

**Ledesma (Rita) Elementary**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	1001 Schoolhouse Rd. San Jose, CA , 95138- 1374	<b>Principal:</b>	Mr. Jason Sorich, Principal
<b>Phone:</b>	(408) 224-2191	<b>Grade</b> <b>Span:</b>	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 the 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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### Mr. Jason Sorich, Principal

📍 Principal, Ledesma (Rita) Elementary

#### Contact

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

Phone: [\(408\) 224-2191](tel:(408)224-2191)  
Email: [jsorich@ogsd.net](mailto:jsorich@ogsd.net)

### Contact Information (School Year 2024–25)

#### District Contact Information (School Year 2024–25)

<b>District Name</b>	Oak Grove Elementary
<b>Phone Number</b>	(408) 227-8300
<b>Superintendent</b>	Chaidez, Ivan
<b>Email Address</b>	<a href="mailto:ichaidez@ogsd.net">ichaidez@ogsd.net</a>
<b>Website</b>	<a href="http://www.ogsd.net">www.ogsd.net</a>

#### School Contact Information (School Year 2024–25)

<b>School Name</b>	Ledesma (Rita) Elementary
<b>Street</b>	1001 Schoolhouse Rd.
<b>City, State, Zip</b>	San Jose, CA , 95138-1374
<b>Phone Number</b>	(408) 224-2191
<b>Principal</b>	Mr. Jason Sorich, Principal
<b>Email Address</b>	<a href="mailto:jsorich@ogsd.net">jsorich@ogsd.net</a>
<b>Website</b>	<a href="https://ledesma.ogsd.net">https://ledesma.ogsd.net</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	43696256116081

### School Description and Mission Statement (School Year 2024–25)

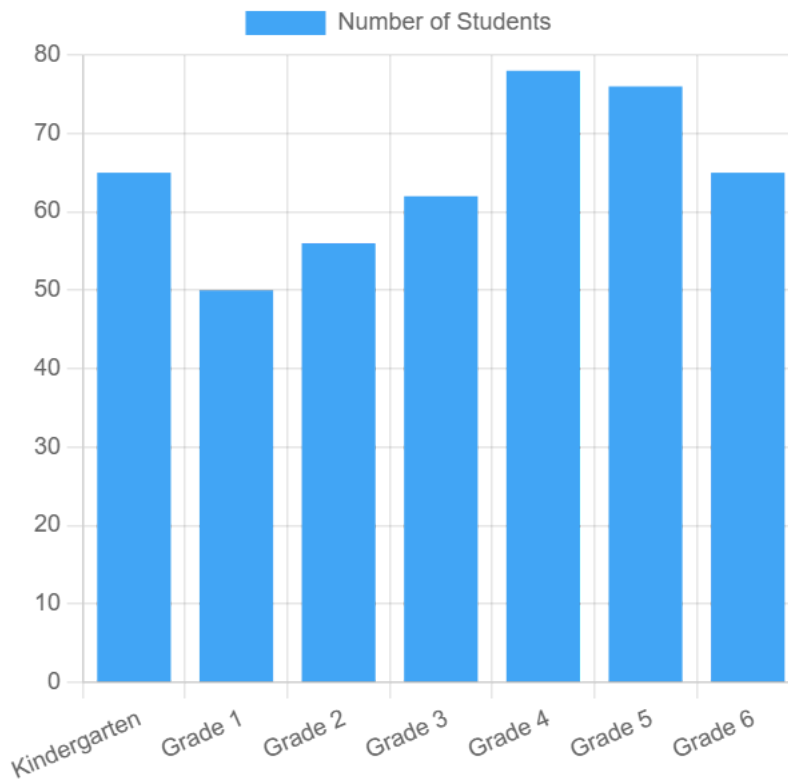
Ledesma is a 21st-century school that fosters collaborative and engaging academic experiences. It provides a safe and nurturing environment while providing the foundation of academic growth, which prepares students to excel throughout their lives.

#### Core Values

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

### Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	65
Grade 1	50
Grade 2	56
Grade 3	62
Grade 4	78
Grade 5	76
Grade 6	65
Total Enrollment	452



## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	51.30%
Male	48.50%
Non-Binary	0.20%
American Indian or Alaska Native	0.70%
Asian	32.10%
Black or African American	2.70%
Filipino	8.20%
Hispanic or Latino	35.60%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	6.60%
White	12.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.50%
Foster Youth	0.00%
Homeless	3.50%
Migrant	0.00%
Socioeconomically Disadvantaged	35.80%
Students with Disabilities	11.30%

## 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.

### 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%
<b>Total Teaching Positions</b>	<b>20.10</b>	<b>100.00%</b>	<b>412.30</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.



### Teacher Preparation and Placement (School Year 2022–23)

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)	18.00	100.00%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	15.50	3.96%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>18.00</b>	<b>100.00%</b>	<b>392.30</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)**

All adopted materials use the Common Core standards and apply to all public schools in the state—the textbooks we use, and the tests we give are based on these content standards. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbook selection involves a committee of teachers reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee recommends approval to the Board of Education.

Year and month in which the data were collected: August 2024

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	K-2 Core Knowledge Language Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	0
Mathematics	EnVision, Savvas (K-8) Adopted 2024	0
Science	TK- 8: Twig Science Adopted 2023	0
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## 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 inspection, the campus found to be in overall Good condition. Work orders were submitted to address minor lighting issues and plumbing fixture leaks.

## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	56%	61%	48%	46%	46%	47%
Mathematics (grades 3-8 and 11)	50%	56%	41%	41%	34%	35%

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 Assessments 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.



**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	280	262	93.57%	6.43%	60.69%
Female	139	133	95.68%	4.32%	68.42%
Male	141	129	91.49%	8.51%	52.71%
American Indian or Alaska Native	--	--	--	--	--
Asian	86	84	97.67%	2.33%	78.57%
Black or African American	--	--	--	--	--
Filipino	25	25	100.00%	0.00%	80.00%
Hispanic or Latino	91	83	91.21%	8.79%	32.53%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	23	88.46%	11.54%	73.91%
White	39	35	89.74%	10.26%	71.43%
English Learners	37	34	91.89%	8.11%	14.71%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	106	96	90.57%	9.43%	42.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	28	73.68%	26.32%	10.71%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	280	264	94.29%	5.71%	55.89%
Female	139	135	97.12%	2.88%	55.56%
Male	141	129	91.49%	8.51%	56.25%
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00%	0.00%	75.58%
Black or African American	--	--	--	--	--
Filipino	25	25	100.00%	0.00%	80.00%
Hispanic or Latino	91	83	91.21%	8.79%	25.30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	23	88.46%	11.54%	69.57%
White	39	35	89.74%	10.26%	64.71%
English Learners	37	36	97.30%	2.70%	16.67%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	106	98	92.45%	7.55%	36.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	28	73.68%	26.32%	11.11%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
Science (grades 5, 8, and high school)	33.87%	53.42%	35.97%	36.40%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	73	93.59%	6.41%	53.42%
Female	34	33	97.06%	2.94%	60.61%
Male	44	40	90.91%	9.09%	47.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	23	23	100.00%	0.00%	69.57%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67%	8.33%	27.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	10	90.91%	9.09%	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	35	30	85.71%	14.29%	40.00%
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 2023–24)

##### 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:

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

Grade	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	97%	99%	99%	99%	99%

Note: The administration of the PFT requires only participation results 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.



## 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 2024–25)

We actively engage families and community members in supporting the implementation of CCSS instruction and provide input to program decisions. We inform families of 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, texts 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 percentage 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	491	482	112	23.2%
Female	254	248	58	23.4%
Male	236	233	54	23.2%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	3	3	1	33.3%
Asian	164	158	25	15.8%
Black or African American	13	13	4	30.8%
Filipino	37	37	3	8.1%
Hispanic or Latino	175	172	59	34.3%
Native Hawaiian or Pacific Islander	4	4	0	0%
Two or More Races	33	33	5	15.2%
White	59	59	15	25.4%
English Learners	98	98	35	35.7%
Foster Youth	0	0	0	0%
Homeless	16	16	9	56.3%
Socioeconomically Disadvantaged	184	180	67	37.2%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	65	63	25	39.7%

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: 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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.22%	1.64%	0.00%	2.08%	3.01%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

**Suspensions and Expulsions by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	3.05%	0%
Female	1.57%	0%
Male	4.66%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	23.08%	0%
Filipino	0%	0%
Hispanic or Latino	5.14%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	5.08%	0%
English Learners	4.08%	0%
Foster Youth	0%	0%
Homeless	6.25%	0%
Socioeconomically Disadvantaged	5.98%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	16.92%	0%

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.

**School Safety Plan (School Year 2024–25)**

**?Use this link to access Rita Ledesma School's complete School Safety Plan:**  
**<https://www.ogsd.net/our-schools/school-safety-plans?>**

## 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 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.



### Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		2	
1	25.00		2	
2	25.00		2	
3	24.00		2	
4	31.00		2	
5	28.00		2	
6	31.00		2	
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 2023–24)

Title	Ratio
Pupils to Academic Counselor*	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.

**Student Support Services Staff (School Year 2023–24)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
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	
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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$15063.00	\$5096.00	\$9967.00	\$102679.00
District	N/A	N/A	\$10298.00	\$96065.00
Percent Difference – School Site and District	N/A	N/A	-2.19%	4.39%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-5.23%	4.21%

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

**Types of Services Funded (Fiscal Year 2023–24)**

?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] 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.?

**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58930.00	\$58552.87
Mid-Range Teacher Salary	\$92230.00	\$93923.91
Highest Teacher Salary	\$113153.00	\$119489.34
Average Principal Salary (Elementary)	\$153409.00	\$149898.11
Average Principal Salary (Middle)	\$175956.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$317729.00	\$270431.60
Percent of Budget for Teacher Salaries	0.31%	31.93%
Percent of Budget for Administrative Salaries	0.05%	5.62%

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

