning, all students are held to high standards, and GATE curriculum is embedded in instruction for all classes in grades 2-6. Staff monitors student academic progress during collaborative planning time and academic conferences. This data is used to focus staff professional development, and to provide data to support instructional planning during teacher collaboration sessions. Staff also uses this data to inform supplemental academic student support services, as needed. All students have access to the library and computers. To support proper school readiness and for our youngest learners, Theodore Judah provides Early Kindergarten. This class provides a strong academic and social foundation for kindergarten success.

Our community believes in educating the whole child, and through our strong partnership with our Parent Teacher Association (PTA), we offer the "Alive!" enrichment programs for all students during the school day. Students receive instruction weekly in Music and bi-weekly in Art. Students are also further enriched weekly through our Garden, Art, and Science Alive! program, which is complementary to our standards-based science instruction. Students engage in leadership opportunities by participating in our Green Team, and they lead the way in teaching others about recycling, waste reduction and environmental stewardship. We also have a wide variety of after school programs (e.g. TJ Times Student Newspaper, Girls on the Run, Coding) to extend and enrich the learning day. Underpinning our learning is a culture built on our school agreements and values: Be Safe, Be Respectful, Be Responsible, Be Kind, Be Learners. This emphasis on Social Emotional learning is supported by Sanford Harmony's evidence-based curriculum and Theodore Judah's own Project Kindness. The latter is

2023-24 School Description and Mission Statement

sustained and promoted by the Judah PTA, parents, and teachers to infuse messages and acts of kindness into our school and our community. Volunteers present lessons in every classroom once a month and provide a discussion and an activity to help the students think about, and apply, the kindness character values such as gratitude, perspective and empathy to their classroom, the playground, and the greater community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	55
Grade 2	47
Grade 3	48
Grade 4	59
Grade 5	69
Grade 6	67
Total Enrollment	432

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.7%
Asian	3.7%
Black or African American	5.8%
Filipino	0.2%
Hispanic or Latino	28.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	11.1%
White	49.3%
English Learners	6.3%
Homeless	1.9%
Migrant	0.2%
Socioeconomically Disadvantaged	33.1%
Students with Disabilities	14.1%

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)	10.30	48.57	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.34	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	70.70	3.53	12115.80	4.41
Unknown	10.50	49.09	128.70	6.43	18854.30	6.86
Total Teaching Positions	21.30	100.00	2001.80	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)	20.00	95.24	1686.00	84.45	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	37.10	1.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.76	144.80	7.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	67.40	3.38	11953.10	4.28
Unknown	0.00	0.00	61.00	3.06	15831.90	5.67
Total Teaching Positions	21.00	100.00	1996.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.2
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high-quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education, and Visual and Performing Arts. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018 AP English Lang of Comp (11th) - ONLINE 2017-2018 AP English Lit and Comp (12th) BFW 2017-2018 AP English Lit and Comp (11th) - ONLINE 2017-2018 IB Textual analysis for English language & literature for the IB Diploma Oxford Univ Press 2021-2022 ELD Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : Inside Fundamental = 26 Licenses, A = 120 Licences, B = 120 Licences ; Edge	Yes	0%

	Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019		
Mathematics	<p>Envisions K-2 (2024 Update) Savvas 2023-2024</p> <p>Envisions K-2 - ONLINE (2024 Update) 2023-2024</p> <p>Envisions 3-6 Savvas 2013-2014</p> <p>Envisions 3-6 - ONLINE 2023-2024</p> <p>Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) Big Ideas Learning 2013-2014</p> <p>Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) 2023-2024</p> <p>Walch Math 1, 2, 2+, 3, 3+ WkBks 2010-2011</p> <p>Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024</p> <p>AP Pre-Calculus Prentice Hall 2018-2019</p> <p>Pre-Calculus ONLINE 2021-2022</p> <p>AP Calculus for AP Cengage 2018-2019</p> <p>Calculus for AP ONLINE 2021-2022</p> <p>AP Calculus : Fast Track to a 5 Online 2018-2019</p> <p>AP Practice of Statistics 2018-2019</p> <p>Practice of Statistics ONLINE 2021-2022</p> <p>IB MYP Mathematics 2 Oxford Univ Press 2023-2024</p> <p>IB MYP Mathematics 3 Oxford Univ Press 2023-2024</p> <p>IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024</p> <p>IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p>	Yes	0%
Science	<p>Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023</p> <p>Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023</p> <p>Amplify Science K-5 (Workbooks) English & Spanish 2022-2023</p> <p>Amplify Science K-3 (Kits + Refills) 2022-2023</p> <p>Amplify Science 4-5 (Kits + Refills) 2022-2023</p> <p>Amplify Science Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023</p> <p>Amplify Science K-5 Spanish (Kits) 2022-2023</p> <p>Amplify Science 6-8 (Text, Workbook, & ONLINE) 2020-2021</p> <p>Amplify Science 6 grade Lab Kits Supplies 2020-2021</p> <p>Amplify Science 7-8 Lab Kits 2020-2021</p> <p>STEMScopes Biology (Text & ONLINE) 2020-2021</p> <p>STEMScopes Biology Workbooks 2020-2021</p> <p>STEMScopes Biology Lab Kits 2020-2021</p> <p>AP Biology (Text & ONLINE) Pearson 2020-2021</p> <p>STEMScopes Physics (Text & ONLINE) 2020-2021</p> <p>STEMScopes Physics Workbooks 2020-2021</p> <p>STEMScopes Physics Lab Kits 2020-2021</p> <p>AP College Physics (Text & ONLINE) BFW 2020-2021</p> <p>AP College Physics 2 (Text & ONLINE) BFW 2020-2021</p> <p>AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024</p> <p>Savvas Chemistry (Consumable Text & ONLINE) 2020-2021</p> <p>Savvas Chemistry Lab Kits 2020-2021</p> <p>AP Chemistry (Text & ONLINE) 2020-2021</p> <p>Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017</p> <p>AP Environmental Science (Text & ONLINE) Pearson 2020-2021</p> <p>Hole's Human Anatomy (Text only) McGraw-Hill 2006 ?</p> <p>IB Biology for the IB diploma Oxford Univ Press 2017 ?</p>	Yes	0%

	<p>IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ?</p> <p>IB Physics for the IB Diploma Oxford Univ Press 2015 ?</p> <p>IB Chemistry Oxford Univ Press 2023-2024</p> <p>IB Environmental Systems and Societies Oxford Univ Press 2009 ?</p>		
History-Social Science	<p>K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024</p> <p>6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024</p> <p>6-8 SS Discover Ed: Workbooks 2023-2024</p> <p>Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017</p> <p>9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024</p> <p>9th grade TCI: Geography Workbooks 2023-2024</p> <p>AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024</p> <p>AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024</p> <p>AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024</p> <p>AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024</p> <p>IB Authoritarian states Oxford University Press 2017-2018</p> <p>IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018</p> <p>IB Civil rights and social movements in the Americas post-1945 Oxford Univ Press 2017-2018</p> <p>IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018</p> <p>IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018</p> <p>IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018</p> <p>IB Rights and protest 2017-2018</p> <p>HISP World history: patterns of interaction (9th) McDougal Littell 2010</p> <p>HISP World cultures : a global mosaic (10th) 2007</p> <p>HISP America : past and present (11th) ADDISON-WESLEY 2006</p> <p>HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009</p>	Yes	0%
Foreign Language	<p>Spanish: En Espanol 1, 2, 3 McDougal Littell 2006 ?</p> <p>AP Spanish: Temas Vista Higher Learning 2018-2019</p> <p>AP Spanish: Temas Online 2018-2019</p> <p>Dime! (Spanish for Spanish Speakers) DC Heath & Co 2007 ?</p> <p>Nuestro Mundo (Spanish for Spanish Speakers DC Heath & Co 2007 ?</p> <p>IB Spanish Manana libro del alumno Cambridge University Press 2017 ?</p> <p>IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) 2020 ?</p> <p>IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press 2023-2024</p> <p>IB MYP Spanish Language Acquisition 3 & 4 (Capable) Oxford Univ Press 2023-2024</p> <p>French 1,2,3 McDougal Littell 2006 ?</p>		0%

	<p>AP Themes: French language and culture Vista Higher Learning 2018-2019</p> <p>AP Allons Au Dela (French) PRENTICE HALL 2018-2019</p> <p>AP Advanced Placement French Test Prep Book 2018-2019</p> <p>German 1 EMC/PARADIGM PUBLISHING 2016</p> <p>German 2, 3 EMC/PARADIGM PUBLISHING 2006</p> <p>"AP German: Neue Blickwinkel (Text & ONLINE) Wayside Publishing" 2018-2019</p> <p>Japanese 1, 2, 3, 4 CHENG & TSUI CO 2011 ?</p> <p>Latin 1,2,3,4 Pearson/Prentice Hall, 2006 ?</p> <p>AP Latin: Scandite Muros Scale The Wall Of Latin Sight Reading (Text & Online) Wayside Publishing 2018-2019</p> <p>AP Caesar Selections from his COMMENTARII DE BELLO GALLICO BOLCHAZY CARDUCCI PUBL. INC 2013 ?</p> <p>Chinese - Ni Hao level 1 CHENG & TSUI CO 2001 ?</p> <p>Chinese - Ni Hao level 2 CHENG & TSUI CO 2008 ?</p> <p>Chinese - Ni Hao level 3 / Simplified CHENG & TSUI CO 2002 ?</p> <p>AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017</p> <p>AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017</p> <p>Hmong 1, 2, 3 Hmong Book Center 2014</p> <p>American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022</p>		
Health	<p>Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024</p> <p>AP Myers' Psychology: Text & ONLINE BFW 2023-2024</p> <p>IB Sports Exercise and Health Oxford Univ Press 2017</p>		0%
Visual and Performing Arts	<p>AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021</p> <p>IB Visual Arts Course Book Oxford Univ Press 2018</p> <p>IB Theory of knowledge Oxford Univ Press 2021</p> <p>Experience clay (American Legion) Davis 2019</p> <p>Exploring visual design: the elements & principles - Davis 2014 ?</p> <p>Film art : an introduction McGraw Hill 2010 ?</p> <p>Theatre : art in action Glencoe/McGraw-Hill 2006 ?</p> <p>The visual experience Davis 2009 ?</p> <p>Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023</p>		0%

School Facility Conditions and Planned Improvements

Theodore Judah received a Facility Inspection Tool (FIT) overall rating score of Exemplary on their most recent inspection.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe, and functional. The district Operations Department takes great pride in following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

Year and month of the most recent FIT report

9/19/2022

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:

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	61	38	38	47	46
Mathematics (grades 3-8 and 11)	53	56	27	28	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	246	238	96.75	3.25	60.92
Female	126	121	96.03	3.97	70.25
Male	120	117	97.50	2.50	51.28
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	25.00
Black or African American	16	16	100.00	0.00	37.50
Filipino	0	0	0	0	0
Hispanic or Latino	75	73	97.33	2.67	49.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	46.15
White	114	110	96.49	3.51	80.00
English Learners	20	14	70.00	30.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	93	97.89	2.11	34.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	16.33

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	246	241	97.97	2.03	55.60
Female	126	124	98.41	1.59	57.26
Male	120	117	97.50	2.50	53.85
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	16.67
Black or African American	16	16	100.00	0.00	12.50
Filipino	0	0	0	0	0
Hispanic or Latino	75	74	98.67	1.33	45.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	50.00
White	114	112	98.25	1.75	74.11
English Learners	20	17	85.00	15.00	11.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	94	98.95	1.05	31.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	18.37

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.06	56.52	25.03	25.46	29.47	30.29

2022-23 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	71	69	97.18	2.82	56.52
Female	34	34	100.00	0.00	64.71
Male	37	35	94.59	5.41	48.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	72.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	32.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	23.08

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	97%	94%	97%	97%	97%

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.

2023-24 Opportunities for Parental Involvement

Family involvement is a vital component of Theodore Judah's approach to educating the Whole Child. Opportunities for involvement include our Parent Teacher Association (PTA), Classroom Parent Volunteers, PTA Room Parents, Field Trip Chaperones, Art Docents, Garden/Science Docents, Library Volunteers, School Site Council (SSC), English Language Learner Advisory Committee (ELAC), School Safety Committee, Community events and fundraisers.

For more information, please check our website www.theodorejudah elementary.org or contact us at (916) 395-4790. Our PTA website, www.theodorejudahpta.org, also provides information on ways to stay informed and get involved.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	445	105	23.6
Female	233	221	47	21.3
Male	230	224	58	25.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	3	100.0
Asian	17	16	3	18.8
Black or African American	31	28	11	39.3
Filipino	1	1	1	100.0
Hispanic or Latino	135	130	39	30.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	52	52	11	21.2
White	223	214	36	16.8
English Learners	39	31	9	29.0
Foster Youth	0	0	0	0.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	165	155	59	38.1
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	75	71	24	33.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.21	2.16	0.04	4.73	6.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.16	0
Female	2.58	0
Male	1.74	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.88	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.79	0
English Learners	2.56	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.33	0

2023-24 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2022-2023

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

a. Lockdown Response

b. Fire

c. Bomb Threat, ATF Bomb Threat Checklist

d. Active Shooter

e. Chemical Accident

f. Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

a. Earthquake Emergency Response for Students with Special Needs

Section 4..... Site Level Use of Schools as a Community Shelter *

Section 5.....District Policies Related to Safety and Missing Student Protocol:

a. Board Policy 5020: Custodial & Parent Rights and Board Policy 5021: Noncustodial Parents

b. Mandated Child Abuse Reporting

c. Suicide Risk Assessment

d. Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

2023-24 School Safety Plan

Section 10.....Component I: Social Climate
 Component II: Physical Climate/Campus
 Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
 Section 12.....Site Level Communication Procedures
 a. Emergency Phone Tree
 Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
 Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
 Section 15.....Site Level Family Reunification Plans
 a. Reunification Logs
 Section 16.....Site Level Provisions for Students/Staff with Special Needs
 a. Site Evacuation for Persons With Special Needs
 Section 17.....School Site Safety Committee Member List and Approval of CSSP
 Section 18.....Staff / School Handbook
 Section 19.....Site Map (Please Label All Rooms)
 Section 20.....OPTIONAL-Additional Site-Specific Safety Information

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.

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	17	10		
1	23		9	
2	22		9	
3	24		9	
4	19	4	6	
5	19	4	6	
6	20	4	6	
Other	9	2		

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	18	3	1	
1	23		4	
2	18	6		
3	20	4	2	
4	22	2	2	
5	20	2	4	
6	16	2	4	
Other	10	2		

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	22	0	1	0
1	24	0	4	0
2	23	0	4	0
3	24	0	4	0
4	24	1	4	0
5	26	1	2	0
6	21	2	4	0
Other	14	3	3	0

2022-23 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

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.1
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$6,324	\$739	\$5,585	\$69,850
District	N/A	N/A	\$6,048	\$87,329
Percent Difference - School Site and District	N/A	N/A	-8.0	-17.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-16.6	-20.0

Fiscal Year 2022-23 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

Theodore Judah Elementary School and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$49,228	\$55,550
Mid-Range Teacher Salary	\$54,542	\$80,703
Highest Teacher Salary	\$106,174	\$109,418
Average Principal Salary (Elementary)	\$125,578	\$137,703
Average Principal Salary (Middle)	\$132,459	\$143,760
Average Principal Salary (High)	\$144,817	\$159,021
Superintendent Salary	\$327,071	\$319,443
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for Administrative Salaries	4.73%	4.87%

Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. The learning opportunities afforded through district professional learning deeply aligns with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility. Teachers are also expanding their learning of the iReady assessment system. Professional learning of the system is centered on using data to adjust instruction and providing opportunities for enrichment and remediation to provide differentiation of instruction.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	5