

Blanche Sprentz Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, 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 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).

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 (School Year 2018-19)

School Contact Information	
School Name	Blanche Sprentz Elementary School
Street	249 Flower Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9110
Principal	Andy Smith
E-mail Address	asmith@fcusd.org
Web Site	http://www.fcusd.org/bse
CDS Code	34673306033146

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2018-19)

The mission of Blanche Sprentz Elementary School is to promote individual growth, academic achievement, and creativity among all students through a positive school climate involving cooperation and communication among students, staff, parents and the community.

The faculty and staff at Blanche Sprentz Elementary School believe that a child's education is a responsibility shared by school, students, family and community. Our primary goal is to prepare students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful and educationally inspiring. Our school climate encourages openness, trust, self-esteem, self-motivation, respect for self, and respect for others. We provide every opportunity for maximum student achievement, and we recognize and stimulate special talents in all students.

Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017 was 391.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	152
Grade 1	68
Grade 2	43
Grade 3	45
Grade 4	44
Grade 5	39
Total Enrollment	391

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.0
Asian	9.2
Filipino	0.5
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.3
White	59.3
Socioeconomically Disadvantaged	28.1
English Learners	13.0
Students with Disabilities	10.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	22	19	962
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adoption Year 2016	Yes	0.0%
Mathematics	Pearson - enVision Adoption Year 2015	Yes	0.0%
Science	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Holt-Rinehart & Winston Scott Foresman Adoption Year 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The degree to which our school buildings and grounds provide space and safety for teaching and learning is excellent for the 2018-19 school year. Blanche Sprentz Elementary School was modernized in 2003. All plumbing, electrical systems, lighting, heating and cooling were a major part of this modernization. Also with the modernization, Blanche Sprentz updated the fire alarm system, wired the school for the internet, and set up a new computer lab with 32 Pentium 4 computers. Efforts to keep the current grounds clean and in good repair are addressed daily. To ensure that school facilities are kept in good repair and safe, work orders are submitted immediately. Any concerns are addressed in a timely manner by the site custodian.

Date of inspection: 10/17/2018

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 November	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	63.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	48.0	50.0	51.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	129	129	100.00	62.79
Male	69	69	100.00	59.42
Female	60	60	100.00	66.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	29	100.00	48.28
White	82	82	100.00	69.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	47.50
English Learners	20	20	100.00	40.00
Students with Disabilities	22	22	100.00	36.36

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	129	129	100	50.39
Male	69	69	100	50.72
Female	60	60	100	50
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	29	100	31.03
White	82	82	100	56.1
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100	35
English Learners	20	20	100	30
Students with Disabilities	22	22	100	22.73

Note: 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.

Note: 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 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	35.9	17.9

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Our school offers a variety of ways that our parents can participate in their child's learning environment. Our active parent administrative staff helps parents and community members make an impact through volunteering. Some of these opportunities are classroom helpers, at-home helpers, room parents, reading tutors, field trip chaperones, club facilitators, fundraiser participation, computer and library support, and PTO sponsored activities. Additionally there are opportunities for parent involvement through Folsom Community Service Day, annual fall Hoe Down, Spooky Sprentz, Santa's Breakfast, DaVinci Day, family math night, teacher appreciation activities, playground supervision, and annual end of the year Folsom Aquatic Center.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Julie Bruce, Administrative Assistant, Blanche Sprentz Elementary, 916-294-9110.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.6	2.7	1.2	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our school is safe and clean. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. There were five (5) student accidents reported at our school in the 2017-2018 school year.

Emergency plans have been developed in case a threatening situation should arise. Blanche Sprentz compiled an emergency plan that includes a comprehensive systematic structure of steps to follow in an emergency. Other plan components include child abuse mandated reporting, suspension/expulsion policies, fire and active shooter drills, school rules and a discipline plan. Our plan has been approved by our School Site Council. There is monthly practice of our Safety Drills with students and staff.

Date of Last Review/Update: September 24, 2018

Date Last Reviewed with Staff: September 24, 2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	26		6		23		8		22	4	3	
1	24		2		23		2		23	1	2	
2	18	2			23		2		22		2	
3	24		2		26		1		23		2	
4	27		1		29		2					
5	23	1		1	32		1		28		3	
Other									18	1		

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3188	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,206.09	\$825.85	\$6,380.23	\$83,006.56
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-16.6	10.4
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-11.0	4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

District Revenue Sources

In addition to general state funding, Blanche Sprentz 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).

Other funding: Blanche Sprentz Elementary received other funding from community partners including Intel Corporation, Lowes, Target and parent donations.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <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 in-service and training are provided through our Professional Learning Communities (PLC), 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 Teacher Training, which increases the capacity of all staff to deliver a standards-based curriculum.

It is the goal of our staff 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.

In addition: Blanche Sprentz participates in site PLC 's in the areas of ELA and Math, Special Friends, and FLEX and SIPPS interventions during the school day and emotional support program by a district Social Worker.

Professional Development Days	2015-16	2016-17	2017-18
Blanche Sprentz Elementary School	2	2	3