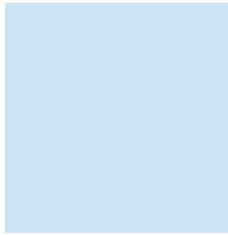


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



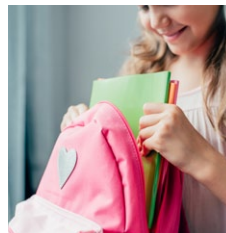
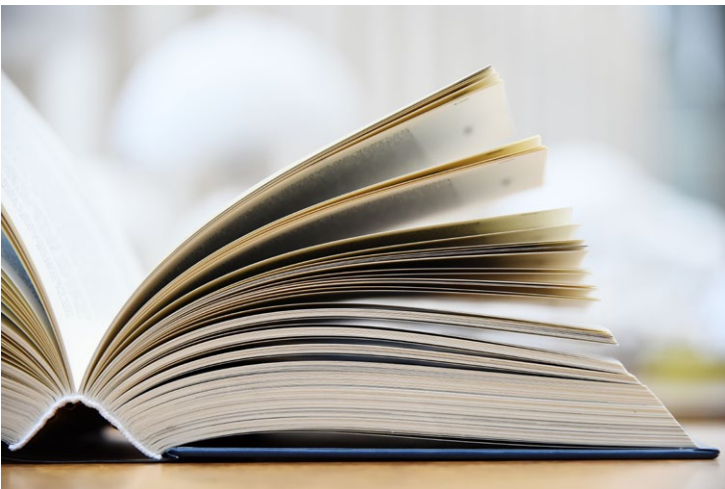
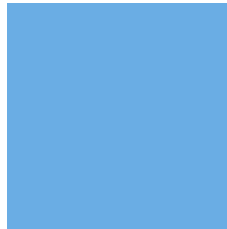
## Spreckels Elementary School

Grades TK-5  
CDS Code 27-66225-6026694

Teresa Scherpinski  
Principal  
[tscherpinski@spreckelsdistrict.org](mailto:tscherpinski@spreckelsdistrict.org)

Fourth Street and Hatton Avenue  
Spreckels, CA 93962  
(831) 455-1831

<https://spreckelsdistrict.org/schools/spreckels-elementary>



## Spreckels Union School District

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

Eric Tarallo, Superintendent ▪ [etarallo@spreckelsdistrict.org](mailto:etarallo@spreckelsdistrict.org) ▪ (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 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@spreckelsdistrict.org](mailto:tscherpinski@spreckelsdistrict.org).

## School Mission 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, or by volunteering in the classroom or with the Monterey County Reads program. Activities 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](mailto: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 parent 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 of for weapons and drugs on campus.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.



## 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

*The mission of the Spreckels Union School District is to be the premier district in Monterey County by providing all students an innovative education in a traditional, small-town environment.*



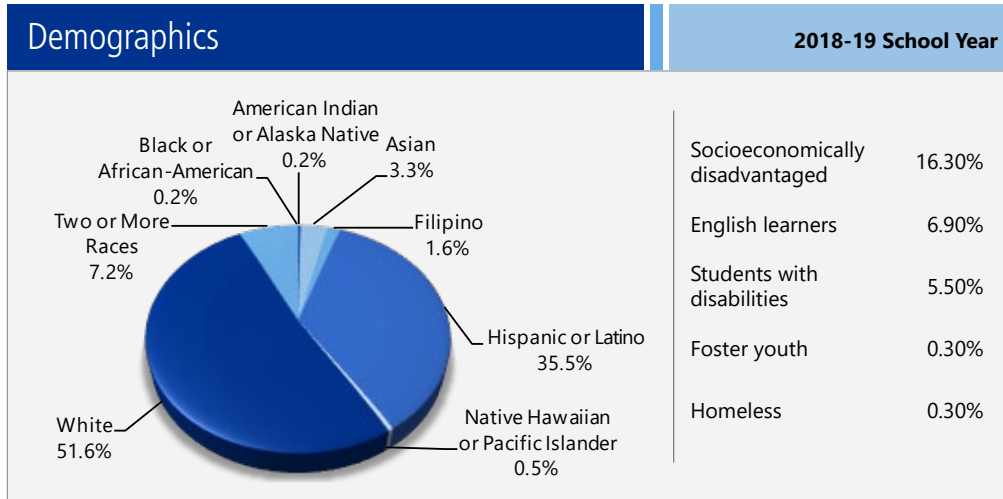
## Governing Board

Dr. Peter Oppenheim, President  
Steve McDougall, Vice president  
Michael B. Scott, Clerk  
Dr. Chris Hasegawa, Member  
Jennifer Kato, Member



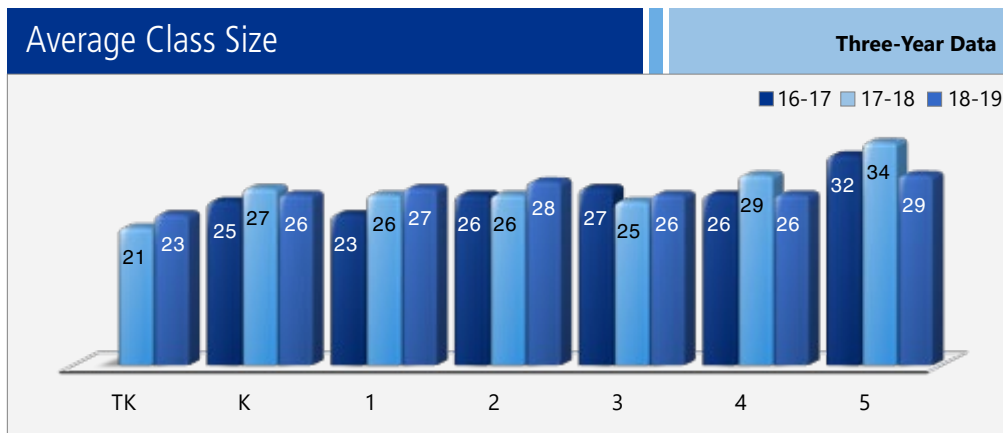
## Enrollment by Student Group

The total enrollment at the school was 637 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

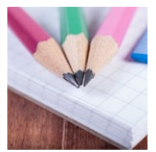
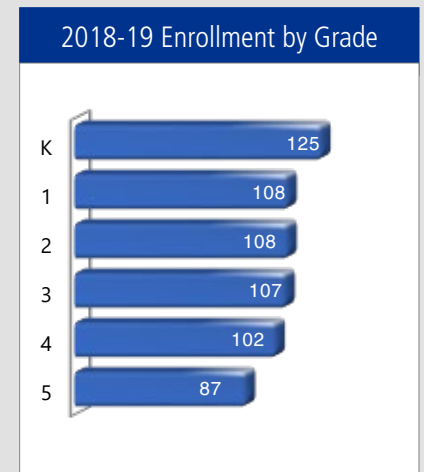
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level,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



Number of Classrooms by Size						Three-Year Data			
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK					1			1	
K		5			4			4	
1		4			4			4	
2		4			4			4	
3		3			4			4	
4	2	4			3			4	
5	1	2				3		4	

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Spreckels ES			
	16-17	17-18	18-19
Suspension rates	0.5%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
Spreckels Union SD			
	16-17	17-18	18-19
Suspension rates	0.8%	0.4%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



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

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Spreckels ES		Spreckels Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Spreckels ES		Spreckels Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	60%	62%	61%	66%	50%	51%
Mathematics	51%	54%	50%	52%	38%	40%

## 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Spreckels ES
		Grade 5
Four of six standards		18.4%
Five of six standards		20.7%
Six of six standards		24.1%

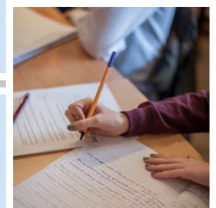
## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 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.

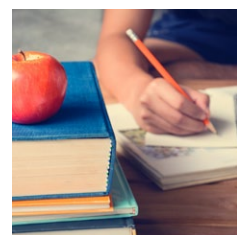




## CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	292	291	99.66%	0.34%	61.51%
Male	150	150	100.00%	0.00%	63.33%
Female	142	141	99.30%	0.70%	59.57%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	11	100.00%	0.00%	90.91%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	97	97	100.00%	0.00%	52.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	157	156	99.36%	0.64%	65.38%
Two or more races	22	22	100.00%	0.00%	54.55%
Socioeconomically disadvantaged	57	57	100.00%	0.00%	47.37%
English learners	27	27	100.00%	0.00%	22.22%
Students with disabilities	27	27	100.00%	0.00%	18.52%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

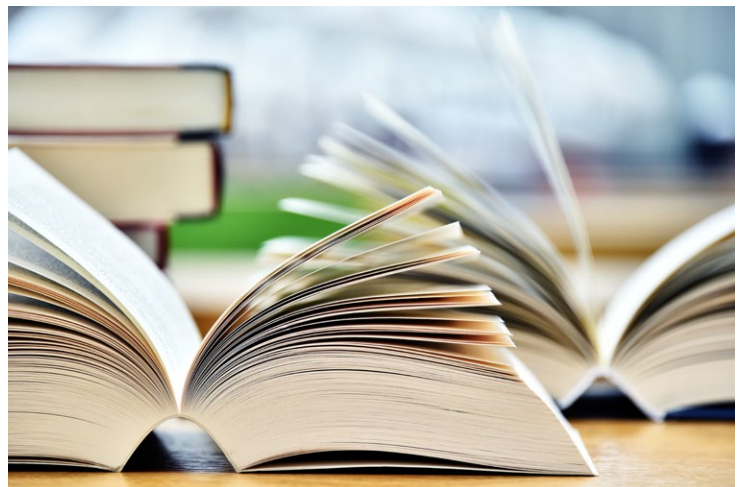
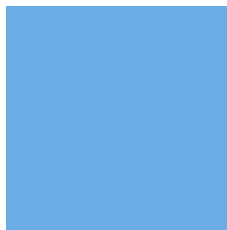




## CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	291	290	99.66%	0.34%	54.48%
Male	150	150	100.00%	0.00%	59.33%
Female	141	140	99.29%	0.71%	49.29%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	11	100.00%	0.00%	72.73%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	96	96	100.00%	0.00%	51.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	157	156	99.36%	0.64%	57.05%
Two or more races	22	22	100.00%	0.00%	40.91%
Socioeconomically disadvantaged	56	56	100.00%	0.00%	32.14%
English learners	26	26	100.00%	0.00%	19.23%
Students with disabilities	26	26	100.00%	0.00%	11.54%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested 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 in September 2019 with a public hearing and a resolution for compliance, adopted by the board of trustees on September 3, 2019.

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		2019-20 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, Heinemann (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 textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Spreckels ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		✧
Foreign language		✧
Health		✧

## 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.

✧ Not applicable.

## Quality of Textbooks

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

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## 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	
2019-20 School Year	
Data collection date	9/3/2019

## 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. The district supports afterschool enrichment programs in many areas, such as gardening, cooking, mathematics, Spanish and art.



## 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		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Fair
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Poor
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/25/2019
<b>Date of the most recent completion of the inspection form</b>		10/25/2019

## 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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	Upgrade HVAC systems in Kinder/TK building. Assessment completed. Project cost under review. Upgrade HVAC systems in Library building. Proposal accepted work pending equipment arrival.	August-November 2019
<b>Interior</b>	Interior walls in Main building paint refresh. Project timeline determined through budget development.	January-May 2020
<b>Cleanliness</b>	Termite infestation continues in Main building. Fumigation scheduled. Gopher and ant monitoring/control ongoing. Monthly integrated pest management and mitigation through one-time applications.	November 2019 & ongoing
<b>Restrooms/fountains</b>	Removal of disabled drinking fountains hardware. Staff assignment.	November-December 2019
<b>Safety</b>	Exterior of Main building paint refresh. Project timeline determined through budget development. G-wing building exterior in need of painting and repair of cracks in stucco. Project timeline determined through budget development. Metal entry doors in select portables paint refresh. Staff assignment during summer recess. Entryway overhangs paint refresh. Staff assignment during summer recess.	January-May 2020 & summer 2020
<b>External</b>	Tree trimming along sidewalk trimming under powerlines. Spreckels Special District request to complete work. Turf aeration and field leveling. Project timeline determined through budget development and local user group.	November 2019 & January-May 2020

## 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 671 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 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 day-care center 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 Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Spreckels Union SD	Spreckels ES		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	44	29	31	29
<b>Without a full credential</b>	2	2	0	1
<b>Teaching outside subject area of competence (with full credential)</b>	1	0	1	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Spreckels ES		
Teachers		17-18	18-19	19-20
<b>Teacher misassignments of English learners</b>		0	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		0	0	1

## Professional Development

New teachers are provided additional support through the Monterey County Office of Education new teacher induction program.

Early release days are scheduled each Wednesday so teachers can collaborate and share ideas to improve instruction. Teachers are also encouraged to attend workshops and conferences to continue their professional development.

The district's Local Control and Accountability Plan (LCAP) budgets funds for professional development opportunities in math, Common Core State Standards implementation, English language development and technology.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
<b>Number of school days dedicated to staff development and continuous improvement</b>		5	5	5

✧ Not applicable.



## 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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
<b>Academic counselors</b>	✧
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	★
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.44
<b>Psychologist</b>	★
<b>Social worker</b>	0.00
<b>Nurse</b>	0.47 ★
<b>Speech/language/hearing specialist</b>	0.65
<b>Resource specialist (nonteaching)</b>	1.00
★ Contract service.	
★ Health Aide and visits from Certified Nurse.	



## Financial Data

The financial data displayed in this SARC is from the 2017-18 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](http://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](http://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](http://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	2017-18 Fiscal Year	
	Spreckels Union SD	Similar Sized District
<b>Beginning teacher salary</b>	\$43,147	\$45,252
<b>Midrange teacher salary</b>	\$61,511	\$65,210
<b>Highest teacher salary</b>	\$88,096	\$84,472
<b>Average elementary school principal salary</b>	\$99,675	\$107,614
<b>Average middle school principal salary</b>	\$99,675	\$112,242
<b>Superintendent salary</b>	\$137,270	\$124,686
<b>Teacher salaries: percentage of budget</b>	37%	31%
<b>Administrative salaries: percentage of budget</b>	7%	7%

## Financial Data Comparison

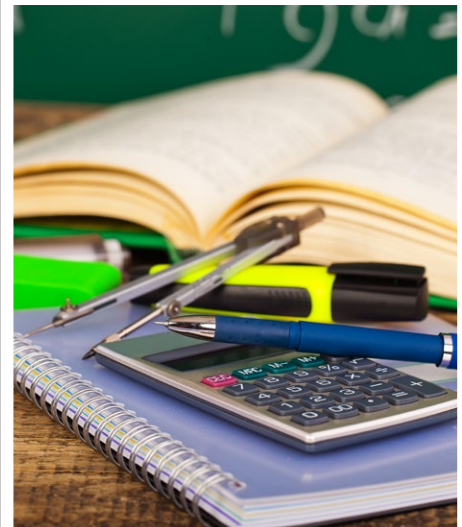
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Spreckels ES</b>	\$4,562	\$63,778
<b>Spreckels Union SD</b>	\$5,261	\$73,467
<b>California</b>	\$7,507	\$64,941
<b>School and district: percentage difference</b>	-13.3%	-13.2%
<b>School and California: percentage difference</b>	-39.2%	-1.8%

## 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	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$5,457
<b>Expenditures per pupil from restricted sources</b>	\$895
<b>Expenditures per pupil from unrestricted sources</b>	\$4,562
<b>Annual average teacher salary</b>	\$63,778



## 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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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 provides reports for accountability, test data, enrollment, 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 2019.