

# **Blanche Sprentz Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Blanche Sprentz Elementary School
Street	249 Flower Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9110
Principal	Robin Smay
Email Address	rsmay@fcusd.org
Website	<a href="http://www.fcusd.org/bse">http://www.fcusd.org/bse</a>
County-District-School (CDS) Code	34673306033146

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

#### School Vision and Mission:

The faculty and staff at Blanche Sprentz Elementary School (BSE) believe that a child's education is a responsibility shared by school, students, family and community. Our mission is to promote individual growth, academic achievement, and creativity for all students through a positive school climate involving cooperation and communication among students, staff, parents, and the community. Our vision is to prepare all 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-determination, and respect for self and others. We provide ongoing opportunities for learning and continuously focus on student achievement. We recognize and stimulate special talents in all students.

Language arts, mathematics, social studies, science, technology, physical education and the fine arts are included in our district-adopted curriculum. All subjects are taught in the context of meaningful learning experiences that take advantage of children's natural curiosity. Learning in the classroom is reinforced with homework assignments that students can complete independently. A psychologist, speech pathologist, nurse, nurse assistant/health clerk, resource specialist, self-contained special education teacher, and library clerk provide special services. Students have access to a well-equipped Science, Technology, Engineering, Art, and Math (STEAM) lab to enrich learning and increase exposure to science and technology.

Blanche Sprentz Elementary School provides a challenging curriculum, while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of each student. We hold student study team (SST) meetings for students as needed, based on parent and/or teacher requests. We assess students for 504 plans and special education services when needs are suspected and/or identified. Gifted and Talented Education (GATE) students are clustered in fourth and fifth grades, and conferences are held between the parent/guardian and teacher to discuss differentiated instruction to meet their child's needs. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is taught school-wide from kindergarten through second grade, with some SIPPS instruction continuing into third grade for students who need additional support. Our English learners (EL) receive assistance from a bilingual instructional assistant (BIA).

Blanche Sprentz maintains a positive school environment through teamwork and the efforts of our staff, students and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our staff and students to be Respectful, On-time, Courageous, and Kind (ROCK). We have a school social worker at our site four days per week, as well as Positive Behavior Interventions and Supports (PBIS) based upon clearly defined standards of student behavior, consequences and rewards. The Student Care Center and Folsom STARS provide before and after school care. During all school activities, including extracurricular, emphasis is placed on developing personal responsibility and a social conscience. We teach students to support one another's social, intellectual and emotional growth. We offer a variety of extra-curricular activities including student council, Young Rembrandts, chorus, and extended-day interventions. Our strong Parent Teacher Organization (PTO) enhances positive parent/teacher/principal interactions and cooperation, provides a calendar full of fun activities for students, and supports the school site and facilities.

Blanche Sprentz families consistently and repeatedly express the desire to be involved in their children's education. We encourage a productive partnership between home and school. We also value community partnerships. Our PTO is extremely active, providing many activities and events for the students and families of Blanche Sprentz. The school expends considerable time and resources establishing strong connections to our families and community through our School Site Council (SSC), parent engagement activities, Coffee & Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and school webpage keep families informed about schedules, events and activities happening at school. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment. We collaborate with community partners including the PC Pals/Intel program, Oak Hills Church (for a community service day) Folsom's Hope, Kaiser Permanente, Micron Corporation, Sacramento Rivercats, Folsom Parks and Recreation, Folsom Rotary Club, Folsom Lions Club, and Folsom Police and Fire Departments. Many parents are frequent and active volunteers in the classroom. Our strong and energized PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets twice monthly and they play a key role at Blanche Sprentz. They provide supplemental instructional materials for each classroom fund classroom field trips and provide funding for after school clubs. In addition, they sponsor a variety of school wide activities for Blanche Sprentz students and families.

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	130
<b>Grade 1</b>	58
<b>Grade 2</b>	43
<b>Grade 3</b>	67
<b>Grade 4</b>	59
<b>Grade 5</b>	51
<b>Total Enrollment</b>	408

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	8.8
Filipino	0.7
Hispanic or Latino	19.6
White	56.6
Two or More Races	12.3
Socioeconomically Disadvantaged	23.8
English Learners	11
Students with Disabilities	15
Foster Youth	1
Homeless	2.5

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	22	18	1047
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

The degree to which our school buildings and grounds provide space and safety for teaching and learning is excellent for the 2020-21 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. The site custodian addresses any concerns in a timely manner. A comprehensive camera system was installed in the summer of 2020, and student desks and tables were replaced in November of 2020.

Date of inspection: October 15, 2020

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 2020 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair	Kindergarten and Student Care - Concrete marking needs repainted
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	61	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	50	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	43	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

Due to COVID-19 related restrictions, many regular opportunities for parents and families to participate in campus life are currently unavailable. When we are able to engage in full time student instruction and activities, our school offers a variety of ways that parents and family can participate in and contribute to their child's learning environment. Our parent coordinator helps parents and community members make an impact through volunteering, with opportunities including at-home helpers, room parents, reading tutors, classroom helpers, field trip chaperones, club facilitators, fundraiser participation, library support, and Parent Teacher Association (PTO) membership. Additionally, there are opportunities for parent involvement through Folsom Community Service Day, our annual fall Hoe Down, Spooky Sprentz, Santa's Breakfast, DaVinci Day, teacher appreciation activities, and annual end of the year Folsom Aquatic Center.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	2.1	5.0	4.2	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The School Safety Plan is housed in our school administration building, and provides information regarding the site and District Code of Conduct, discipline procedures, emergency evacuation protocols, communication plans, and board policies and administrative regulations on all matters relating to school safety, including bullying, harassment, child abuse reporting, and sexual harassment. We practice school safety drills monthly. During the 2019-20 school year, there were two reported student accidents. Due to COVID-19-related distance learning during the 2020-21 school year until November 12, 2020, there was no in-person student instruction prior to this date. Our School Emergency Response Team (SERT) meets regularly to address site issues pertaining to school safety.

Date of Last Review/Update: August 24, 2020

Date Last Reviewed with Staff: August 31, 2020

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	4	3		23		7		22	1	5	
1	23	1	2		24		2		26	2		1
2	22		2		23		3		33		1	1
3	23		2		23		2		22		3	
4									16	3		
5	28		3		28	1	3		13	4		
Other**	18	1							16	7	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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,958	\$812	\$6,146	\$83,732
District	N/A	N/A	\$ 7,737.03	\$77,434
Percent Difference - School Site and District	N/A	N/A	-16.6	7.8
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-23.1	-1.0

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

## Types of Services Funded (Fiscal Year 2019-2020)

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 II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2019-20 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,490	\$52,484
<b>Mid-Range Teacher Salary</b>	\$69,339	\$81,939
<b>Highest Teacher Salary</b>	\$94,844	\$102,383
<b>Average Principal Salary (Elementary)</b>	\$122,637	\$129,392
<b>Average Principal Salary (Middle)</b>	\$136,015	\$136,831
<b>Average Principal Salary (High)</b>	\$137,192	\$147,493
<b>Superintendent Salary</b>	\$242,400	\$254,706
<b>Percent of Budget for Teacher Salaries</b>	36.0	34.0
<b>Percent of Budget for Administrative Salaries</b>	5.0	5.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers and site level academic, reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

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 PLCs in the areas of ELA and Math, Special Friends, and SIPPS interventions during the school day and emotional support program by a district Social Worker.