

Ledesma (Rita) Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 1001 Schoolhouse Rd.
San Jose, CA , 95138-
1374

Principal: Jason Sorich

Phone: 408-224-2191

Grade
Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Jason Sorich

📍 Principal, Ledesma (Rita) Elementary

About Our School



We've identified 4 pillars that will guide our work:

- **Writing across the curriculum with a focus on effective communication & creativity**
- **Socio-emotional support that ensures student wellness & safety**
- **Meaningful technology integration that allows for differentiation & innovation**
- **Math competency that highlights both fluency and reasoning**

We are committed to modeling a respectful, safe, and responsible environment both in and out of the classroom. Developing a love of school at an early age is a critical component to continued success down the line, and we strive to do just that.

Contact

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

Phone: [408-224-2191](tel:408-224-2191)

Email: jsorich@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	(408) 224-2191
Superintendent	Manzo, José
Email Address	jmanzo@ogsd.net

Website <https://ledesma.ogsd.net>

School Contact Information (School Year 2022–23)

School Name Ledesma (Rita) Elementary

Street 1001 Schoolhouse Rd.

City, State, Zip San Jose, CA , 95138-1374

Phone Number 408-224-2191

Principal Jason Sorich

Email Address jsorich@ogsd.net

Website <https://ledesma.ogsd.net>

**County-District-School
(CDS) Code** 43696256116081

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

Our Mission

Ledesma is a 21st century school that fosters collaborative and engaging academic experiences. Ledesma is a safe and nurturing environment while providing the foundation of academic growth, which prepares students to excel throughout their future.

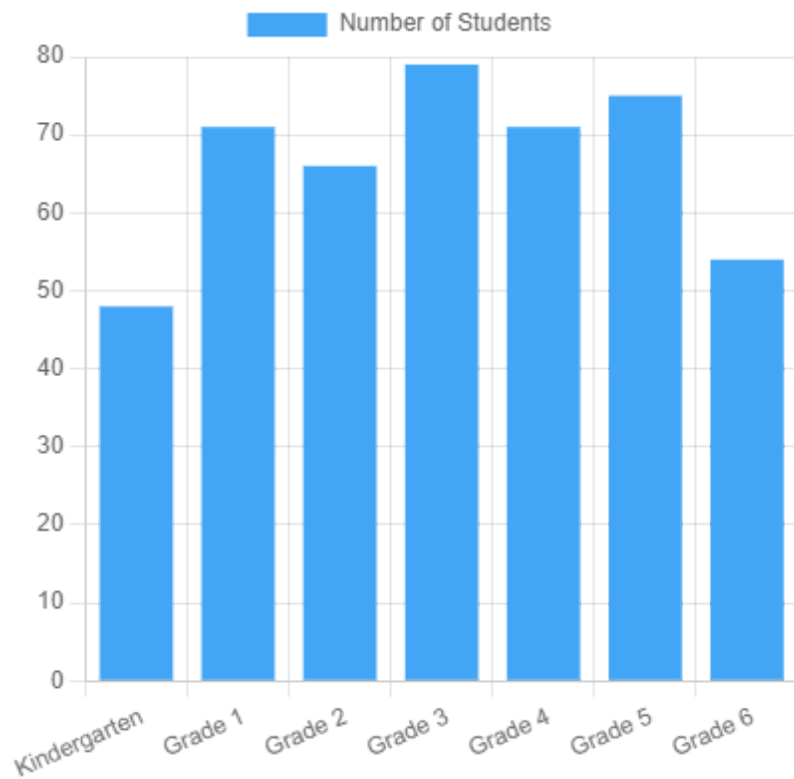
Core Values

Be Respectful,
Be Responsible,
Be Safe,
Do Your Personal Best

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	48
Grade 1	71
Grade 2	66
Grade 3	79
Grade 4	71
Grade 5	75
Grade 6	54
Total Enrollment	464



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	32.00%
Black or African American	3.00%
Filipino	8.00%
Hispanic or Latino	36.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	20.00%
Students with Disabilities	9.00%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	9.00%
White	11.00%

A. Conditions of Learning

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 Preparation and Placement (School Year 2020–21)

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)	21.10	100.00	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.74	12115.80	4.41
Unknown	0.00	0.00	22.40	5.32	18854.30	6.86
Total Teaching Positions	21.10	100.00	420.90	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

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%
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
and CCSS-related areas for which they were reviewed.			
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Ledesma Elementary is made up of several building wings that house the administration, classrooms, library and cafeteria.

Ledesma Elementary is now 25 years old and is the newest campus to be built at Oak Grove School District. The campus was found to be in Good condition for several categories, however minor work orders in other categories brought the overall condition to be Fair. Work orders have been generated to address the maintenance needs. The District looks forward to future modernization of the campus with the recent passing of Bond Measure P.

Last updated: 2/1/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Work orders have been generated to address minor HVAC issues and drain line clogs.
Interior: Interior Surfaces	Fair	Work order generated to address minor issue found in classroom wing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Work orders generated to address minor light out issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Fair
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Last updated: 2/1/23

B. Pupil Outcomes

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 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).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	60%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	55%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/24/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	264	94.29	5.71	60.23
Female	129	125	96.90	3.10	62.40
Male	151	139	92.05	7.95	58.27
American Indian or Alaska Native	0	0	0	0	0
Asian	75	74	98.67	1.33	82.43
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	85.00
Hispanic or Latino	111	102	91.89	8.11	37.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	74.07
White	34	29	85.29	14.71	58.62
English Learners	45	43	95.56	4.44	25.58
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	58	90.63	9.37	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	19	59.38	40.62	21.05

Note: ELA 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.

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.

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.

Last updated: 1/24/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	265	94.64	5.36	55.09
Female	129	126	97.67	2.33	44.44
Male	151	139	92.05	7.95	64.75
American Indian or Alaska Native	0	0	0	0	0
Asian	75	74	98.67	1.33	81.08
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	111	103	92.79	7.21	27.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	62.96
White	34	29	85.29	14.71	72.41
English Learners	45	44	97.78	2.22	25.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	58	90.63	9.37	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	19	59.38	40.62	31.58

Note: 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.

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.

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.

Last updated: 1/24/23

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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
Science (grades 5, 8, and high school)	NT	38.57	NT	36.27	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/24/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	70	93.33	6.67	38.57
Female	38	37	97.37	2.63	24.32
Male	37	33	89.19	10.81	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	70.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	31	91.18	8.82	12.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)
 – divided by –
 (The total number of students enrolled at time of testing)

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	93%	90%	95%	90%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 2/1/23

C. Engagement

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

We actively engage families and community members in supporting the implementation of CCSS instruction, and provide input to program decisions. We inform families with all the dates and agendas for various parent meetings. We provide families with information in their primary language so they have access to the information for various parent meetings. We 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. Our school secretary and principal work closely to ensure that our student information system is current and clean.

Our school secretary and principal monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families. In person meetings are conducted along with virtual parent meetings through Google meets and Zoom. The principal, secretary and community liaison reach out to families to personally invite them through phone calls, emails and parent square messages. We continue to monitor the percent of families that are connected and have accurate information on file with a goal of 100%. We monitor the attendance of parent meetings through the notes and or attendance logs.

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	484	108	22.3
Female	234	228	54	23.7
Male	257	256	54	21.1
American Indian or Alaska Native	2	2	1	50.0
Asian	152	151	16	10.6
Black or African American	14	14	8	57.1
Filipino	37	36	3	8.3
Hispanic or Latino	184	180	63	35.0
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	41	40	6	15.0
White	55	55	7	12.7
English Learners	101	101	31	30.7
Foster Youth	2	2	2	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	116	115	44	38.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	49	22	44.9

Last updated: 1/25/23

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 by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0.00
Female	0.00	0.00
Male	2.33	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	2.70	0.00
Hispanic or Latino	2.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.44	0.00
White	0.00	0.00
English Learners	1.98	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.12	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic.

Strategy 1.1: All grades are currently in distance learning. Tentatively stagger in person instruction two grade levels at a time every two weeks.

Assessment 1.1: Schedule developed, implemented, posted and distributed as needed addressing staggering.

Strategy 1.2: Students and staff are asked to self screen for symptoms including fever (100 F+) prior to coming to the school site.

Assessment 1.2: Protocol developed, communicated, posted and distributed as needed.

Strategy 1.3: Use of signage, physical barriers, staggered arrival/departure times to maintain physical distancing.

Assessment 1.3: Purchase and implementation of needed materials. Map with detailed plan of use of signage, physical barriers with plan for staggered arrival/departure developed, posted and distributed.

Strategy 1.4: Staff and students will be trained on proper hand washing and use of sanitizer to take place several times a day with sanitizer stations throughout school campus.

Assessment 1.4: Training scheduled and presented to staff and students on the first day of school.

Strategy 1.5: Students will be asked to wear face coverings upon arrival to the school site, throughout the day in their classrooms, as they transition between classes, as they travel around campus, when they have less than 6 feet of distance between themselves and another student or staff member, and when they are dismissed.

Assessment 1.5: Protocol communicated and posted to families, students and staff.

Strategy 1.6: Staggered breaks and lunch with limited visitors and volunteers

Assessment 1.6: Schedule developed and visitor/volunteer protocol communicated to families and community.

Strategy 1.7: Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID 19 or exhibits symptoms of COVID-19.

Assessment 1.7: Communicate and implement protocol as defined by COVID district guidelines.

Strategy 1.8: Provide a wide variety of free resources to families. The focus of service is for students in grades TK-8 who may be experiencing any of the following: difficult situations at home or in school, depression, continued academic failure.

Assessment 1.8: Inform staff and families of resources available and review the referral process.

Baseline Data 1.1: Since COVID-19 is unprecedented, there is no baseline data to follow.

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 2.1: 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.

Strategy 2.2:

Updated materials include 4 lanterns, 100 feminine pads, 2 privacy screens for restrooms.

Updated materials include 4 lanterns, 300 feminine pads, 4 privacy screens for restrooms.

Baseline Data 2.1 /2.2: Lanterns, feminine pads and privacy screens are new items to the ARCC.

Assessment 2.1: Confirm storage of classroom bins with zip top bags for every student by October.

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January.

Comments: Ledesma has a preschool and extended day program that is on site which is included in our Emergency Preparedness Plan. They participate in all drills that the school conducts. The staff and students are trained and knowledgeable about safety procedures to support their safety. The safety team shares with staff reflections and continues their practices so that all members are prepared in case of a real emergency situation.

Last updated: 1/26/23

D. Other SARC information

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	24.00		3	
2	23.00		3	
3	23.00		3	
4	27.00		1	
5	30.00		1	
6	33.00		1	
Other**	27.00		4	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	25.00		3	
2	22.00		4	
3	24.00		3	
4	34.00			1
5	33.00			
6	34.00			1
Other**	19.00	1		1

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		2	
1	24.00		3	
2	22.00		3	
3	22.00		3	
4	31.00		2	
5	32.00		2	
6	28.00		1	
Other**	20.00	1	2	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11576.00	\$3674.00	\$7902.00	\$93028.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	3.44%	4.82%
State	N/A	N/A	\$6593.62	\$87271.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	11.68%	4.21%

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

In Distance Learning: Staff received 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. Trained staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support were referred to the school Mental Health Counselor.

PD for the online platforms that we already have but weren't using fully (studies weekly, NewsELA, RAZKids, GoNoodle, Nearpod and Common Sense Media), time for sorting through those platforms to curate engaging, whole-child curriculum. Special focus was placed on trauma informed practice, engagement, and student empowerment.

Increased need for social-emotional support, mental health support, and positive identity development. Purchased 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. Handed out and distributed district provided chromebooks and hotspots. Continued outreach to vulnerable families to check in on connectivity and device useability.

Promoted the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families).

Provided office hours and contact information to support families with tech needs. We addressed 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 received additional synchronous support beyond the school day.

Additionally, Special Education Instructional Assistants received chromebooks to support the additional synchronous lessons as well as "push in" support. This was provided by the change in daily schedule and the district purchase of chromebooks. Prioritized the need to service students with IEP's more instructional time that falls outside of the regular day of Instructional Minutes.

School Accountability Report Card

[https://sarconline.org/public/print/43696256116081/2020-2021\[2/8/2022](https://sarconline.org/public/print/43696256116081/2020-2021[2/8/2022)
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Gave Instructional Aides chromebooks so they can work with students with IEP's in break out rooms during Google Meets. In distance learning we scheduled materials distribution dates as needed to prioritize our hands-on learning activities even during distance learning. Teachers prepared 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 needed 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 were 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 released days to attend conferences. Staff teaching a combo class were 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 had the opportunity to utilize Wednesdays to collaborate and participate in Professional Development. Cost to support the types of services funded during Distance Learning were 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.

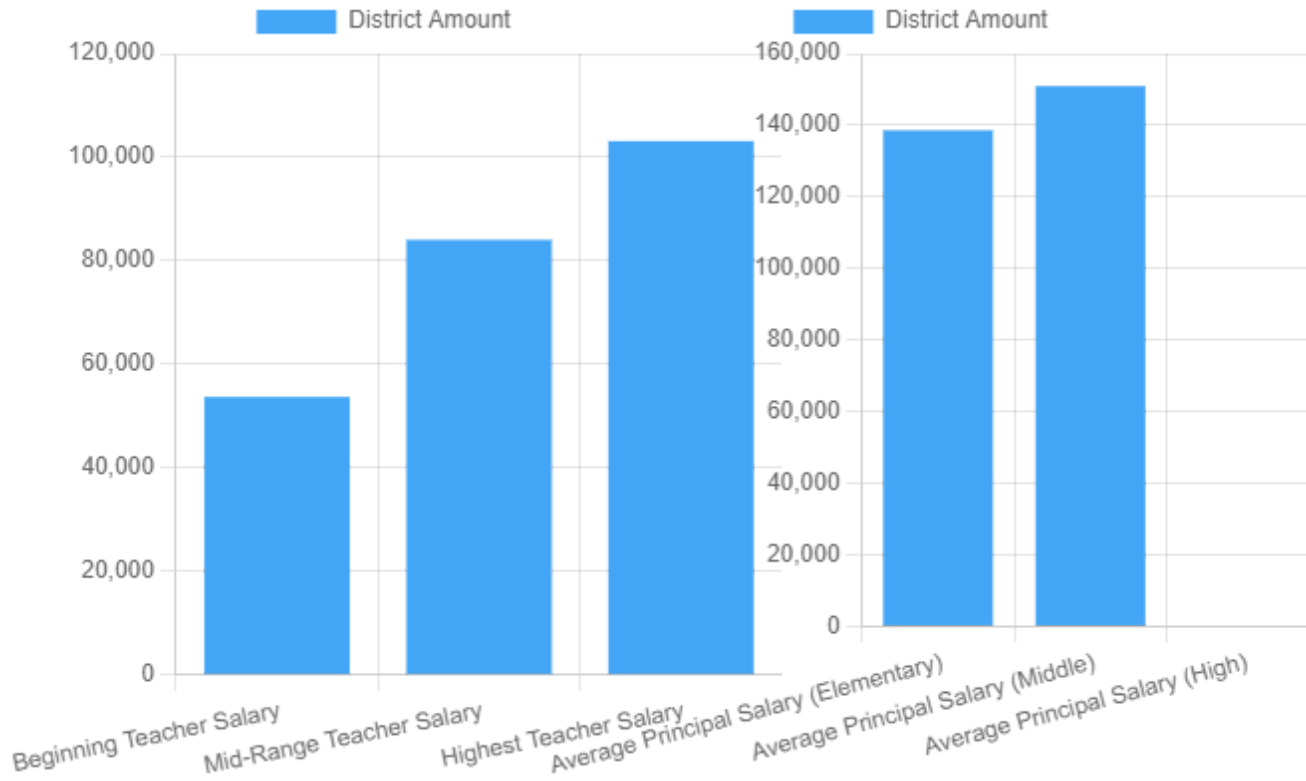
Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52640.75
Mid-Range Teacher Salary	\$84060.00	\$83981.39
Highest Teacher Salary	\$103129.00	\$107521.97
Average Principal Salary (Elementary)	\$138613.00	\$136246.56
Average Principal Salary (Middle)	\$150958.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$298043.00	\$242165.89

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

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



Last updated: 1/25/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/25/23

Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/25/23

