



Buena Vista Middle School

18250 Tara Drive Salinas, CA 93908 ▪ <https://spreckelsdistrict.org/schools/buena-vista-middle>

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Grades 6-8 ▪ CDS Code 27-66225-6115182



SARC 2024-25 School Accountability Report Card
Published in 2025-26

Spreckels Union School District

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

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Principal's Message

Buena Vista Middle School (BVMS) is a high-performing middle school located just off of River Road in the Las Palmas subdivision. Opened in 1998, it is the only middle school in the Spreckels Union School District (SUSD). The school's current enrollment is approximately 313 students.

The entire staff at Buena Vista is committed to providing our students with a challenging and engaging curriculum that allows them to excel in their future endeavors. All core classes are aligned to the Common Core State Standards. The Buena Vista staff work in partnership with our parents and the community to ensure our graduates are prepared for high school and life in general.

Middle school is a time of exploration. Buena Vista students are encouraged to take part in a variety of learning experiences and extracurricular activities, including band, foreign language, sports and various electives. Buena Vista Middle School partners with other athletics, academic and arts programs in the area to bring more extracurricular learning activities to our students.

Goals for the 2024-25 school year include providing appropriate support to allow all students to be successful academically and socially/emotionally; providing all students and staff with diverse, equitable and innovative opportunities to reach their full potential; and to implement rigorous state content standards in all classrooms. Buena Vista Middle School is equity-focused and partners with Monterey County Office of Education (MCOE) to provide equitable access to curriculum and programming. BVMS is also partnering with Dr. Terrell Sales of Pepperdine University to develop and implement Multi-Tiered Systems of Support that will ensure students have the academic and social skills necessary to succeed in high school and beyond.

Parental Involvement

Buena Vista Middle School is fortunate to have two active parent-teacher organizations—the Buena Vista Bobcat Club and the Spreckels Union Educational Foundation. The Bobcat Club meets monthly and raises money throughout the year to fund our extracurricular activities, including sports. Funds raised also supplement our teachers' classroom budgets. The Bobcat Club offers myriad volunteer opportunities to our BVMS families. Families can attend games and events, assist in the snack shack, set up and/or decorate, supervise and/or chaperone.

The BVMS School Site Council meets throughout the year to formally provide input about school plans such as the School Safety Plan and the School Plan for Student Achievement. The Council also includes diverse staff and students to ensure a variety of perspectives are represented.

Families are welcome to volunteer at school by monitoring campus before or after school and during student lunch. Families are a key component of meetings and teams that support students socially, emotionally and academically. Strong school-home connections support our students in their support meetings, restorative discussions and conflict resolutions.

The Spreckels Union Educational Foundation is a volunteer organization that meets monthly and raises funds to support the district's garden, library, arts and music programs.

The SUSD District English Learner Advisory Committee (DELAC) is a well-attended opportunity for multilingual families to unite and communicate the needs of multilingual students. District and BVMS communication provided in both English and Spanish and use of ParentSquare, with its translation features, ensures all families feel connected to BVMS.

For more information on how to become involved with the school, please contact the school office at (831) 455-8936.

School Safety

Buena Vista's school safety plan is updated and reviewed annually. The school meets all federal and state standards for facilities and safety. Teachers, instructional aides, administration and supervisors oversee children during structured breaks on the field and pavilion. We have high expectations for student behavior and enforce these expectations. Students have the opportunity to report incidents and receive support in resolving them. Students can choose between anonymous reporting or completing an incident report.

The BVMS counselor is trained in suicide prevention, risk assessment and threat assessments and administers them as needed. BVMS utilizes GoGuardian to monitor student computer use and the counselor and administration follow protocols when a safety alert occurs. BVMS also offers PSSTWORLD, an anonymous school safety cloud.

Emergency drills are scheduled monthly, and the school works closely with the Salinas Rural Fire Protection District and Monterey County Sheriff's department to monitor the school safety plan. BVMS connects with local law enforcement and fire safety organizations to refine site safety planning in its efforts of continuous improvement. Key elements of the planning include crisis-intervention plans and monthly safety drills.

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

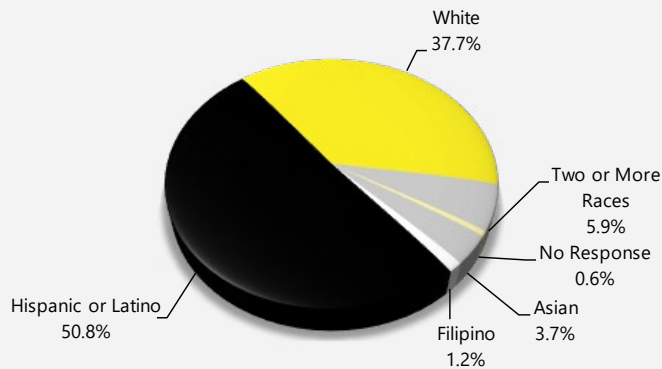
Frank Devine, Member



Enrollment by Student Group

The total enrollment at the school was 321 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

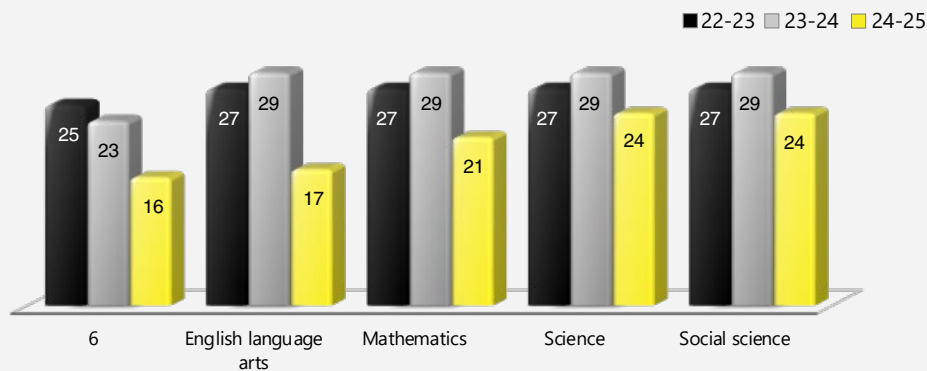
Demographics (2024-25 School Year)



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)

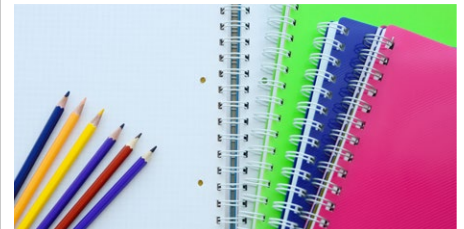
	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		4			4			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		12			8		1	8	
Mathematics		12			8		3	8	
Science		12			8		1	8	
Social science		12			8		1	8	

Enrollment by Student Group

Demographics

2024-25 School Year

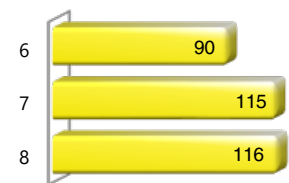
Female	55.80%
Male	44.20%
Non-Binary	0.00%
English Learners	3.70%
Foster Youth	0.00%
Homeless	1.20%
Migrant	0.00%
Socioeconomically Disadvantaged	17.40%
Students with Disabilities	9.70%



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)

	Buena Vista MS			Spreckels Union SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.90%	2.70%	0.60%	0.60%	1.20%	0.60%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.30%	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	1.10%	0.00%
Male	0.00%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.70%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.80%	0.00%

Professional Development

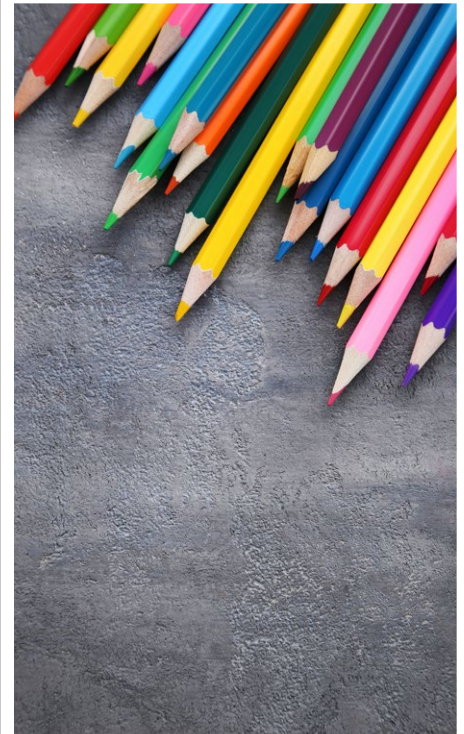
Spreckels Union School District incorporated three professional development days for all certificated staff into its 2025-26 school year calendar. Two of the days focus on improving instructional practices for English language learners. The additional day focuses on best instructional practices, including 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

Buena Vista Bobcats strive to consistently demonstrate the following Bobcat Beliefs: Respect, Responsibility and a Readiness to Learn.



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:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	99.00%	99.00%	99.00%	99.00%	99.00%

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	324	322	29	9.00%
Female	180	180	18	10.00%
Male	144	142	11	7.70%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	12	1	8.30%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	166	164	14	8.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	19	19	2	10.50%
White	121	121	12	9.90%
English Learners	12	12	2	16.70%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	63	63	8	12.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	36	35	5	14.30%

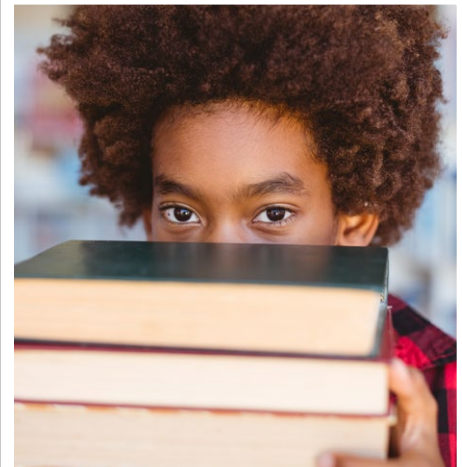
❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

Buena Vista Middle School offers an after-school art class on Wednesday afternoons to interested students. BVMS also offers Choir for aspiring singers.

BVMS offers intervention math classes for each grade level during the regular day.

Qualified volunteers coach sports teams and staff supervise noontime activities.



California School Dashboard

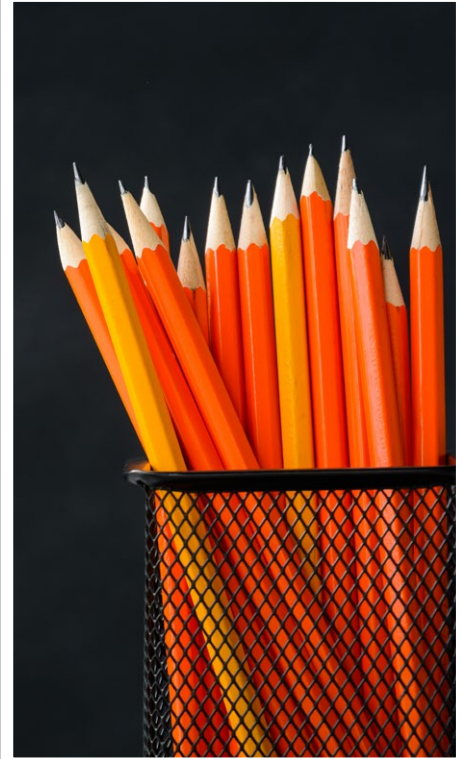
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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)

	Buena Vista MS		Spreckels Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	36.28%	41.44%	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)

	Buena Vista MS		Spreckels Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	52%	57%	54%	56%	46%	48%
Mathematics	32%	43%	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 8)

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	115	111	96.52%	3.48%	41.44%
Female	66	62	93.94%	6.06%	41.94%
Male	49	49	100.00%	0.00%	40.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	64	62	96.88%	3.12%	37.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	39	37	94.87%	5.13%	48.65%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	22	22	100.00%	0.00%	31.82%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	12	92.31%	7.69%	8.33%

❖ 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 6-8)

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	319	309	96.87%	3.13%	56.96%
Female	177	169	95.48%	4.52%	63.91%
Male	142	140	98.59%	1.41%	48.57%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	12	12	100.00%	0.00%	83.33%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	163	157	96.32%	3.68%	52.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	21	21	100.00%	0.00%	52.38%
White	119	115	96.64%	3.36%	60.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	59	59	100.00%	0.00%	47.46%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	32	96.97%	3.03%	15.63%

❖ 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 6-8)

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	319	309	96.87%	3.13%	42.72%
Female	177	169	95.48%	4.52%	43.20%
Male	142	140	98.59%	1.41%	42.14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	12	100.00%	0.00%	66.67%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	163	158	96.93%	3.07%	34.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	21	20	95.24%	4.76%	35.00%
White	119	115	96.64%	3.36%	50.43%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	59	58	98.31%	1.69%	31.03%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	32	96.97%	3.03%	0.00%

❖ 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	Novels studies	★
Reading/language arts ELD	Get Ready, Vista Higher Learning	2022
Mathematics	i-Ready, Curriculum Associates	2024
Science	Amplify Education, Amplify Science: California Integrated Course Model	2020
History/social science	History Alive! California Series, Teachers' Curriculum Institute (TCI)	2017
Health	Glencoe Teen Health, Glencoe/McGraw-Hill	2013
Writing	Step Up to Writing	2011
World language	Avancemos!, Holt McDougal	2010

★ Buena Vista Middle School is reviewing new ELA adoptions during the 2025-26 school year to pilot during the 2026-27 school year.

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.

✧ Not applicable.

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	0%
Health	0%

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)	Poor
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	Fair
Structural: Structural condition, roofs	Fair
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

Opened in 1998, Buena Vista Middle School is an attractive school that meets all state and federal guidelines for safety and access. BVMS has 22 classrooms, the majority of which are housed in nine portable buildings. One classroom is utilized as a computer lab. Buena Vista is 1:1 in terms of technology, as all students have their own Chromebook to use throughout the day. The computer lab provides a place for students to receive assistance with their Chromebook when needed. One classroom on the BVMS campus is used by the Monterey County Office of Education's Deaf/Hard of Hearing program, and their inclusion on our campus enriches the lives of our student body. Two classrooms have been repurposed to locker/changing rooms for physical education and extracurricular sports. One classroom is a multipurpose room that hosts afterschool activities, a variety of meetings, provides a separate test setting when needed, and many other purposes.

Our skilled custodial crew is committed to keeping our buildings in proper working order and are supervised by the district maintenance coordinator.

Buena Vista Middle School shares a library with Monterey County that is open to both students and community members.

A unique feature Buena Vista campus is fortunate to have is an outdoor amphitheater. This space accommodates outdoor performances, outdoor classes, a gathering place for small assemblies, and more. On the other side of the amphitheater is the pavilion, and both sides are connected to the stage between them. Recent upgrades to the school's outdoor pavilion have occurred giving students the ability to play outdoor sports all year round.

In fall of 2022, a new playground project was completed that consists of additional basketball courts, two ball walls, three 4-square courts and a fitness area. These outdoor spaces are very appreciated and amply used by the staff and students to support the health and development of the student body.

Students at Buena Vista volunteer at lunch and through school clubs to help keep the campus clean. Buena Vista is a county leader in environmental awareness and has included an eco-friendly mission statement in its handbook.

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
Interior	Interior painting dependent upon bond measure approval.
Safety	Gopher holes on track and slope area; uneven track surface. Ongoing gopher abatement; schedule a track refresh with landscapers.
Structural	Ongoing roof repairs needed on older portables. Ongoing maintenance.
External	Pavilion walls need repainting. Ongoing maintenance.



"The entire staff at Buena Vista is committed to providing our students with a challenging and engaging curriculum that allows them to excel in their future endeavors."

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)	12.7	66.7%	37.7	78.5%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	5.3%	3.0	6.2%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	15.0%	3.8	8.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	3.0%	0.5	1.2%	11,953.1	4.3%
Unknown	1.9	10.1%	2.9	6.1%	15,831.9	5.7%
Total Teaching Positions	19.0	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)	11.6	61.3%	33.7	72.4%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.8	4.2%	2.7	6.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.9	20.5%	5.9	12.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	4.0%	0.7	1.7%	11,746.9	4.2%
Unknown	1.8	9.8%	3.3	7.2%	14,303.8	5.2%
Total Teaching Positions	19.0	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)	10.6	59.0%	31.4	73.4%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.1	0.9%	2.1	5.1%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.9	22.2%	4.9	11.7%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	4.9%	0.8	2.1%	12,112.8	4.3%
Unknown	2.3	13.0%	3.3	7.8%	13,705.8	4.9%
Total Teaching Positions	17.9	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	0.7	1.8	2.9
Misassignments	2.1	2.1	0.9
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.8	3.9	3.9

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	0.5	0.7	0.0
Local Assignment Options	0.0	0.0	0.8
Total Out-of-Field Teachers	0.5	0.7	0.8

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)	10.3%	10.1%	6.2%
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	313:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.000
Library media teacher (librarian)	✕
Library media services staff (paraprofessional)	✕
Psychologist	1.000★
Social worker	0.000
Nurse	0.375▲
Speech/language/hearing specialist	1.000★
Resource specialist (nonteaching)	1.500

- ✕ Staffing provided through partnership with Monterey County Free Libraries.
- ★ Districtwide.
- ▲ 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
Buena Vista MS	\$8,027	\$75,817
Spreckels Union SD	\$10,582	\$77,591
California	\$11,146	\$85,291
School and district: percentage difference	-24.1%	-2.3%
School and California: percentage difference	-28.0%	-11.1%

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	\$11,048
Expenditures per pupil from restricted sources	\$3,020
Expenditures per pupil from unrestricted sources	\$8,027
Annual average teacher salary	\$75,817



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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