

BSE ELAC & School Site Council Meetings

October 21, 2025

October 21, 2025 ELAC/SSC Agenda (BSE)

● Warm Welcome: PBIS Gold Award, Cabrera's Cubs, Golden Bear Assemblies, Bear Run & Spooky Sprentz, HRS Level 1, and Art & Music in Schools	5 minutes
● BSE Successes & Opportunities for Growth: LACP GOals and SPSA (Achievement Plan)	5 minutes
● CSSP (Comprehensive School Safety Plan)	10 minutes
● BSE Panorama Data ● Provide Input	10 minutes
● Closing: Next Meeting, November 10, 2025, 3:30- 4:30 PM (time change just for this meeting) to Approve CSSP	5 minutes

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ON THIS JACK-O-LANTERN SCALE, HOW DO
YOU FEEL TODAY?

@spookylittlebooknerd





Blanche Sprentz Elementary has been honored with the prestigious GOLD level recognition for our outstanding PBIS implementation!

This achievement places us among an elite group of schools in the state- out of over 2,500 applicants this year, BSE truly stood out because of the dedication and hard work from all of you.

Weekly Cabrera's Cubs and Golden Bear Assemblies



- Weekly Cabrera's Cubs shoutouts earn a charm for their necklace, a name card, and a spot on the ***Cabrera's Cubs Recognition Wall***—right next to our ***Bear-y Best Staff Member of the Month!*** 🐻✨
- **Golden Bear Assemblies** will be held three times a year (by trimester). Each class will honor five students—one for each trait: Respectful, On-Task, Courageous, Kind, plus one ROCK Award recipient who demonstrates all four.
- Students will be celebrated with an award, gummy bears, and recognition in front of peers and parents.
- **Our first assembly is November 6th– TK–2nd at 8:30 AM and 3rd–5th at 9:00 AM. Teachers will invite parents of Golden Bear Award recipients.**

Garden

Thanks to our partnership with Sprouts and the incredible support of our community, our school garden has undergone exciting restructuring and improvements – with more to come! During a recent work day, more than 40 volunteers, including students, families, and neighbors, came together to move rock and soil, relocate garden beds, and build new ones. We're thrilled to debut BSE's first Pumpkin Patch at Spooky Sprentz and share our new winter plantings with everyone!



Bear Run 2025

Thank you to our community for your generosity!
We raised **\$38,653!** Amazing job, Bears!

We appreciate each and every one of you, whether
you donated money, helped with setup/breakdown,
volunteered during the event or on Prize Day, **THANK
YOU SO MUCH!**



Spooky Sprentz

The poster has an orange background. At the top left is a black spiderweb. At the top right are three black bats flying. The text is centered. The school name is in a simple black font. The event title is in a large, white, spooky font with a black outline. The date and time are in a bold black font. The instructions are in a simple black font. The activities are in a bold black font. The meal information is in a simple black font. The citrus society logo is a circular logo with a lemon in the center and the text 'the citrus society' around it. The text 'squeeze the day' is written in a cursive font around the lemon. The disclaimer is in a small black font at the bottom.

Blanche Sprentz Elementary

Spooky Sprentz

OCTOBER 24 5-7PM

BRING THE WHOLE FAMILY AND WEAR YOUR FAMILY FRIENDLY COSTUMES.

**CARNIVAL STYLE GAMES - PHOTO BOOTH -
FREE MEAL FOR STUDENTS - MUSIC**

MEALS (PIZZA, FRUIT & WATER) AVAILABLE FOR FREE FOR ALL STUDENTS. ADULTS AND ADDITIONAL FAMILY MEMBERS CAN PURCHASE MEAL TICKETS FOR \$5 EACH.
MEALS AVAILABLE FROM 5-6PM.



The Citrus Society will have handcrafted lemonades available for purchase!

THIS IS NOT A YUSD SPONSORED PROGRAM. ANY OPINIONS EXPRESSED ARE NOT NECESSARILY THOSE OF THE DISTRICT OR SCHOOL PERSONNEL. THE DISTRICT ACCEPTS NO LIABILITY OR RESPONSIBILITY FOR THE PROGRAM/ACTIVITY.

Blanche Sprentz Elementary Earns Marzano High Reliability School Level 1 Certification



- We're excited to share that Blanche Sprentz Elementary has earned Level 1 Certification in the Marzano High Reliability Schools framework!
- This recognition means our school has built a strong foundation focused on creating a safe, supportive, and collaborative environment for all students and staff. Level 1 focuses on school culture—ensuring that students feel safe, connected, and ready to learn each d
- We're proud of this accomplishment and grateful to our incredible staff, students, and families for helping us make Blanche Sprentz a place where every child can thrive.



High Reliability Schools (HRS) Criteria



Elementary Visual Arts Pilot Program



- Thanks to **Proposition 28**, our school has been selected to pilot the **Arts and Music in Schools (AMS)** program, which provides additional funding for arts education in California public schools.
- Research shows that **Visual Arts** supports the whole child—enhancing creativity, social-emotional growth, and overall well-being. For the **2025–26 school year**, Blanche Sprentz currently has **two full-time Visual Arts teachers** who bring standards-based art lessons to all students on our campus.
- This program also allows **grade-level teachers dedicated collaboration time** while our VAPA teachers, helping strengthen instruction without taking away from regular prep periods. Each session is designed as a 60-minute block, including 45 minutes of focused collaboration.
- We're thrilled to bring more opportunities for creativity and growth to our students!

Primary Music for Kindergarten–3rd Grade! 🎵



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- Primary Music is continuing this year for our Kindergarten through 3rd grade students!
- This program began during the pandemic, when our district's music team created engaging video lessons to bring the joy of music to students learning from home. The lessons were a huge success—students, teachers, and families loved them!
- Thanks to the success of the program and new funding from Proposition 28, our district is expanding our Elementary Music offerings. Teachers will continue to have access to video lessons that fit into their classroom schedules.
- FCUSD is thrilled to continue sharing the gift of music with our youngest learners! 🎵

LCAP Goals for FCUSD: 2024-2027

Local Control and Accountability Plan, a comprehensive three-year plan developed by California school districts and charter schools to outline how they will use funds to meet the specific needs of their students and achieve state and local goals.

Goal 1: Progress Monitoring	Goal 2: Engagement	Goal 3: Access/PD	Goal 4: Basics/Safety
All student progress and educational outcomes will be monitored to increase and improve with an emphasis on historically marginalized and underserved populations.	Increase parent and student engagement with an intentional focus on historically marginalized and underserved populations.	All students will receive an equitable, high-quality instruction that promotes college and career readiness through a broad course of study.	Provide a safe, healthy and positive school environment where students feel connected and thrive.

2 Plans Per School Site: CSSP & SPSA

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Comprehensive School Safety Plan

CSSP

Due: December 1, 2025

SSC & ELAC: Needs Input/Approval

Data Sources:

CAASPP, Panorama, CA Dashboard

School Plan for Student Achievement

SPSA

Due: June 13, 2026

SSC & ELAC: Needs Input/Approval

Data Sources:

CAASPP, Renaissance, Panorama, CA Dashboard

Comprehensive School Safety Plan (CSSP)

Findings	Planned Actions
Finding #1: Crimes/Incidents at BSE • Friday, December 22, 2023 - FHE & BSE Locked Down due to escaped inmate from Folsom Prison. • Monday, January 29, 2024 - Mr. Wang is arrested on the BSE campus. • August 10, 2024 - Minor vandalism to the kindergarten recess shed by locks being broken off and bathroom signs removed. • September 30, 2024 - Resident reports driveway being blocked by parents at arrival. • June 24, 2025 - Minor vandalism/ graffiti reported on playground wall ball.	• School administrators were notified by staff due to Folsom Police neighborhood Shelter in Place. • District admin announced Shelter In Place and support given to sites. • Students were moved to the multi during arrival. • Parent Square offers new emergency communication to staff and families. • Communication between Folsom Police and FCUSD has improved. • SROs visit school sites each week. • Automatic locks on BSE Main Office. • Reported to Folsom Police by prior Principal Schuette. • 18 Cameras - updated Verkada Software

Finding #2: Behavior Incidents Increase

- **Suspensions remain relatively low.**

- 2025-2026- 0 suspensions so far
- 2024-2025- 7 suspensions
- 2023-2024- 5 suspension

- Emotional Regulation Skills
- Check-in/Check-out
- Hands-off Academics, MHS-led
- Bullying/Harassment Presentations in 3rd, 4th & 5th
- Ed Code Presentation in 3rd, 4th & 5th
- We Tip Posters posted at office and bathrooms
- Second Step's Problem-Solving Steps Schoolwide
- Structured Recess & Yard Duty Trainings
- California Gold Implementation PBIS Award for 2024-2025
- COST meets biweekly to discuss the needs of specific students- behavioral, academic, or social-emotional needs
- Positive Pathways
- .4 Mental Health Specialist on campus
- Care Solace and PC Care
- Yard Supervisor PD Meetings

Finding #3: Panorama SEL Survey Fall 2025 • Sense of Belonging grew (58 to 65%)	• Responsive Classroom Training for Teachers • Monthly Cultural Awareness Presentations • Greeting students by name • Buddy Class Assignments • BAM Student Mentors • Cabrera's Cubs Weekly Shoutouts • Golden Bear Trimester Assemblies • Weekly Bear Hug Prize Raffles
Finding #4: CA Dashboard Data • Chronically Absent decreased significantly, from 17.8% in 2023 to 9.8% in 2024.	• 20-day Challenges • Excellent Attendance Raffles: BSE Water Bottles • Increase SART meetings • Personal Phone Calls

Discipline Data - PowerSchool

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2025- 2026	0 suspensions 19 incidents so far	Recess incidents
2024-2025	7 Suspensions 46 Incidents Tier 3: Inappropriate Language or Physical Contact	Special Education Classes Recess Arguments (Football, Soccer)
2023-2024	5 Suspensions 17 Incidents (Tier 3)	1st grade student
2022-2023	0 Suspensions 13 Incidents (Tier 3)	

BSE Panorama Data



Fall 2025 Panorama Student Competency & Climate Survey

How did students perceive their own social-emotional skills?

Grades 3–5

172 responses



Surveyed Topics

Topics	Score	National benchmarks	Change since last surveyed	Compared to district
Self-Management	80%	Around the 90th percentile	6	+ 4
Social Awareness	66%	Around the 80th percentile	2	+ 1
Sense of Belonging	65%	Around the 80th percentile	7	+ 3
Perseverance	64%	Around the 80th percentile	3	– 2
Emotion Regulation	51%	Around the 70th percentile	1	– 1
Growth Mindset	48%	Around the 60th percentile	6	– 3
Self-Efficacy	47%	Around the 50th percentile	1	– 6

The survey data reveals several areas of strength in student social-emotional development, with **Self-Management**, **Perseverance**, **Social Awareness**, and **Sense of Belonging** all performing around the 80th percentile or higher nationally. Most topics show positive change from the previous survey period, with **Self-Management** and **Growth Mindset** demonstrating the largest improvements. While **Self-Efficacy** scores remain average at the 50th percentile nationally, specific questions within this topic show students are less confident in handling challenging academic work. **Growth Mindset** shows improvement but remains an area for potential development, particularly regarding students' comfort with seeking feedback from teachers.

Strengths

- **Self-Management** ranks around the 90th percentile nationally with an 80% favorable response rate and a 6-point improvement. Students show particular strength in coming to class prepared (92%, +12 points) and following directions (84%, +5 points).

[View topic](#)

- **Perseverance** performs around the 80th percentile nationally with a 64% favorable response rate. Students demonstrate particular resilience in trying again after failure (74%, +7 points) and completing work even when unmotivated (70%, +5 points).

[View topic](#)

- **Sense of Belonging** ranks around the 80th percentile nationally with a 65% favorable response rate and a 7-point improvement across all questions. Students particularly feel they belong at school (71%, +7 points) and receive support from adults (70%, +7 points).

[View topic](#)

Opportunities

- **Self-Efficacy** ranks around the 50th percentile nationally with a 47% favorable response rate and a slight 1-point decline. Students particularly lack confidence in handling difficult schoolwork (30%, -2 points) and understanding complex classroom discussions (37%).

[View topic](#)

- Within **Growth Mindset**, students show reluctance to seek teacher feedback for improvement, with only 24% responding favorably (-1 point), despite the overall topic showing a 6-point improvement and ranking around the 60th percentile nationally.
- Within **Social Awareness**, students struggle most with describing their feelings clearly (49%, +1 point), despite the overall topic performing around the 80th percentile nationally.



Fall 2025: Panorama Social-Emotional Learning: Teacher Perception of Student

How did educators perceive their students' social-emotional learning skills?

Teacher Perception

195 responses



Surveyed Topics

Topics	Score	National benchmarks	Change since last surveyed	Compared to district
Social Awareness	61% 	—	↘ 6	+ 2
Emotion Regulation	58% 	—	↘ 13	— 9
Grit	50% 	—	↘ 7	— 4
Self-Efficacy	47% 	—	↘ 5	— 7
Social Perspective-Taking	46% 	—	↘ 9	— 3
Self-Management	41% 	—	↘ 3	— 7

The Teacher Perception survey data shows a consistent pattern of decline across all measured social-emotional learning topics compared to the previous survey period.

Emotion Regulation experienced the most significant decrease (-13 points), while **Social Awareness** maintained the highest overall score at 61% despite a 6-point decline. **Self-Management** shows the lowest overall score at 41%, indicating potential challenges with student focus in class. The data suggests opportunities for targeted interventions to strengthen students' social-emotional skills, particularly in areas showing both low scores and notable declines such as **Self-Management** and **Social Perspective-Taking**.

Strengths

- **Social Awareness** maintains the highest score at 61%, suggesting students demonstrate relatively better skills in considering classmates' feelings despite a 6-point decline.
[View topic](#)
- **Emotion Regulation** scores second highest at 58%, indicating that despite the largest decline (-13 points), students still demonstrate moderate ability to control emotions when needed.
[View topic](#)
- Within **Grit**, the question about trying again after failure (54%) scores higher than goal persistence (46%), suggesting resilience may be a relative strength to build upon.

Opportunities

- **Self-Management** shows the lowest overall score at 41% with a 3-point decline, indicating students may need additional support with maintaining focus during class time.
[View topic](#)
- **Social Perspective-Taking** declined by 9 points to 46%, suggesting students may be struggling to understand teacher viewpoints and expectations.
[View topic](#)
- **Self-Efficacy** shows a concerning score of 47% with a 5-point decline, indicating students may lack confidence in their ability to master class material.
[View topic](#)
- Within **Grit**, the question about maintaining focus on goals shows a notable 10-point decline to 46%, suggesting students may need support with long-term goal persistence.

Thank you for your service on BSE's ELAC & Site Council!!!

Next Meeting: (Monday) November 10, 2025, 3:30- 4:30 PM (time change just for this meeting)

- CSSP Plan Approval