

# Blanche Sprentz Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Blanche Sprentz Elementary School
<b>Street</b>	249 Flower Drive
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9110
<b>Principal</b>	Jenna Schuette
<b>Email Address</b>	jschuett@fcusd.org
<b>School Website</b>	www.fcusd.org/bse
<b>County-District-School (CDS) Code</b>	34673306033146

## 2021-22 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	skoligian@fcusd.org
<b>District Website Address</b>	www.fcusd.org

## 2021-22 School Overview

### 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 the 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.

### School & Community Profile:

Blanche Sprentz Elementary (BSE) is located on a tiered hillside just a few miles east of the American River and south of Folsom Lake, in north Folsom, California. BSE has a rich heritage of community pride and neighborhood charm. The campus presents an inviting landscape as it sits on the corner of Flower Drive and Willowmere Drive with its well-maintained landscape and clean aesthetic. It is complemented by the beautiful and spacious Ed Mitchell Park equipped with tennis courts, and neighborhood dog-walkers, making it a hub for our community.

Blanche Sprentz's enrollment was 344 students in the 2020-2021 school year, which is a 16% drop likely due to the COVID-19 pandemic. Of the total number of students enrolled, 21% were identified as socioeconomically disadvantaged. In addition, 10% of our students were English Language Learners (ELL). The school's largest ethnic group is white, with 55% of the school population identifying themselves as white. In terms of racial subgroups, significant numbers include Hispanic at 21.2%, two or more races at 9.2%, and Asian at 11.5%. All of our teachers hold state-approved teaching credentials. We have a library clerk and parent coordinator who facilitate educational opportunities for all our students. All of our educational programmings operate with three tenets in mind, "All means all," "We are here for the children," and "Parents are their children's first teacher."

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	30
Grade 2	38
Grade 3	32
Grade 4	57
Grade 5	57
Total Enrollment	349

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
Asian	11.5
Black or African American	1.1
Filipino	1.4
Hispanic or Latino	21.2
Two or More Races	9.2
White	55.3
English Learners	10
Homeless	1.7
Socioeconomically Disadvantaged	21.8
Students with Disabilities	13.2

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.9	94.7	820.9	87.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	3.6	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	8.9	1.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	11.6	1.2	12115.8	4.4
<b>Unknown</b>	1.0	5.3	88.4	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	18.9	100.0	933.6	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

2021 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

## 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 2021-2022 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: September 27, 2021

Year and month of the most recent FIT report

2021 September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Administration toilets require several flushes to fully empty.

School Facility Conditions and Planned Improvements				
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Tree house play structure has cracked seat. Work order submitted.

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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	NT	NT	NT	NT
Female	66	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	NT	NT	NT	NT
Female	66	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	155	155	100%	0%	59%
Female	66	66	100%	0%	64%
Male	89	89	100%	0%	55%
American Indian or Alaska Native	2	2	100%	0%	50%
Asian	18	18	100%	0%	33%

<b>Black or African American</b>	8	8	100%	0%	75%
<b>Hispanic or Latino</b>	35	35	100%	0%	43%
<b>White</b>	92	92	100%	0%	68%
<b>English Learners</b>	18	18	100%	0%	6%
<b>Homeless</b>	3	3	100%	0%	100%
<b>Military</b>	4	4	100%	0%	50%
<b>Socioeconomically Disadvantaged</b>	3	3	100%	0%	100%
<b>Students with Disabilities</b>	33	33	100%	0%	36%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	155	153	99%	1%	33%
<b>Female</b>	66	66	100%	0%	32%
<b>Male</b>	89	87	98%	2%	53%
<b>American Indian or Alaska Native</b>	2	2	100%	0%	50%
<b>Asian</b>	18	18	100%	0%	28%
<b>Black or African American</b>	8	8	100%	0%	13%
<b>Hispanic or Latino</b>	35	34	97%	3%	17%
<b>Native Hawaiian or Pacific Islander</b>			#DIV/0!	#DIV/0!	
<b>White</b>	92	91	99%	1%	41%
<b>English Learners</b>	18	18	100%	0%	0%
<b>Foster Youth</b>			#DIV/0!	#DIV/0!	
<b>Homeless</b>	3	3	100%	0%	33%
<b>Military</b>	4	4	100%	0%	25%
<b>Socioeconomically Disadvantaged</b>	3	3	100%	0%	33%
<b>Students with Disabilities</b>	33	33	100%	0%	12%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	62	NT	NT	NT	NT
<b>Female</b>	23	NT	NT	NT	NT
<b>Male</b>	39	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	19	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	23	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	12	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

Blanche Sprentz utilized a variety of outreach efforts for input and feedback on the development of our School Plan for Student Achievement (SPSA). Our School Site Council (SSC) provides input into the plan during our scheduled meetings, noting areas of concern and growth. Despite COVID-19 related school closure in the spring of 2021, our SSC met in May to discuss needs and concerns for the upcoming school year. Our site council reviewed the final SPSA in August 2021, and our staff reviewed the plan in August as well. In composing this year's SPSA, our principal reflected on teacher and community input collected anecdotally during the 2020-2021 school year as well.

Throughout the year, Blanche Sprentz involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership teams (Curriculum & Instruction Team/ Climate Facilitator Team, monthly)

School Site Council (SSC) meets 6 times a year (reviews and approves the plan by September 15, 2021; monitors throughout the year)

English Learner Advisory Committee (ELAC) minimum 3 times a year

Parent Survey (fall and spring)

Every Child by Name (ECBN) meetings three times a year

Consultations with the Director of Categorical Programs (ongoing)

Faculty meetings (LCAP workshop and review)

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 families 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	396	384	37	9.6
Female	180	175	15	8.6
Male	216	209	22	10.5
American Indian or Alaska Native	0	0	0	0.0
Asian	46	45	0	0.0
Black or African American	7	7	3	42.9
Filipino	6	6	0	0.0
Hispanic or Latino	90	87	12	13.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	40	37	5	13.5
White	207	202	17	8.4
English Learners	53	51	4	7.8
Foster Youth	1	1	0	0.0
Homeless	9	8	1	12.5
Socioeconomically Disadvantaged	101	97	22	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	61	6	9.8

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.06	0.00	4.15	0.20	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.57	3.25	2.45
<b>Expulsions</b>	0.00	0.06	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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. School safety drills are practiced regularly. There were zero (0) student accidents reported at our school in the 2020-2021 school year.

Date of Last Review/Update: September 14, 2021

Date Last Reviewed with Staff: October 27, 2021

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		7	
1	24		2	
2	23		3	
3	23		2	
4				
5	28	1	3	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	1	5	
1	26	2		1
2	33		1	1
3	22		3	
4	16	3		
5	13	4		
6				
Other	16	7	1	

## 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	38		6	1
1	25	1	2	
2	32	1		2
3	21	2	1	
4	36		1	3
5	28	2		1
6				
Other	25	2		1

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,468	\$1,464	\$6,004	\$83,433
District	N/A	N/A	\$ 7,561.09	\$77,439
Percent Difference - School Site and District	N/A	N/A	-16.6	7.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-33.8	-3.5

## 2020-21 Types of Services Funded

In addition to general state funding, Blanche Sprentz receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$40,692	\$52,562
<b>Mid-Range Teacher Salary</b>	\$69,686	\$83,575
<b>Highest Teacher Salary</b>	\$95,318	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$124,264	\$131,875
<b>Average Principal Salary (Middle)</b>	\$135,342	\$137,852
<b>Average Principal Salary (High)</b>	\$140,135	\$150,626
<b>Superintendent Salary</b>	\$243,612	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	36%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

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. Teachers are implementing 20 lessons of the Second Step Social Emotional Curriculum.

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. Nine certificated teachers have committed to intensive professional development in the Language Essentials for Teachers of Reading and Spelling (LETRS), the Professional learning that provides K–5 teachers with deep knowledge to be literacy and language experts.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Folsom Cordova Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	skoligian@fcusd.org
<b>District Website Address</b>	www.fcusd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10431	13	0.12	99.88	0.00
<b>Female</b>	5119	4	0.08	99.92	--
<b>Male</b>	5311	9	0.17	99.83	--
<b>American Indian or Alaska Native</b>	29	0	--	100.00	--
<b>Asian</b>	2055	1	0.05	99.95	--
<b>Black or African American</b>	542	2	0.37	99.63	--
<b>Filipino</b>	232	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2332	6	0.26	99.74	--
<b>Native Hawaiian or Pacific Islander</b>	85	0	0.00	100.00	--
<b>Two or More Races</b>	988	1	0.10	99.90	--
<b>White</b>	4168	3	0.07	99.93	--
<b>English Learners</b>	1230	4	0.33	99.67	--
<b>Foster Youth</b>	27	0	0.00	100.00	--
<b>Homeless</b>	632	0	0.00	100.00	--
<b>Military</b>	204	1	0.49	99.51	--
<b>Socioeconomically Disadvantaged</b>	2885	3	0.10	99.90	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1352	13	0.96	99.04	0.00

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10431	13	0.12	99.88	0.00
<b>Female</b>	5119	4	0.08	99.92	--
<b>Male</b>	5311	9	0.17	99.83	--
<b>American Indian or Alaska Native</b>	29	0	--	100.00	--
<b>Asian</b>	2055	1	0.05	99.95	--
<b>Black or African American</b>	542	2	0.37	99.63	--
<b>Filipino</b>	232	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2332	6	0.26	99.74	--
<b>Native Hawaiian or Pacific Islander</b>	85	0	0.00	100.00	--
<b>Two or More Races</b>	988	1	0.10	99.90	--
<b>White</b>	4168	3	0.07		--
<b>English Learners</b>	1230	4	0.33	99.67	--
<b>Foster Youth</b>	27	0	0.00	100.00	--
<b>Homeless</b>	632	0	0.00	100.00	--
<b>Military</b>	204	1	0.49	99.51	--
<b>Socioeconomically Disadvantaged</b>	2885	3	0.10	99.90	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1352	13	0.96	99.04	0.00