

Blanche Sprentz Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

The faculty and staff at Blanche Sprentz Elementary School (BSE) believe that a child's education is a responsibility shared by school, students, family and community. Our mission is to promote individual growth, academic achievement, and creativity for all students through positive school climate involving cooperation and communication among students, staff, parents, and the community. Our vision is to prepare all students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful and educationally inspiring. Our school climate encourages openness, trust, self-esteem, self-determination, and respect for self and others. We provide ongoing opportunities for learning and continuously focus on student achievement. We recognize and stimulate special talents in all students.

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

School & Community Profile:

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls preschool through adult students. There are twenty elementary schools, one charter school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Blanche Sprentz's enrollment was 420 students in the 2018-19 school year, 27% of which were socioeconomically disadvantaged. In addition, 13% of our students were English Language Learners (ELL). BSE attendance for the 2018-19 school year was 96.11%. The school's gender distribution is roughly equal, with 221 boys and 207 girls. The school's largest ethnic group is white, with 50% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asian at 18%, Hispanic at 21%, African-American at 5%, and Pacific Islander at 5%. All of our teachers hold appropriate credentials. We have a library clerk and parent coordinator who facilitate educational opportunities for all our students. All of our educational programming operates with three tenets in mind, "All means all," "We are here for the children," and "Parents are their children's first teacher."

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

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	164
Grade 1	47
Grade 2	70
Grade 3	45
Grade 4	48
Grade 5	46
Total Enrollment	420

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	6.4
Filipino	0.7
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.2
White	59.3
Two or More Races	11.2
Socioeconomically Disadvantaged	25
English Learners	11
Students with Disabilities	12.4
Foster Youth	0.5
Homeless	1.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	19	22	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Date of inspection: 10/11/2019

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	There is an unfinished wall in the staff room from a leak repair,.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	61	64	63	50	50
Mathematics (grades 3-8 and 11)	50	50	53	52	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	143	99.31	0.69	60.84
Male	79	78	98.73	1.27	53.85
Female	65	65	100.00	0.00	69.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	52.78
Native Hawaiian or Pacific Islander					
White	80	79	98.75	1.25	63.29
Two or More Races	19	19	100.00	0.00	68.42
Socioeconomically Disadvantaged	49	49	100.00	0.00	44.90
English Learners	23	23	100.00	0.00	30.43
Students with Disabilities	19	18	94.74	5.26	38.89
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	143	99.31	0.69	49.65
Male	79	78	98.73	1.27	50.00
Female	65	65	100.00	0.00	49.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	41.67
Native Hawaiian or Pacific Islander					
White	80	79	98.75	1.25	53.16
Two or More Races	19	19	100.00	0.00	52.63
Socioeconomically Disadvantaged	49	49	100.00	0.00	36.73
English Learners	23	23	100.00	0.00	30.43
Students with Disabilities	19	18	94.74	5.26	38.89
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.6	20.4	20.4

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Our school offers a variety of ways that parents and family can participate in and contribute to their child's learning environment. Our parent coordinator helps parents and community members make an impact through volunteering, with opportunities including at-home helpers, room parents, reading tutors, classroom helpers, field trip chaperones, club facilitators, fundraiser participation, library support, and Parent Teacher Association (PTO) membership. Additionally, there are opportunities for parent involvement through Folsom Community Service Day, our annual fall Hoe Down, Spooky Sprentz, Santa's Breakfast, DaVinci Day, teacher appreciation activities, and annual end of the year Folsom Aquatic Center. Parents, family, and community members who wish to participate in school committees, school activities, or become a volunteer may contact Nancy Gibson, our parent coordinator, at 916-294-9110.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.7	1.2	2.1	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is housed in our school administration building, and provides information regarding the site and District Code of Conduct, discipline procedures, emergency evacuation protocols, communication plans, and board policies and administrative regulations on all matters relating to school safety, including bullying, harassment, child abuse reporting, and sexual harassment. We practice school safety drills monthly. During the 2018/19 school year, there were 5 reported student accidents. Our School Emergency Response Team (SERT) meets regularly to address site issues pertaining to school safety.

Date of Last Review/Update: October 21, 2019

Date Last Reviewed with Staff October 17, 2019:

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		8		22	4	3		23		7	
1	23		2		23	1	2		24		2	
2	23		2		22		2		23		3	
3	26		1		23		2		23		2	
4	29		2									
5	32		1		28		3		28	1	3	
Other**					18	1						

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,206.09	\$825.85	\$6,380.23	\$83,006.56
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-16.6	10.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-11.0	4.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Blanche Sprenzt Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Learning Communities (PLC), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increases the capacity of all staff to deliver a standards-based curriculum.

It is the goal of our staff to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

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