

Ledesma (Rita) Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	1001 Schoolhouse Rd. San Jose, CA , 95138- 1374	Principal:	Mr. Jason Sorich, Principal
Phone:	(408) 224-2191	Grade Span:	K-6

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

Mr. Jason Sorich, Principal

📍 Principal, Ledesma (Rita) Elementary

About Our School



Contact

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

Phone: [\(408\) 224-2191](tel:4082242191)

Email: jsorich@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

School Name	Ledesma (Rita) Elementary
Street	1001 Schoolhouse Rd.
City, State, Zip	San Jose, CA , 95138-1374
Phone Number	(408) 224-2191
Principal	Mr. Jason Sorich, Principal
Email Address	jsorich@ogsd.net
Website	https://ledesma.ogsd.net
County-District-School (CDS) Code	43696256116081

Last updated: 1/19/24

School Description and Mission Statement (School Year 2023–24)

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

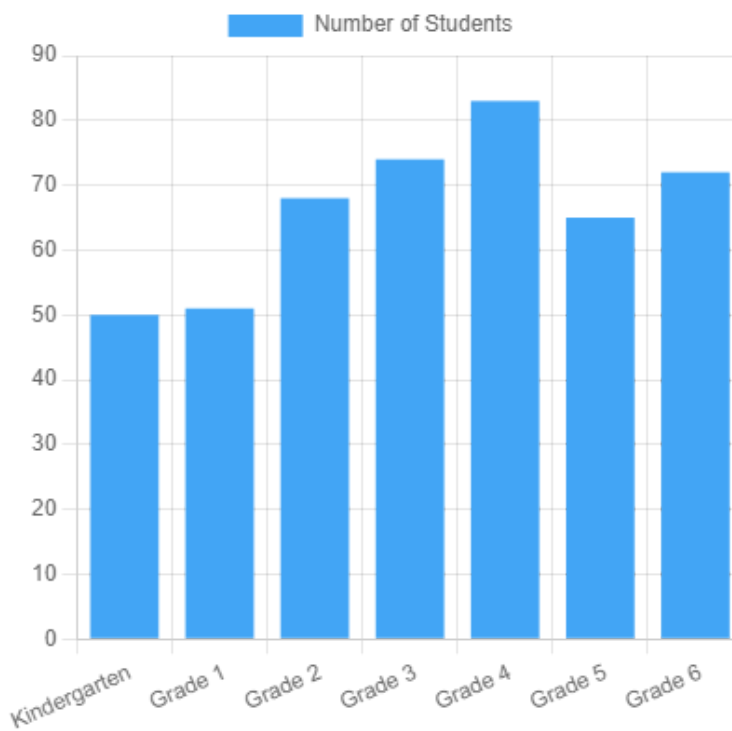
We are committed to modeling a respectful, safe, and responsible environment both in and out of the classroom. Developing a love of school at an early age is a critical component to continued success down the line, and we strive to do just that.

In addition we value a strong partnership with families and community members, so please reach out if you're interested in learning how to stay involved.

Last updated: 1/19/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	50
Grade 1	51
Grade 2	68
Grade 3	74
Grade 4	83
Grade 5	65
Grade 6	72
Total Enrollment	463



Last updated: 1/19/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.40%
Male	51.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.90%
Foster Youth	0.00%

Student Group	Percent of Total Enrollment
Non-Binary	0.20%
American Indian or Alaska Native	0.60%
Asian	31.10%
Black or African American	2.80%
Filipino	8.20%
Hispanic or Latino	36.50%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	8.00%
White	11.70%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	30.70%
Students with Disabilities	8.40%

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/Incomplete/NA	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: 1/19/24

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)	19.10	95.02%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	4.98%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	20.10	100.00%	412.30	100.00%	279044.80	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: 1/19/24

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

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

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K-2: Core Knowledge Lang. Arts (CKLA)</p> <p>3-6: Expeditionary Learning</p>	Yes	0
Mathematics	<p>6-8: College Prep Math (CPM) Adopted 2015</p> <p>K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved</p> <p>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. 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 and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a new adoption in the 2024-2025 school year.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) 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. 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 and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a new adoption in the 2024-2025 school year.</p>	Yes	0
History-Social Science	<p>K-5 Studies Weekly 6-8 Discovery</p>	Yes	0
Foreign Language	NA		0
Health	NA		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

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

At the time of the inspection, the District found the site to be in Fair condition. Work orders have been placed to address minor lights being out. The District hopes to expand the interior modernization in the coming years.

Last updated: 1/31/24

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Work orders have been placed to address minor lights being out.
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	
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 2024

Overall Rating	Fair
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	60%	55%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	55%	50%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/19/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	280	95.89%	4.11%	55.00%
Female	143	138	96.50%	3.50%	55.80%
Male	149	142	95.30%	4.70%	54.23%
American Indian or Alaska Native	--	--	--	--	--
Asian	88	86	97.73%	2.27%	68.60%
Black or African American	--	--	--	--	--
Filipino	23	23	100.00%	0.00%	78.26%
Hispanic or Latino	100	95	95.00%	5.00%	32.63%
Native Hawaiian or	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Pacific Islander					
Two or More Races	26	23	88.46%	11.54%	78.26%
White	41	39	95.12%	4.88%	56.41%
English Learners	40	37	92.50%	7.50%	8.11%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	112	106	94.64%	5.36%	40.57%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	26	74.29%	25.71%	7.69%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/19/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	279	95.55%	4.45%	50.18%
Female	143	139	97.20%	2.80%	46.04%
Male	149	140	93.96%	6.04%	54.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	88	87	98.86%	1.14%	70.11%
Black or African American	--	--	--	--	--
Filipino	23	23	100.00%	0.00%	73.91%
Hispanic or Latino	100	93	93.00%	7.00%	23.66%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	23	88.46%	11.54%	69.57%
White	41	39	95.12%	4.88%	48.72%
English Learners	40	37	92.50%	7.50%	16.22%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	112	105	93.75%	6.25%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	25	71.43%	28.57%	8.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/19/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	38.57%	33.87%	36.27%	35.97%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/19/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	62	95.38%	4.62%	33.87%
Female	36	35	97.22%	2.78%	25.71%
Male	29	27	93.10%	6.90%	44.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	18	18	100.00%	0.00%	38.89%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00%	5.00%	10.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	14	12	85.71%	14.29%	33.33%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	30	29	96.67%	3.33%	27.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23)

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:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{(The total number of students enrolled at time of testing)}}$$

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	89%	94%	95%	98%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 2023–24)

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	475	105	22.1%
Female	236	229	48	21.0%
Male	251	245	57	23.3%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	3	3	1	33.3%
Asian	148	145	15	10.3%
Black or African American	15	15	6	40.0%
Filipino	39	38	4	10.5%
Hispanic or Latino	183	175	61	34.9%
Native Hawaiian or Pacific Islander	4	4	1	25.0%
Two or More Races	38	38	6	15.8%
White	57	56	11	19.6%
English Learners	87	86	18	20.9%
Foster Youth	0	0	0	0.0%
Homeless	4	4	3	75.0%
Socioeconomically Disadvantaged	177	171	54	31.6%
Students Receiving Migrant Education	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Services				
Students with Disabilities	56	55	21	38.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.22%	1.64%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64%	0.00%
Female	0.00%	0.00%
Male	3.19%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.68%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.73%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.51%	0.00%
English Learners	1.15%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.39%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	12.50%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/19/24

LEDESMA ELEMENTARY SCHOOL

Safety Plan Goals

2022-2024

GOAL 1: Refine our earthquake preparedness to ensure safety and security measures are in place at the outset of each school year

Strategy 1.1: Update staff rosters, staff phone trees, and staff emergency situation roles by end of September on an annual basis

Assessment 1.1: Documents (staff roster, phone tree, emergency roles)

Strategy 1.2: Conduct earthquake preparedness training for yard duties by end of September on an annual basis

Assessment 1.2: Training Agenda

Strategy 1.3: Calendar quarterly drills (announced and unannounced) by start of July on an annual basis

Assessment 1.3: Calendar of annual earthquake drills

Strategy 1.4: Make whole school student roster binders available in common locations (cafeteria, office, library, art vista room) by end of September on an annual basis

Assessment 1.4: Evidence of binders in common student locations

Strategy 1.5: Communicate earthquake preparedness plan to families and community by end of August on an annual basis

Assessment 1.5: Parent square safety message

Strategy 1.6: Ensure emergency backpacks are reviewed and replenished with supplies and activities by end of September on an annual basis

Assessment 1.6: Verify backpacks are updated with Health Aide

Strategy 1.7: Ensure emergency cards and red & green cards go home with students within first two weeks of school .

Assessment 1.7: Verify cards have been sent home for all students

Baseline Data 1.1: Current practice is that majority of these items are not completed until the December/January Safety Plan review date (@ midyear)

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.

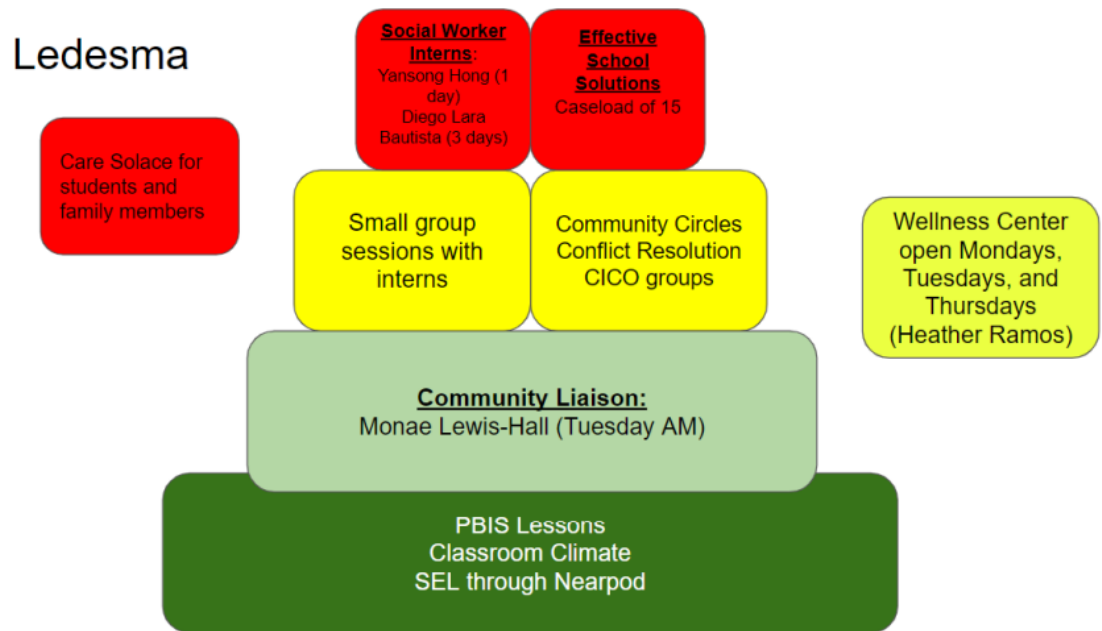
Assessment 2.1: Confirm storage of classroom bins with zip top bags for every student by October.

Strategy 2.2: Updated materials include facemasks and hand sanitizer

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

Baseline Data 2.1 /2.2: ARCC materials are replaced on a rotating basis.

GOAL 3: Provide mental health support for students.



Strategy 3.1: Mental Health Intern support for .5 days

Strategy 3.2: Social Worker Intern support for 1 days

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah's Children Services;

Strategy 3.4: Almaden Valley supports for 1 day1

Strategy 3.5: Parents and students can be referred through Care Solace

Assessment 3.1 through 3.6: Number of students being served by mental health support systems.

Strategy 3.6: Professional Learning Community focus on Morning Meetings

Strategy 3.7: Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Assessment 3.7: Connectedness and Belonging Survey Results

Baseline Data 2.1 /2.2: We don't have any baseline data since this is our first year providing such a variety of mental health support.

Last updated: 1/19/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	2	0
1	26.00	0	1	0
2	22.00	0	3	0
3	25.00	0	2	0
4	32.00	0	2	0
5	32.00	0	1	0
6	30.00	0	2	0
Other**	23.00	1	4	0

* 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.

Student Support Services Staff (School Year 2022–23)

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	0.00
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: 1/19/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14307.00	\$4858.00	\$9449.00	\$98021.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	0.11%	4.57%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	13.90%	5.91%

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

Last updated: 1/19/24

Types of Services Funded (Fiscal Year 2022–23)

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\[2/8/2022 10:46:32 AM\]](https://sarconline.org/public/print/43696256116081/2020-2021[2/8/2022 10:46:32 AM]) 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

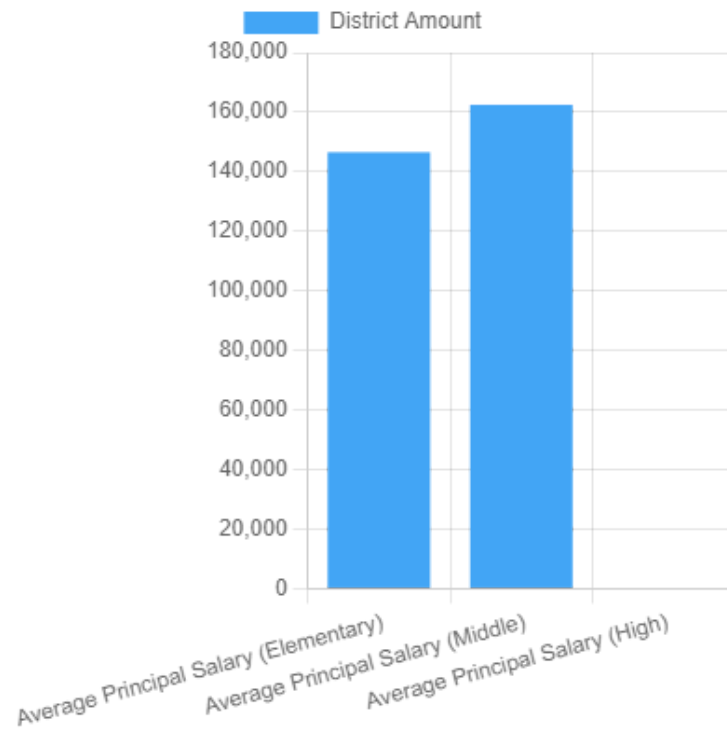
administrator and teachers had the opportunity to utilize Wednesdays to collaborate and participate in Professional Development. Cost to support the types of services funded during Distance Learning were done through the district office, Ledesma's Locally Controlled Funding, Ledesma Home and School Club 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: 1/19/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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



Last updated: 1/19/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/19/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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