Spreckels Elementary School

Grades TK-5
CDS Code 27-66225-6026694

Teresa Scherpinski, Principal
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Fourth Street and Hatton Avenue
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https://spreckelsdistrict.org/schools/spreckels-elementary

SARC
2020-21

School
Accountability
Report Card
Published in 2021-22

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 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 tscherpinski@susd.net.

School Mission Statement

Spreckels Union School District fulfills 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.

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 the Parent Teacher Organization (PTO), Spreckels Union Educational Foundation, Activities may include student assembly programs; schoolwide fundraisers; district 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 spreckelsptopresident@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. 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 September 2021.

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.

Governing Board

Steve McDougall, President

Jennifer Kato, Vice President

Michael B. Scott, Clerk
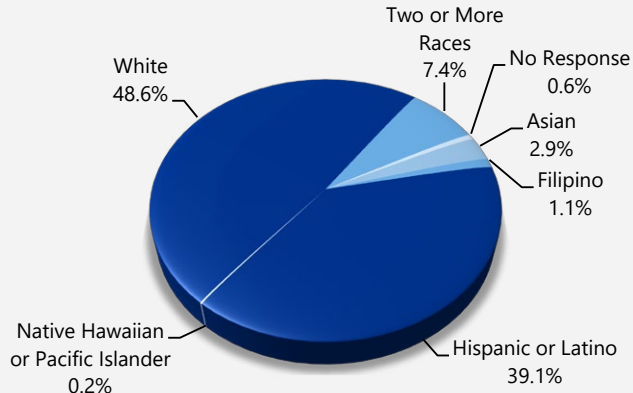
Dr. Chris Hasegawa, Member

Stephanie McMurtrie Adams, Member

Enrollment by Student Group

The total enrollment at the school was 619 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

White 48.6%

Two or More Races 7.4%

No Response 0.6%

Asian 2.9%

Filipino 1.1%

Hispanic or Latino 39.1%

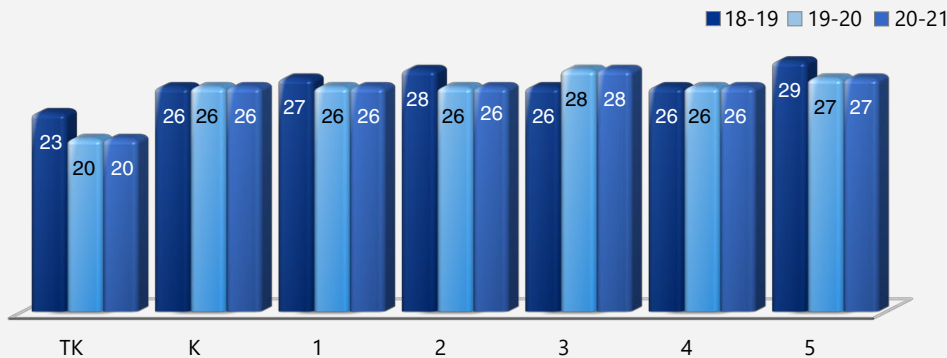Native Hawaiian or Pacific Islander 0.2%

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

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
TK	23	20	20
K	26	26	26
1	27	26	26
2	28	26	26
3	26	28	28
4	26	26	26
5	29	27	27

Number of Classrooms by Size — Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1			1			1		
K		4			4			4	
1		4			4			4	
2		4			4			4	
3		4			4			4	
4		4			4			4	
5		4			4			4	

Enrollment by Student Group

Demographics — 2020-21 School Year

Female	51.10%
Male	48.90%
Non-Binary	0.00%
English learners	6.00%
Foster youth	0.00%
Homeless	0.30%
Migrant	0.20%
Socioeconomically Disadvantaged	15.50%
Students with Disabilities	6.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	108
1	98
2	96
3	105
4	109
5	103
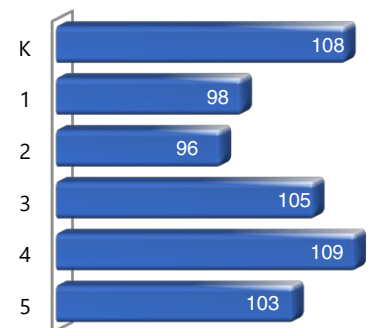
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Spreckels ES		Spreckels Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	0.2%	0.0%	0.6%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Spreckels ES	Spreckels Union SD	California
	19-20	19-20	19-20
Suspension rates	0.0%	0.2%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.00%	0.00%
Female	0.00%	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	0.00%	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	0.00%	0.00%

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	5
2020-21	5
2021-22	4

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2020-21 School Year	
Grade 5	
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	⁂	■	⁂	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

⁂ This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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

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

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

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.

CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Science Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	⁂	⁂	⁂	⁂	⁂
Female	⁂	⁂	⁂	⁂	⁂
Male	⁂	⁂	⁂	⁂	⁂
American Indian or Alaska Native	⁂	⁂	⁂	⁂	⁂
Asian	⁂	⁂	⁂	⁂	⁂
Black or African American	⁂	⁂	⁂	⁂	⁂
Filipino	⁂	⁂	⁂	⁂	⁂
Hispanic or Latino	⁂	⁂	⁂	⁂	⁂
Native Hawaiian or Pacific Islander	⁂	⁂	⁂	⁂	⁂
Two or more races	⁂	⁂	⁂	⁂	⁂
White	⁂	⁂	⁂	⁂	⁂
English Learners	⁂	⁂	⁂	⁂	⁂
Foster Youth	⁂	⁂	⁂	⁂	⁂
Homeless	⁂	⁂	⁂	⁂	⁂
Military	⁂	⁂	⁂	⁂	⁂
Socioeconomically disadvantaged	⁂	⁂	⁂	⁂	⁂
Students receiving Migrant Education services	⁂	⁂	⁂	⁂	⁂
Students with Disabilities	⁂	⁂	⁂	⁂	⁂

⁂ This school did not test students using the CAASPP for Science.

CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	316	296	93.67%	6.33%	43.58%
Female	164	153	93.29%	6.71%	49.02%
Male	152	143	94.08%	5.92%	37.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	122	114	93.44%	6.56%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	23	20	86.96%	13.04%	45.00%
White	154	146	94.81%	5.19%	49.32%
English Learners	21	20	95.24%	4.76%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	43	41	95.35%	4.65%	12.20%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	34	31	91.18%	8.82%	16.13%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

CAASPP Test Results by Student Group: Mathematics (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	316	288	91.14%	8.86%	42.51%
Female	164	152	92.68%	7.32%	39.74%
Male	152	136	89.47%	10.53%	45.59%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	122	109	89.34%	10.66%	33.03%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	23	20	86.96%	13.04%	40.00%
White	154	143	92.86%	7.14%	47.18%
English Learners	21	20	95.24%	4.76%	15.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	43	41	95.35%	4.65%	21.95%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	34	29	85.29%	14.71%	13.79%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

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 October 1, 2021 with a public hearing and a resolution for compliance, adopted by the board of trustees on October 7, 2021.

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 grade 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 — 2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	*SuperKids* (TK-2)	2014
Reading/language arts	*Units of Study in Reading* and *Units of Study in Writing*, Heinneman (3-5)	2018
Mathematics	*Eureka Math*	2016
Science	FOSS, Delta Education (K-2)	2008
Science	California Science, Harcourt School Publishers (3-5)	2008
History/social science	History-Social Science, California; Houghton Mifflin (K-5)	2007

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject — 2021-22 School Year

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

✧ Not applicable.

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group — 2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	632	16	2.50%
Female	328	320	6	1.90%
Male	318	312	10	3.20%
American Indian or Alaska Native	1	1	0	0.00%
Asian	20	20	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	7	7	0	0.00%
Hispanic or Latino	249	247	12	4.90%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	50	48	1	2.10%
White	314	304	3	1.00%
English Learners	48	47	4	8.50%
Foster Youth	2	2	0	0.00%
Homeless	2	2	0	0.00%
Socioeconomically Disadvantaged	102	102	9	8.80%
Students Receiving Migrant Education Services	1	1	0	0.00%
Students with Disabilities	58	54	3	5.60%

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 — 2021-22 School Year

Data collection date	10/7/2021

Quality of Textbooks

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

Quality of Textbooks — 2021-22 School Year

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

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	2021-22 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)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Fair
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Poor
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair
Overall summary of facility conditions	Fair
Date of the most recent school site inspection	11/8/2021

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		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Roof mounted HVAC system (rooms 10&11) need to be upgraded. Feasibility study underway to determine replacement priority as well as funding opportunities.	November 2021
Interior	Exterior paint refresh needed along with interior hallway. Date TBD during budget development process and available funding.	January 2022
Cleanliness	Mice infestation needs to be mitigated (remove food sources). Custodial/maintenance staff to remove food source and secure access points. Gopher control ongoing monitoring. Annual contract service by pest control vendor.	November 2021 & ongoing
Restrooms/fountains	Standalone portable restroom replacement needed. Contract executed July 2021. Site work scheduled to begin 2022.	July 2021-March 2022
Safety	Exterior paint refresh needed along with interior hallway. Date TBD during budget development process and available funding. Building exterior in need stucco repair and paint refresh. Date TBD during budget development process and available funding. Exit signage needed. Maintenance staff to install new signage. Metal entry doors in select portables in need of repainting. Maintenance staff to complete work during student breaks.	TBD; January 2022 & July-August 2022
Structural	Siding around base of exterior walls on several portables need to be reinforced. Date TBD during budget development process and available funding.	January 2022
External	Asphalt surface outside of classroom needs repair/refresh. Date TBD during budget development process and available funding. Tree trimming along sidewalk in need of trimming under powerlines. Landscape maintenance contract service to perform work during student breaks. Turf aeration and field leveling needed. In partnership with local facility user refresh plan to be coordinated during student breaks.	January 2022 & July-August 2022

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 and basketball. A large field play area is also part of the campus and includes a ball diamond.

There are 614 students currently enrolled. The goal of Spreckels School is to provide a positive educational community in which students do succeed and learn as responsible members of our community and the broader world. Continuous efforts are made to provide a safe campus for everyone. We assign staff to crossing guard duty and also monitor entry/exit points before and after school.

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 certificated 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 l program is also located on-site, serving our students before and after school. District offices, including maintenance and buses, are housed adjacent to the school site.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays 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					2020-21 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)	25.8	88.1%	39.2	82.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	2.0	6.8%	2.0	4.2%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.7	3.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.5	1.1%	12,115.8	4.4%
Unknown	1.5	5.1%	3.9	8.2%	18,854.3	6.9%
Total Teaching Positions	29.3	100.0%	47.3	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2020-21 School Year
Authorization/Assignment	Spreckels ES
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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 information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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.

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or

- An individual who holds no credential, permit, or authorization to teach in California.

  - "Ineffective" includes the following limited term emergency permits:

    - Provisional Internship Permits;

    - Short-Term Staff Permits;

    - Variable Term Waivers; and

    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)

- Special Education Limited Assignment Permit (SELAP)

- Short-Term Waivers

- Emergency English Learner or Bilingual Authorization Permits

- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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	2020-21 School Year
Indicator	**Spreckels ES**
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2020-21 School Year
Indicator	**Spreckels ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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.

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.

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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.468
Psychologist	✲
Social worker	0.000
Nurse	0.468★
Speech/language/hearing specialist	0.650
Resource specialist (nonteaching)	0.000

✧ Not applicable.
✲ Contracted service.
★ Health aide.

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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Spreckels Union SD	**Similar Sized District**
Beginning teacher salary	$45,553	$47,265
Midrange teacher salary	$64,940	$69,813
Highest teacher salary	$93,007	$91,237
Average elementary school principal salary	$116,422	$113,466
Average middle school principal salary	$98,505	$115,186
Superintendent salary	$142,815	$131,359
Teacher salaries: percentage of budget	34%	30%
Administrative salaries: percentage of budget	7%	7%

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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Spreckels ES	$5,282	$65,345
Spreckels Union SD	$5,999	$67,210
California	$8,444	$72,352
School and district: percentage difference	-11.9%	-2.8%
School and California: percentage difference	-37.4%	-9.7%

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$6,943
Expenditures per pupil from restricted sources	$1,661
Expenditures per pupil from unrestricted sources	$5,282
Annual average teacher salary	$65,345

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.

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.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
English Language Arts					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
LEAwide	654	611	93.43%	6.57%	54.05%
Female	334	310	92.81%	7.19%	58.50%
Male	320	301	94.06%	5.94%	49.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00%	0.00%	78.95%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	13	13	100.00%	0.00%	84.62%
Hispanic or Latino	257	238	92.61%	7.39%	44.44%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	49	45	91.84%	8.16%	53.33%
White	314	295	93.95%	6.05%	58.70%
English Learners	34	33	97.06%	2.94%	9.09%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	90	84	93.33%	6.67%	28.92%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	67	60	89.55%	10.45%	15.25%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	654	594	90.83%	9.17%	42.66%
Female	334	307	91.92%	8.08%	38.89%
Male	320	287	89.69%	10.31%	46.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00%	0.00%	68.42%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	13	13	100.00%	0.00%	76.92%
Hispanic or Latino	257	229	89.11%	10.89%	33.62%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	49	44	89.80%	10.20%	52.27%
White	314	288	91.72%	8.28%	44.95%
English Learners	34	32	94.12%	5.88%	15.63%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	90	83	92.22%	7.78%	27.71%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	67	55	82.09%	17.91%	12.73%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.