

Spreckels Elementary School

Fourth Street and Hatton Avenue Spreckels, CA 93962 ▪ <https://spreckelsdistrict.org/schools/spreckels-elementary>

Amanda O'Hara, Principal ▪ aohara@susd.net ▪ (831) 455-1831

Grades TK-5 ▪ CDS Code 27-66225-6026694



Spreckels Union School District

130 Railroad Avenue Spreckels, CA 93962 ▪ <https://spreckelsdistrict.org>

Eric Tarallo, Superintendent ▪ etarallo@susd.net ▪ (831) 455-2550

Principal's Message

At Spreckels Elementary School, the students are the center of all that we do. The highly skilled and dedicated staff strives to provide all students with a challenging and rigorous curriculum. We believe that each student can achieve academic success. Educating our children requires parents and teachers working together as a team. Through your interest and involvement, you model the importance of school, learning, and establishing high academic and behavior standards for our children.

We have an active and involved Parent Teacher Organization (PTO) and Spreckels Union Educational Foundation (SUEF) that support and contribute to our educational program. Volunteers are welcome in all classrooms.

Our school rules are: Be Respectful, Be Responsible, Be Safe. We follow a positive-behavior policy, and each month, we focus on a character-building trait. Our children learn to be responsible for their actions and demonstrate kindness, concern, respect and cooperation toward others.

Spreckels School focuses on meeting the needs of every student and encourages each learner to achieve his or her personal best. I invite you to become involved with our school. If you have any questions, or if you need additional information, please call the school office at (831) 455-1831, or email me at aohara@susd.net.

School Vision Statement

Spreckels Elementary School will serve as the foundation for the future of our students. We will inspire life-long learning using 21st century tools. Through collaborative teams we will focus on creative thinking and problem solving using common core standards. Our students will develop as respectful, responsible and safe citizens as they embrace diversity.

Parental Involvement

Parents become involved through organizations such as our PTO and SUEF. Activities may include student assembly programs; schoolwide fundraisers; school carnival, barbecue, farmers market; hoedown; talent show; book fairs; the Holiday Gift Shop; Spirit Wear sales; Reading Is Fundamental; and school yearbook.

For more information on how to become involved, please contact your child's teacher, or email spreckelspto-president@gmail.com or suefpresident@gmail.com for additional ideas and opportunities.

School Safety

Spreckels Elementary School provides a clean and safe environment for its students and employees. A transportation assistant, and 3.5 full-time equivalent (FTE) maintenance staff and custodians maintain the buildings, grounds and buses. The district meets all federal and state standards for facilities and safety. Teachers, instructional aides and yard supervisors oversee children on the playground. School staff and community volunteers oversee students at the crosswalks. Rules and procedures that promote safety are enforced. The School Site Council and the School Safety Committee continuously monitor and improve safety concerns throughout the school year. A comprehensive school safety plan is updated each year.

The purpose of this plan is to identify appropriate strategies and programs that will maintain a high level of school safety, address the school's procedures for complying with existing laws related to schoolwide safety, and help assess the current status of school crimes committed on the campus.

The major points included in our plan are procedures for child-abuse reporting, emergencies and disasters, safe ingress and egress to and from school, and rules and procedures on school discipline. Other points included are policies regarding suspension and expulsion, employee security, sexual harassment, schoolwide dress code and how to provide a safe and orderly environment conducive to learning. A control plan for blood-borne pathogens is also included.

Specific routine procedures for campus safety include scheduled fire, earthquake and intruder drills. Our staff follows the "Big 5 Safety Protocol" created by the Monterey County Safe and Healthy Schools Communities Coalition, which includes training and drills for Shelter in Place, Drop, Cover, and Hold On, Secure Campus, Lockdown/Barricade and Evacuation. All visitors are required to sign in and sign out at the front office.

All parents are required to sign out students whenever they take them from campus during school hours. Employees are provided CPR and first-aid training. There is a zero-tolerance district policy for weapons and drugs on campus.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2026.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

We fulfill our mission by creating learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and social-emotionally. We nurture all students' strengths and resiliencies to help them reach their full potential. As an academic team and community, we model and instill the core values of compassion, kindness and respect in all of our work.

District Vision Statement

Spreckels Union School District believes our students are our core mission, and our community has a shared responsibility to provide an equitable, rigorous, world-class education in an innovative environment that values creativity, curiosity, collaboration and diversity in order to promote lifelong learning.

Governing Board

Dr. Chris Hasegawa, President

Stephanie McMurtrie Adams, Vice President

Peter Odello, Clerk

Roseanna Guerrero, Member

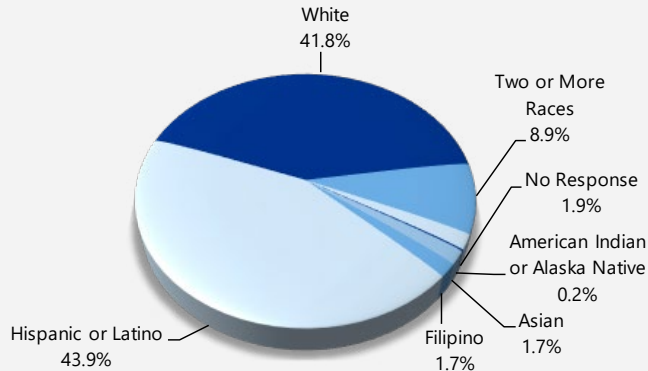
Frank Devine, Member



Enrollment by Student Group

The total enrollment at the school was 529 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

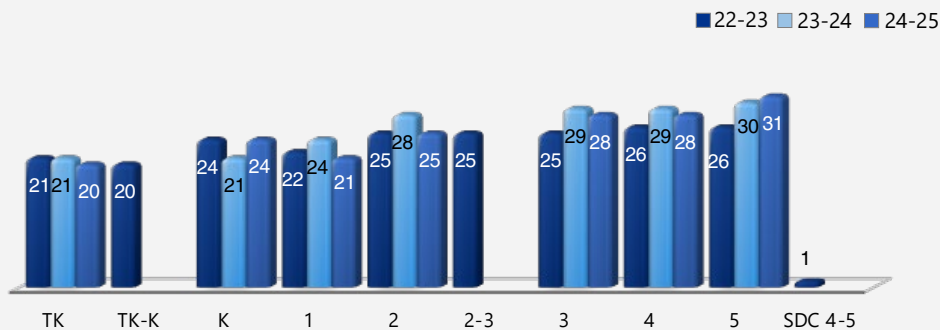
Demographics (2024-25 School Year)



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)

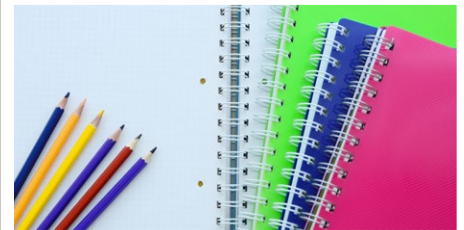


Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1				2		2		
TK-K		3							
K	1			1	2			3	
1		4			3			3	
2		3			3			3	
2-3		3							
3		1			3			3	
4		4			3			3	
5		4			3			3	
4-5 SDC	1								

Enrollment by Student Group

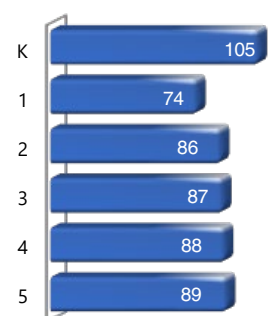
Demographics	
2024-25 School Year	
Female	46.90%
Male	53.10%
Non-Binary	0.00%
English Learners	7.40%
Foster Youth	0.00%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	19.50%
Students with Disabilities	10.60%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Spreckels ES			Spreckels Union SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.50%	0.40%	0.60%	0.60%	1.20%	0.60%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

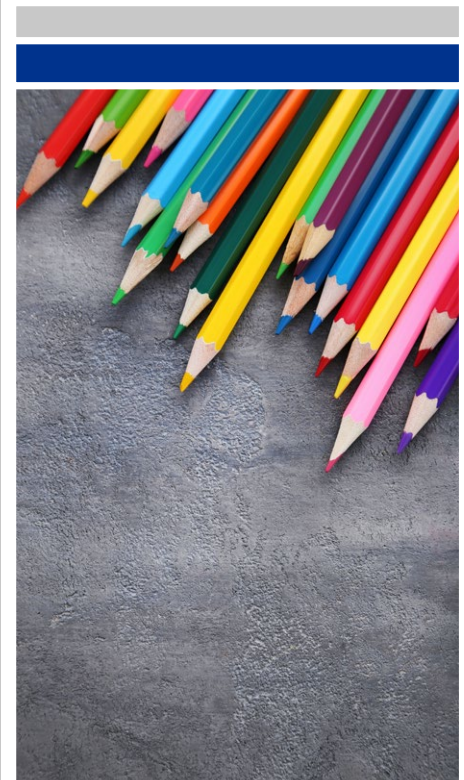
Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60%	0.00%
Female	0.00%	0.00%
Male	1.10%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.90%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.50%	0.00%

Professional Development

Spreckels Union School District incorporated three professional development days for all certificated staff into its 2025-26 school year calendar. Two of the days focus on improving instructional practices for English language learners. The additional day focuses on best instructional practices, including Multi-Tiered Systems of Support (MTSS). Administration works with the certificated staff to prioritize topics and schedule various training sessions.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2023-24	4
2024-25	3
2025-26	3

"Through your interest and involvement, you model the importance of school, learning, and establishing high academic and behavior standards for our children."



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	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
5	98.00%	98.00%	98.00%	98.00%	98.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	541	538	47	8.70%
Female	254	253	16	6.30%
Male	287	285	31	10.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	236	235	23	9.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	50	50	5	10.00%
White	225	223	19	8.50%
English Learners	43	42	3	7.10%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	118	117	17	14.50%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	81	80	13	16.30%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

Spreckels Elementary School provides a differentiated, comprehensive, standards-based program that ensures academic success for everyone. In addition to the core curriculum, there are many supplemental services provided through categorical and local funding. The Response to Intervention services include Title I, English Language Development, induction support through mentorship and training for new teachers and teacher interns, Grade Span Adjustment for grades K-3, special-education services and National School Lunch Program. There are many enrichment opportunities provided to our students through the Parent Teacher Organization and the Spreckels Union Educational Foundation. These include an art teacher, a music teacher and a librarian. Our PTO also supports educational field trips and special assembly programs that enhance our curriculum and support social-emotional development.



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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Spreckels ES		Spreckels Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	36.08%	38.46%	36.19%	40.10%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Spreckels ES		Spreckels Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	57%	54%	54%	56%	46%	48%
Mathematics	46%	45%	38%	44%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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 by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	92	91	98.91%	1.09%	38.46%
Female	47	46	97.87%	2.13%	26.09%
Male	45	45	100.00%	0.00%	51.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	38	37	97.37%	2.63%	21.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	13	13	100.00%	0.00%	61.54%
White	39	39	100.00%	0.00%	43.59%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	16.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	267	261	97.75%	2.25%	54.02%
Female	132	129	97.73%	2.27%	57.36%
Male	135	132	97.78%	2.22%	50.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	119	116	97.48%	2.52%	44.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	33	33	100.00%	0.00%	57.58%
White	108	105	97.22%	2.78%	60.00%
English Learners	11	11	100.00%	0.00%	9.09%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	56	56	100.00%	0.00%	37.50%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	26	26	100.00%	0.00%	19.23%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	267	261	97.75%	2.25%	45.21%
Female	132	129	97.73%	2.27%	36.43%
Male	135	132	97.78%	2.22%	53.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	119	116	97.48%	2.52%	30.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	33	33	100.00%	0.00%	54.55%
White	108	105	97.22%	2.78%	55.24%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	56	56	100.00%	0.00%	30.36%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	26	26	100.00%	0.00%	26.92%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

Compliance is met per the Instructional Materials Survey for Compliance with Education Code Sections 1240 (i) and 60119 and was completed on September 2025 with a public hearing and a resolution for compliance, adopted by the board of trustees on September 18, 2025

Every student has access to his or her own textbooks and instructional materials to use in class and to take home. All students are using new, state-approved math materials. TK-2 students are using state-approved English language arts (ELA) materials.

Each school site has a textbook-adoption committee that reviews materials and submits a recommendation to the principal and school board for final approval.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Collaborative Classroom: Being A Reader and Being a Writer	2025
Reading/language arts ELD	Vista Higher Learning (TK-5)	2022
Mathematics	Eureka Math, Great Minds	2016
Science	Twig Science, Twig Education	2023
History/social science	Studies Weekly, California Studies Weekly	2025

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year

Data collection date	9/18/2025
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Poor
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair
Overall summary of facility conditions	Good
Date of the most recent FIT report	1/2/2026



School Facilities

Spreckels Elementary is one of two schools in the Spreckels Union School District. The school's main building was built in 1938. Newer buildings and portables have been added through the years. In January 1998, Buena Vista Middle School opened. Grade 6-8 students moved to the new site, and Spreckels School became a K-5 school. The elementary campus includes a library, music classroom, art classroom, YMCA before/after school care rooms, a lunch room and a multipurpose auditorium. The maximum occupancy for the auditorium is 299. The library is the size of two classrooms with a collection of over 14,000 titles and reference books. There are two play structures for all students. There is a blacktop area for activities, which include 4-Square, tetherball, volleyball and basketball. A large field play area is also part of the campus and includes a ball diamond.

There are 522 students currently enrolled. The goal of Spreckels School is to provide a positive educational community in which students succeed and learn as responsible members of our community and the broader world.

Policies and procedures are in place to ensure student safety campuswide. These include a closed campus, visitor sign-in and sign-out procedures, and student passes when out of class. School facilities are designed to support student learning both in and out of school buildings.

Although Spreckels School consists of older building structures and portables, every effort is made to maintain their condition and cleanliness. District personnel take pride in our school campus and share in the responsibilities of caring for it.

The school employees include certified teachers; one administrator; eight instructional aides; one part-time health aide; a secretary; a part-time library-media specialist; a district technology coordinator; one district technology support staff; and a custodial staff that includes one daytime and 2.5 FTE nighttime positions and a district lead maintenance worker. A hearing-impaired class and a learning-skills class from the Monterey County Office of Education are housed on campus. A YMCA before/after school program is also located on-site. District offices, including maintenance and buses, are housed adjacent to the school site.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Systems	HVAC in Rooms 9-11. Ongoing with Syserco; plan in place to fix.
Safety	Uneven asphalt in quad area. Obtaining quote for repair.
Structural	Drainage issues. Site surveyed in January; working with architect on next steps.
External	Older portables need repainting; external beams need to be recapped. Ongoing maintenance.



"At Spreckels Elementary School, the students are the center of all that we do."

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

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)	24.9	86.2%	37.7	78.5%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	6.9%	3.0	6.2%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.5%	3.8	8.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.5	1.2%	11,953.1	4.3%
Unknown	0.9	3.4%	2.9	6.1%	15,831.9	5.7%
Total Teaching Positions	28.9	100.0%	48.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

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)	22.1	80.1%	33.7	72.4%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	2.0	7.3%	2.7	6.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	7.3%	5.9	12.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.7	1.7%	11,746.9	4.2%
Unknown	1.4	5.4%	3.3	7.2%	14,303.8	5.2%
Total Teaching Positions	27.5	100.0%	46.6	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

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)	20.8	83.9%	31.4	73.4%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	2.0	8.1%	2.1	5.1%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.0%	4.9	11.7%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.8	2.1%	12,112.8	4.3%
Unknown	0.9	4.0%	3.3	7.8%	13,705.8	4.9%
Total Teaching Positions	24.8	100.0%	42.8	100.0%	278,927.1	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	1.0	2.0	1.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	2.0	1.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

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)	0.0%	0.0%	0.0%
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%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	522:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.375
Psychologist	0.500
Social worker	0.000
Nurse	0.375▲
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	2.000

▲ Health Aide.

Financial Data

The financial data displayed in this SARC is from the 2023-24 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	Spreckels Union SD	Similar Sized District
Beginning teacher salary	\$52,517	\$55,247
Midrange teacher salary	\$75,299	\$80,745
Highest teacher salary	\$106,035	\$109,655
Average elementary school principal salary	\$144,933	\$133,828
Average middle school principal salary	\$128,772	\$142,253
Superintendent salary	\$201,912	\$155,953
Teacher salaries: percentage of budget	29.33%	25.26%
Administrative salaries: percentage of budget	8.97%	6.12%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Spreckels ES	\$7,465	\$78,613
Spreckels Union SD	\$10,582	\$77,591
California	\$11,146	\$85,291
School and district: percentage difference	-29.5%	+1.3%
School and California: percentage difference	-33.0%	-7.8%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	\$10,470
Expenditures per pupil from restricted sources	\$3,004
Expenditures per pupil from unrestricted sources	\$7,465
Annual average teacher salary	\$78,613



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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