

Blanche Sprentz Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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 | Nereida Cabrera |
| Email Address | ncabrera@fcusd.org |
| School Website | https://bse.fcusd.org |
| Grade Span | |
| County-District-School (CDS) Code | 34673306033146 |

2025-26 District Contact Information

| | |
|-------------------------|---|
| District Name | Folsom Cordova Unified School District |
| Phone Number | 916-294-9000 |
| Superintendent | Erik Swanson |
| Email Address | eswanson@fcusd.org |
| District Website | https://fcusd.org |

2025-26 School Description and Mission Statement

Blanche Sprentz supports the FCUSD Vision: Empowering All Students to Thrive Through Educational Excellence.

At Blanche Sprentz, our mission is to ensure evident levels of growth for all students in academic achievement and social emotional learning, through a positive, creative, and culturally responsive school climate in partnership with students, staff, families, 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, supportive, and educationally inspiring. Our school climate encourages students to demonstrate openness, trust, self-esteem, self-determination, and respect for self and others. We provide an intentional focus on student achievement.

Language arts, mathematics, social studies, science, technology, physical education, and the fine arts are included in our district's 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. Special services are provided by a psychologist, speech pathologist, occupational therapist, behavior specialist, nurse, health clerk, resource specialist, self-contained special education teacher, and library clerk. Students have access to well-equipped Science, Technology, Engineering, Art, and Math (STEAM) materials to enrich learning and increase exposure to science and technology.

Blanche Sprentz families consistently and repeatedly express the desire to be involved in their children's education, and we enjoy a high rate of parent and community volunteerism. We encourage a productive partnership between home and school, including frequent and open communication. Our PTO is extremely active, with the participation of parents, community members, teachers, and our site principal, and provides many activities, fundraisers, 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), communications using Blackboard Connect, soliciting input through district surveys, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and school web page keep families informed about schedules, events, and activities happening at school. Frequent communications from teachers by email, phone, and text, regular conferences, and parent involvement in the classroom all help to build a positive learning environment and strong relationships. 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

2025-26 School Description and Mission Statement

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, providing robust support for students and staff. Our strong and energized PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets monthly, and they play a key role at Blanche Sprentz. In addition to providing fun extracurricular opportunities, they provide supplemental instructional materials for each classroom, help fund classroom field trips, and provide funding for after-school clubs.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 71 |
| Grade 1 | 46 |
| Grade 2 | 40 |
| Grade 3 | 63 |
| Grade 4 | 82 |
| Grade 5 | 46 |
| Total Enrollment | 348 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 44.9 |
| Male | 56.3 |
| Non-Binary | 0.3 |
| American Indian or Alaska Native | 0.3 |
| Asian | 9.3 |
| Black or African American | 2.3 |
| Hispanic or Latino | 26.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 15.7 |
| White | 46.9 |
| English Learners | 14.6 |
| Foster Youth | 0.3 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 40.5 |
| Students with Disabilities | 16.3 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19 | 95.02 | 893.9 | 90.67 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 7.4 | 0.76 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 9.4 | 0.96 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 12.7 | 1.3 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 4.98 | 62.2 | 6.31 | 15831.9 | 5.67 |
| Total Teaching Positions | 20 | 100 | 985.9 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.9 | 94.53 | 907.9 | 90.94 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 12.4 | 1.24 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.4 | 2.1 | 16.8 | 1.69 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.5 | 2.63 | 19.5 | 1.95 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.1 | 0.74 | 41.7 | 4.18 | 14303.8 | 5.15 |
| Total Teaching Positions | 19 | 100 | 998.4 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown/Incomplete/NA | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | |
| Misassignments | 0.00 | 0.4 | |
| Vacant Positions | 0.00 | 0 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.4 | |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.5 | |
| Local Assignment Options | 0.00 | 0 | |
| Total Out-of-Field Teachers | 0.00 | 0.5 | |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 16.6 | 16.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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 2025 August

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

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

School Facility Conditions and Planned Improvements

Blanche Sprentz Elementary has 17 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1966. Portable classrooms were constructed in 2000. Blanche Sprentz Elementary School was modernized in 2003. All plumbing, electrical systems, lighting, heating, and cooling were major parts 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. A new multipurpose room was installed in 2023. 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 2020.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Conditions and Planned Improvements

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget.

Date of inspection: October 23, 2025

Year and month of the most recent FIT report: 2025 October

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Kinder Bldg. Base boards on new wall were never put in. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Kinder Bldg. Gate does not close properly. Work order #00070969 |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 52 | 57 | 58 | 59 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 47 | 50 | 49 | 48 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 194 | 186 | 95.88 | 4.12 | 56.99 |
| Female | 88 | 86 | 97.73 | 2.27 | 60.47 |
| Male | 105 | 99 | 94.29 | 5.71 | 53.54 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 16 | 80.00 | 20.00 | 56.25 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 45 | 45 | 100.00 | 0.00 | 42.22 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 27 | 25 | 92.59 | 7.41 | 52.00 |
| White | 95 | 93 | 97.89 | 2.11 | 67.74 |
| English Learners | 30 | 22 | 73.33 | 26.67 | 18.18 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 71 | 68 | 95.77 | 4.23 | 36.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 32 | 100.00 | 0.00 | 31.25 |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 194 | 191 | 98.45 | 1.55 | 50.26 |
| Female | 88 | 87 | 98.86 | 1.14 | 44.83 |
| Male | 105 | 103 | 98.10 | 1.90 | 54.37 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 20 | 100.00 | 0.00 | 45.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 45 | 44 | 97.78 | 2.22 | 31.82 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 27 | 27 | 100.00 | 0.00 | 37.04 |
| White | 95 | 93 | 97.89 | 2.11 | 64.52 |
| English Learners | 30 | 29 | 96.67 | 3.33 | 31.03 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 71 | 70 | 98.59 | 1.41 | 34.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 32 | 100.00 | 0.00 | 28.13 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 54.17 | 40.82 | 45.67 | 46.01 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 49 | 49 | 100.00 | 0.00 | 40.82 |
| Female | 24 | 24 | 100.00 | 0.00 | 41.67 |
| Male | 24 | 24 | 100.00 | 0.00 | 37.50 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 20 | 100.00 | 0.00 | 60.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 22 | 22 | 100.00 | 0.00 | 31.82 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98% | 100% | 100% | 100% | 100% |

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.

2025-26 Opportunities for Parental Involvement

Blanche Sprentz utilized a variety of outreach efforts for input and feedback on the development of our Single 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. Our SSC meets six times per year to discuss needs and concerns to support student learning. Our Site Council and the staff reviewed the annual SPSA. In composing this year's SPSA, our principal used survey results data from the California Healthy Kids Survey and Panorama Social Emotional Learning Survey, as well as reflected on teacher and community input collected anecdotally during the 2024-2025 school year.

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: Guiding Coalition & Climate Facilitator Team, bimonthly

School Site Council (SSC) meets 6 times a year

English Learner Advisory Committee (ELAC) minimum 5 times a year

Parent Survey (fall and spring)

Every Student by Name (ESBN) meetings three times a year

Consultations with the Director of Categorical Programs (ongoing)

Faculty meetings (LCAP workshop and review)

Blanche Sprentz offers a variety of ways 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 Organization (PTO) membership. Additionally, there are opportunities for parent involvement through Folsom Community Service Day, our annual fall Back to School Picnic, Spooky Sprentz, DaVinci Day, Book Fairs, teacher appreciation activities, and annual end-of-the-year Field Day. Blanche Sprentz families consistently and repeatedly express the desire to be involved in their children's education, and we enjoy a high rate of parent and community volunteerism. We encourage a productive partnership between home and school, including frequent and open communication. Our PTO is extremely active, with the participation of parents, community members, teachers, and our site principal, and provides many activities, fundraisers, 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), English Learner Advisory Committee (ELAC), Parent Square communications, soliciting input through district surveys, as well as multiple volunteer opportunities. Our Parent Square messages (voice, email, and text), school marquee, and school web page keep families informed about schedules, events, and activities happening at school. Frequent communications from teachers by email, phone, and text, regular conferences, and parent involvement in the classroom all help to build a positive learning environment and strong relationships. We collaborate with community partners, including the PC Pals/Intel program, Oak Hills Church (for a community service day), Folsom's Hope, 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, providing robust support for students and staff. Our strong and energized PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets monthly, and they play a key role at Blanche Sprentz. In addition to providing fun extracurricular opportunities, they provide supplemental instructional materials for each classroom, help fund classroom field trips, and provide funding for after-school clubs.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0% | 1.58% | | 3.48% | 3.31% | | 3.6% | 3.28% | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0% | 0% | | 0.03% | 0.04% | | 0.08% | 0.07% | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 4 student accidents reported in the 2024-2025 which was a reduction of 1 from the year before.

Date of Last Review/Update: November 10, 2025

Date Last Reviewed with Staff: November 10, 2025

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 62 | 1 | 4 | 2 |
| 1 | 52 | 1 | 1 | 2 |
| 2 | 44 | 1 | 2 | 1 |
| 3 | 44 | 1 | 1 | 1 |
| 4 | 59 | 1 | 1 | 2 |
| 5 | 43 | 2 | 1 | 2 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 34 | 0 | 0 | 1 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 21 | 1 | 1 | 0 |
| 1 | 22 | 1 | 1 | 0 |
| 2 | 20 | 1 | 2 | 0 |
| 3 | 21 | 1 | 2 | 0 |
| 4 | 17 | 3 | 1 | 0 |
| 5 | 15 | 3 | 1 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 18 | 3 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2024-25 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 | |

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| 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 | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,610 | \$1,596 | \$8,014 | \$102,651 |
| District | N/A | N/A | \$10,163.68 | \$90,633 |
| Percent Difference - School Site and District | N/A | N/A | -23.7 | 15.5 |
| State | N/A | N/A | \$11,146 | \$100,333 |
| Percent Difference - School Site and State | N/A | N/A | -29.4 | 4.9 |

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funds: Blanche Sprentz receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$48,723 | \$60,863 |
| Mid-Range Teacher Salary | \$83,441 | \$93,575 |
| Highest Teacher Salary | \$119,839 | \$125,548 |
| Average Principal Salary (Elementary) | \$170,891 | \$157,645 |
| Average Principal Salary (Middle) | \$166,156 | \$165,341 |
| Average Principal Salary (High) | \$175,110 | \$182,580 |
| Superintendent Salary | \$363,418 | \$357,064 |
| Percent of Budget for Teacher Salaries | 33.81% | 30.36% |
| Percent of Budget for Administrative Salaries | 5.35% | 4.88% |

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

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 Professional Learning Teams in the areas of ELA and Math, Special Friends, and SIPPS interventions during the school day, and an 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 | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 1 | 3 | 3 |