



[SARC Home](#) » Ledesma (Rita) Elementary

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

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

DataQuest

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

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.

Tammy Unck, Principal

- Principal, Ledesma (Rita) Elementary

About Our School

Contact

Ledesma (Rita) Elementary
1001 Schoolhouse Rd.
San Jose, CA 95138-1374

Phone: 408-224-2191

Email: tunck@ogsd.net

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	José Manzo
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net
School Contact Information (School Year 2020–2021)	
School Name	Ledesma (Rita) Elementary
Street	1001 Schoolhouse Rd.
City, State, Zip	San Jose, Ca, 95138-1374
Phone Number	408-224-2191
Principal	Tammy Unck, Principal
Email Address	tunck@ogsd.net
Website	ledesma.ogsd.net
County-District-School (CDS) Code	43696256116081

Last updated: 1/9/2021

School Description and Mission Statement (School Year 2020–2021)

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

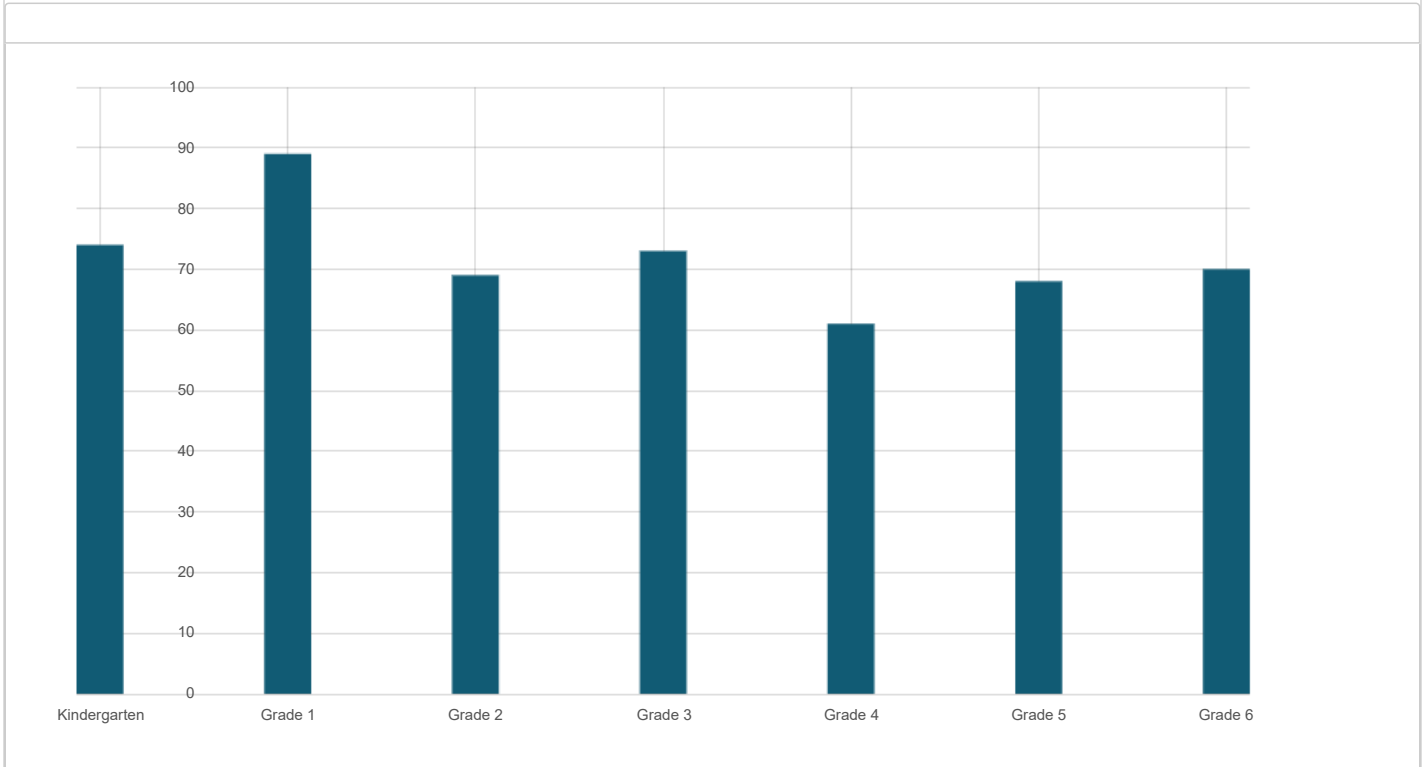
Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Last updated: 1/9/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	74	89	69	73	61	68	70	504



Last updated: 1/9/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	3.20 %	%	35.50 %	8.90 %	27.80 %	0.80 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	26.00 %	19.40 %	5.00 %	0.20 %	0.20 %

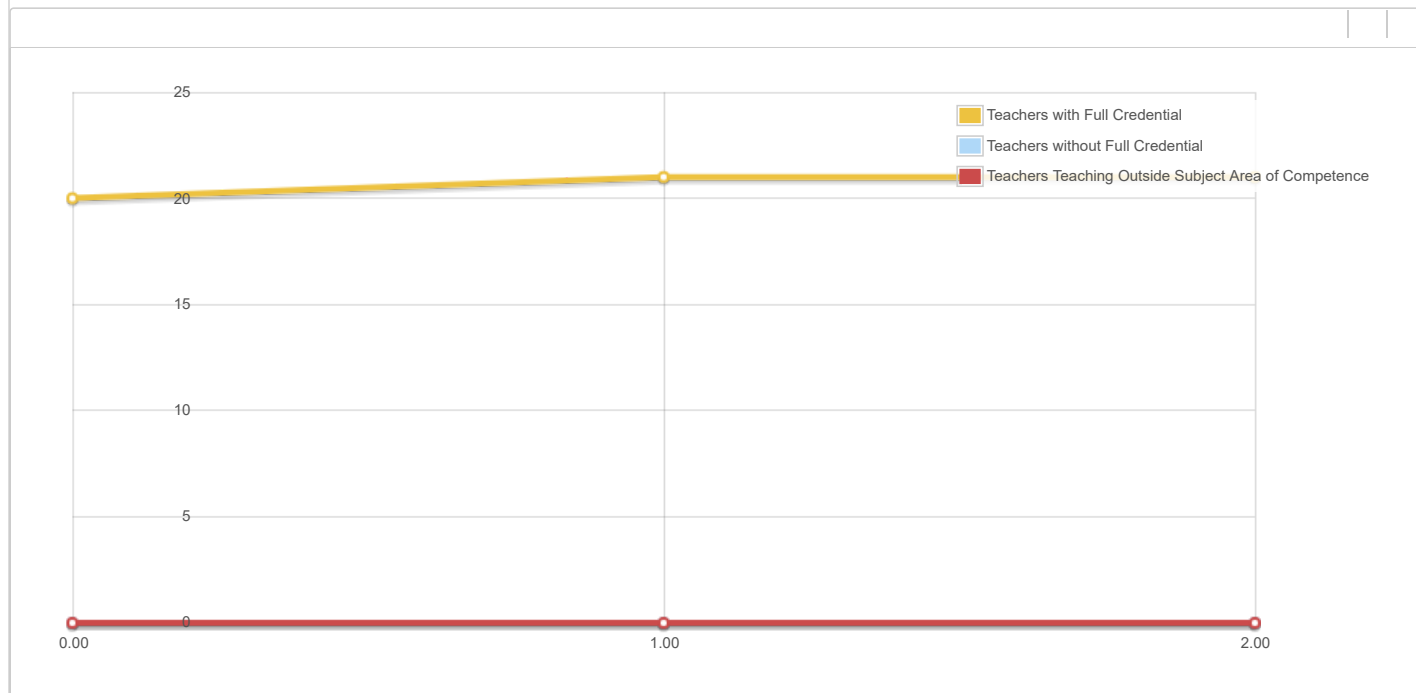
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

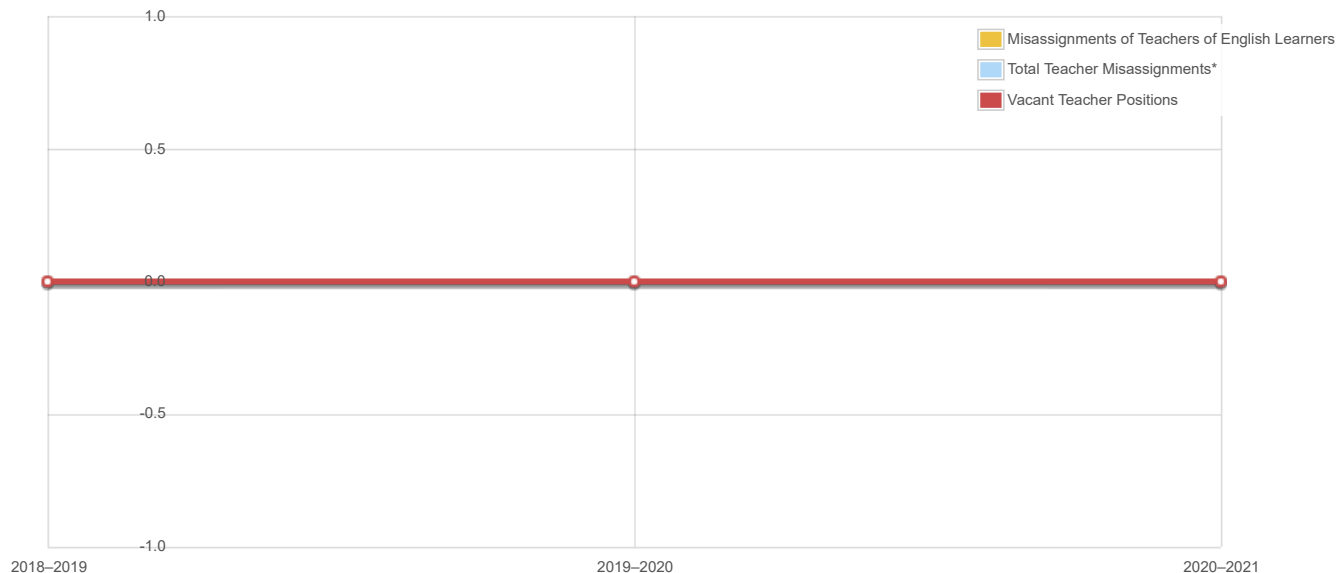
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	20	21	21	427
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/9/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/9/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0.00 %
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0.00 %
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0.00 %
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2021

School Facility Conditions and Planned Improvements

During the FIT inspection we found some stained ceiling tiles, A few lighting issues, and a toilet leak issue. Work orders were created and overall the site is in "Good" condition.

Last updated: 1/7/2021

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
Interior: Interior Surfaces	Fair	Found some ceiling tiles with water stains. Work orders were created to change out the tiles and check the roof.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Fair	Few lighting issues were noted. Work orders were created for the repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	During the inspection we found one toilet leaking when flushed. Work order was created.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage, Roofs	Fair	Work orders created to try to find small roof leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
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Last updated: 1/7/2021

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	68%	N/A	50%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	65%	N/A	42%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

Last updated: 1/9/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/9/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/9/2021

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	51	N/A	40	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/9/2021

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/9/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/9/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions. We will need to engage families virtually during distance learning. Train and support parents on how to access school wide and teacher online platforms. Offer families multiple ways to engage and attend parent meetings and classroom events via virtual resources, zoom, google meet, social media, etc. Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families. School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families. In Distance Learning virtual parent meetings are being held through Google meets and Zoom. The principal, secretary and community liaison will reach out to families to personally invite them through phone calls, emails and parent square messages. Continue to monitor the percent of families that are connected and have accurate information on file with a goal of 100%. Monitor the attendance of parent meetings through the notes and or attendance logs.

Last updated: 1/9/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
0.80%	0.00%
0.80%	0.00%
2.90%	0.00%
2.80%	0.00%
3.50%	0.10%
3.50%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

Rate (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.60%	0.00%
District 2019–2020	1.20%	0.00%
State 2017–2018	--	--

Rate	Suspensions	Expulsions
State 2019–2020		
District 2018–2019		
State 2017–2018		
State 2018–2019		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

Last updated: 1/9/2021

School Safety Plan (School Year 2020–2021)

Ledesma School Site Council met and approved the Ledesma School Safety Plan on January 18, 2021. DUE TO THE COVID-19 PANDEMIC AND MANDATED SCHOOL CLOSURES THAT BEGAN ON MARCH 13, 2020, DISCIPLINE AND ATTENDANCE DATA FOR 2019-2020 AND 2020-2021 IS NOT COMPARABLE TO PREVIOUS YEARS AND WILL THEREFORE NOT BE INCLUDED. We are adopting additional safety measures this year around Covid-19. Additionally, due to COVID-19 pandemic:

Hand sanitizing stations will be located in common areas such as lunch areas, front offices, and priority locations identified by the principal.

Water fountains will be disabled. Students are encouraged to bring their own water bottles and may refill them at designated sinks on campus.

The District will provide face masks for staff. All staff are required to wear fabric face coverings unless prevented due to health conditions or instructional/communication needs. In those instances, staff will be provided with a clear face shield. Additional disposable masks and gloves are also available, as needed. HVAC schedules will be set to run at least one hour before and after occupied hours.

HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air. All HVAC units have been equipped with MERV13 units recommended by CDC.

The district provided mist disinfectant sprayers will enable custodial staff to more efficiently disinfect our campuses. The units spray a fine mist of disinfectant solution that is statically charged and then adheres to the surfaces in the room ensuring coverage. Detailed attention will be given to high-touch areas such as door handles, desktops, sink handles, handrails and restrooms throughout the day.

Strict cleaning and disinfecting protocols will be in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment. Teachers will be responsible for the frequent cleaning of high-touch surfaces in the classrooms throughout the school day.

The second goal for Ledesma will be to update the ARCC to ensure adequate necessary supplies in the event of an emergency. Each class will receive a bin, along with a gallon-sized zip-top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC. Updated materials include 4 lanterns, 100 feminine pads, 2 privacy screens for restrooms.

Last updated: 1/9/2021

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	25.00	27.00	26.00	34.00	34.00	33.00	
Number of Classes * 1-20	3	2	2	3	1	2	3	
Number of Classes * 21-32								

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

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

33+

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	24.00	23.00	22.00	28.00	34.00	34.00	
Number of Classes * 1-20	4	2	3	3	3	1	3	
Number of Classes * 21-32								

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

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

33+

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	24.00	23.00	23.00	27.00	30.00	33.00	27.00
Number of Classes * 1-20	3	3	3	3	1	1	1	4
Number of Classes * 21-32								

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

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

Last updated: 1/9/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

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

Last updated: 1/9/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	

	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	

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

Last updated: 1/9/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11820.00	\$3189.00	\$8631.00	\$89047.00
District	N/A	N/A	\$8430.00	\$85351.00
Percent Difference – School Site and District	N/A	N/A	1.50%	2.80%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	7.00%	3.70%

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

Last updated: 1/9/2021

Types of Services Funded (Fiscal Year 2019–2020)

In Distance Learning: Staff will receive professional Development regarding online platforms such as Nearpod and Common Sense media so that all students receive at minimum of one lesson a week that is specific to the social and emotional well being of our students during Covid-19. In Distance Learning: Additional support provided by district and community resources such as Community Liaison, social workers and mental health counselors. Train staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support can be referred to the school Mental Health Counselor. PD for the online platforms that we already have but aren't using fully (studies weekly, NewsELA, RAZ-Kids, GoNoodle, Nearpod and Common Sense Media), time for sorting through those platforms to curate engaging, whole-child curriculum. Special focus will be placed on trauma informed practice, engagement, and student empowerment. Increased need for social-emotional support, mental health support, and positive identity development. Purchase technology equipment for classrooms to maintain a site standard of one chromebook cart with the goal of 1:1 devices, a LCD projector, document camera and speakers in each classroom, including the resource specialist's room and service agreements for technology equipment that provides academic support to students. Hand out and distribute district provided chromebooks and hotspots. Continue outreach to vulnerable families to check in on connectivity and device useability. Promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families). Provide office hours and contact information to support families with tech needs. We will also need to address issues of digital citizenship and training for the use of all the new digital learning tools and platforms (G-suite, Jamboard, Screencastify, Adobe Enterprise, Nearpod, Flipgrid, etc.). In Distance Learning, students will receive additional synchronous support beyond the school day. Additionally, Special Education Instructional Assistants will receive chromebooks to support the additional synchronous lessons as well as "push in" support. This is provided by the change in daily schedule and the district purchase of chromebooks. Prioritize the need to service students with IEP's more instructional time that falls outside of the regular day of Instructional Minutes. Give Instructional Aides chromebooks so they can work with students with IEP's in break out rooms during Google Meets. In distance learning we will schedule materials distribution dates as needed to prioritize our hands-on learning activities even during distance learning. Teachers will prepare manipulatives, visual aids, hard copies of books, guided reading and literature circle books, art supplies, and other hands-on learning aids for students to take home for use during distance learning. Instructional supplies, materials, print shop resources, items that teachers may need to support their individual students with the resources needed to attain a goal of at standard or above standard in ELA and Math. (In Distance Learning: Digital platform, student workbooks, and home-school connection workbooks will be purchased/provided). Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math. Professional Development release days to attend conferences. Staff teaching a combo class may be released to attend off site activities with specific grade level while other grade level stays at school with a substitute. During Distance Learning administrator and teachers have the opportunity to utilize Wednesdays to collaborate and participate in Professional Development. Cost to support the types of services funded during Distance Learning will be done through the district office, Ledesma's Locally Controlled Funding, Ledesma Home and School Club and through the use of the Low Performing Block Grant. Specific allocation of funding can be located in the 2020-2021 Ledesma SPSA Plan.

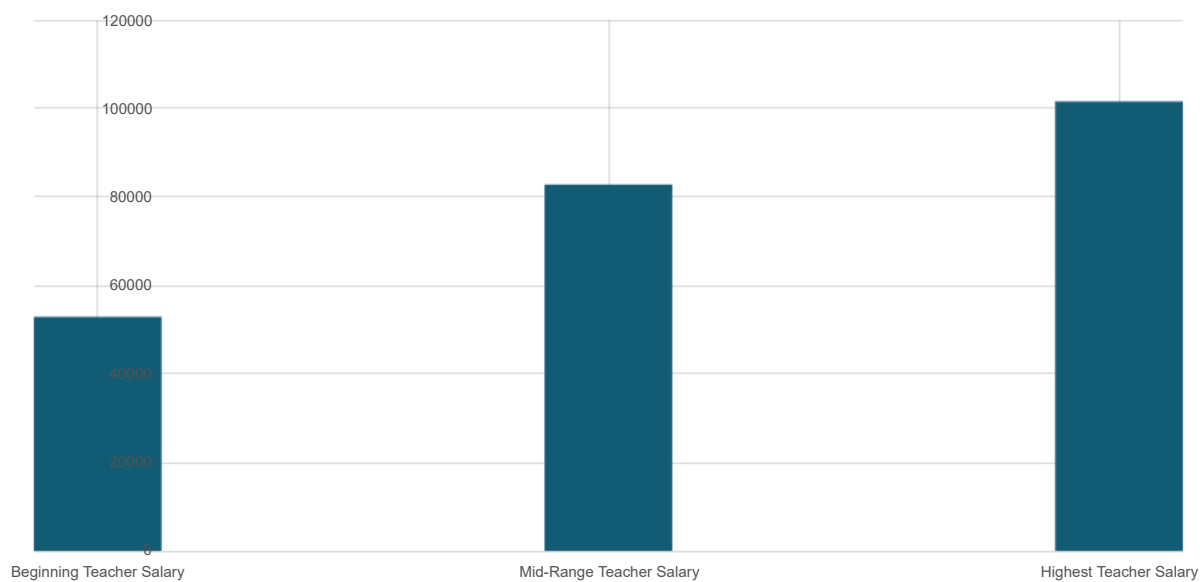
Last updated: 1/9/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

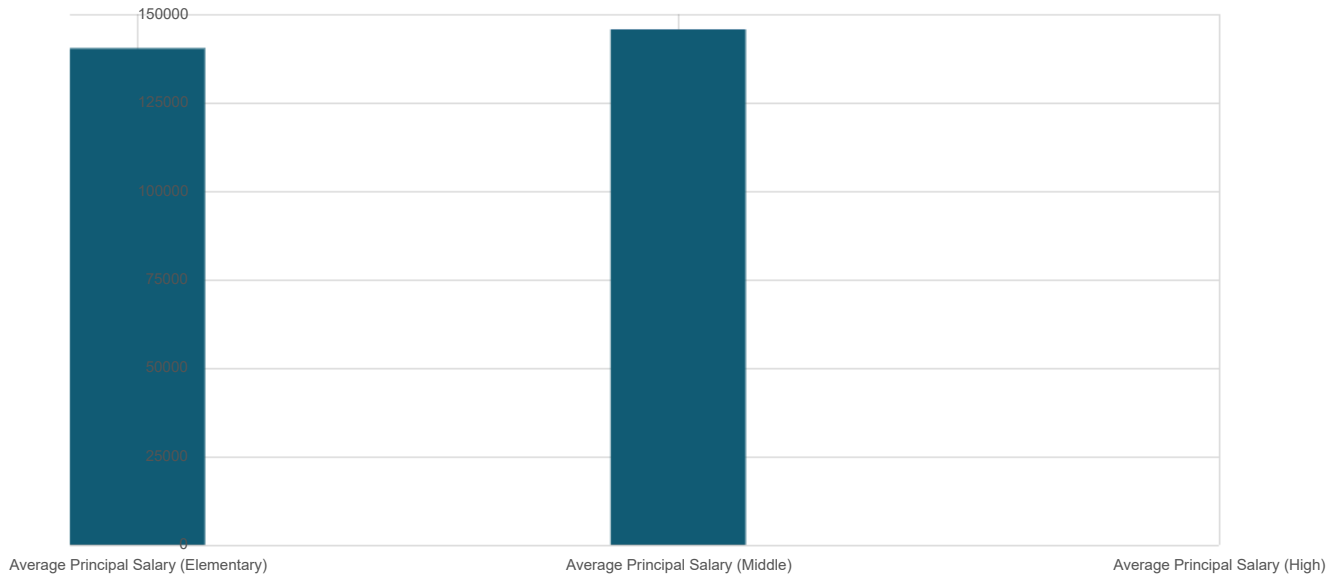
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$51,004
Mid-Range Teacher Salary	\$82,818	\$82,919
Highest Teacher Salary	\$101,605	\$104,604
Average Principal Salary (Elementary)	\$140,343	\$131,277
Average Principal Salary (Middle)	\$145,697	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$283,851	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



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Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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