

# Frank Ledesma Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### DataQuest

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

#### 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

### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Frank Ledesma Elementary School
Street	973 Vista de Soledad
City, State, Zip	Soledad, CA 93960
Phone Number	831-678-6320
Principal	Richard Radtke
Email Address	rradtke@soledad.k12.ca.us
Website	<a href="http://frankledesma.weebly.com">http://frankledesma.weebly.com</a>
County-District-School (CDS) Code	27-75440-0106336

Entity	Contact Information
<b>District Name</b>	Soledad Unified School District
<b>Phone Number</b>	831.678.3987
<b>Superintendent</b>	Timothy J. Vanoli
<b>Email Address</b>	tvanoli@soledad.k12.ca.us
<b>Website</b>	www.soledadusd.org

## School Description and Mission Statement (School Year 2019-20)

### Mission:

Frank Ledesma's mission is to provide a safe, nurturing environment in which all students learn the essential grade level Common Core State Standards, and demonstrate appropriate behavior, to become critical, creative thinkers, and independent problem solvers in a diverse society.

### Vision Statement:

At Frank Ledesma Elementary we will create a safe learning environment where the school and community collaborate to develop our diverse students to become 21st Century Learners and responsible decision-makers.

### This year's initiatives are to:

- . Continue our focus on writing and short written responses using our school writing approach K-6.
- . Increase the intensive instruction in phonics and phonemic awareness for primary students.
- . Continue to Implement the Common Core State Standards (focus on essential standards) for reading, language arts, and math.
- . Implement highly effective daily Math Talks and use Close Reading and our writing strategy within the math curriculum.
- . Increased Rigor throughout our Curriculum and Instructional practices. More Rigor in what the students are actually doing and learning.
- . Continue to implement and refine our practices in Positive Behavior Interventions and Supports. Refine Tier 1 practices and develop Tier 2 & 3 supports. Implement Zones of Regulation.
- . Continue to conduct data analysis with our NWEA K-2, Reading Inventory, progress monitoring assessments, Essential Standards Common Formative Assessments, and CAASPP Interim ICAs.
- . Continue grade level planning during PLC using the Team Teaching and Assessment Cycle referenced by Solution Tree. Decisions we make will be based on data.
- . Continue to involve our parents through PTO, ELAC, School Site Council, and our growing partnerships with Save the Whales and the Butterfly Garden programs.
- . Increase the effectiveness and student use of computer assisted learning and intervention programs.
- . Implement academic interventions with our guide being the Solution Tree Pyramid - Tier 1 high quality initial instruction in essential grade level standards, Tier 2 essential standards-based intervention, and Tier 3 remedial intervention.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	71
Grade 1	75
Grade 2	75
Grade 3	74
Grade 4	77
Grade 5	80
Grade 6	90
<b>Total Enrollment</b>	<b>542</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
Asian	0.6
Filipino	2.4
Hispanic or Latino	92.1
White	2.8
Two or More Races	0.9
Socioeconomically Disadvantaged	87.8
English Learners	44.5
Students with Disabilities	9.8
Homeless	2.2

## 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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	25	21	206
Without Full Credential	2	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June 2019

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 - Houghton Mifflin Harcourt California Journeys with ELD Edition for grades K-5 in English. 2016- 6th Grade uses Houghton Mifflin Harcourt California Collections with ELD and English 3D Course A from Houghton Mifflin Hartcourt for Grades 2-6. Reading intervention program is 2017-Houghton Mifflin Hartcourt READ 180 CA Universal ELA/ELD for Grades 4-6. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
<b>Mathematics</b>	2015 - Houghton Mifflin California Go Math (grades K-5 in English). 6th Grade uses CA Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	2008 - Scott Foresman California Science for grades K-5 in English and for 6th grade is Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
<b>History-Social Science</b>	2019 California History-Social Science My World Interactive Grades K-5 in English and California American History-Growth & Conflict for Grade 6 is Pearson. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
<b>Foreign Language</b>	2019 CA Go Math Spanish Grade K is CA Houghton Mifflin Harcourt Print and Digital, Language Arts Benchmark Advance / Adelante Grade K is Benchmark Education Co., CA NGSS 3D Spanish STEMscopes Grade K Accelerated Learning Inc. Designated Kinder classes are provided with a textbook or instructional material - All textbooks are state-adopted and standards-based.	Yes	0
<b>Health</b>	N/A		NA
<b>Visual and Performing Arts</b>	N/A		NA
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		NA

### School Facility Conditions and Planned Improvements (Most Recent Year)

Frank Ledesma School is a twelve-year-old facility, and it is in good condition. There are no repairs needed, and all buildings, building systems, and safety related items are in good condition. Frank Ledesma is a beautiful, fully landscaped school with twenty-eight classrooms, a large library, a multi-use room fully equipped with a stage and prop room, two conference rooms, a counselor room, a psychologist office and a librarian's office. The playground is equipped with five basketball courts, swings, five tetherball stations, climb-on equipment with slides, hanging bars, a soccer field, and a kickball field. Each classroom is fully equipped with four computers and the latest classroom technology needs. The Larry Newman Memorial Garden which we will use as an outdoor classroom to teach math and science concepts. All of our restrooms are in working order. We have a work order system in place that allows us to immediately make repairs in the event of facilities that are in disrepair. The facility is colorful and clean such that our students and staff take pride in our school.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** 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 overall rating

**Year and month of the most recent FIT report: 09/12/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies
<b>Interior:</b> Interior Surfaces	Poor	Science room door frame chipping. Rm. 1 water stain ceiling tiles in class workroom. Drinking fountain not working. Rm. 3 Carpet has waves. Rm. 4 door is rusted. Rm. 5 paint is chipping on the interior of the door. Rm. 7 Carpet has waves. Rm. 8 Paint is chipping on interior of door. Rm. 10 Blinds will not open and close per lockdown procedures. Rm. 11 Carpet has waves and is a Trip Safety Hazard. Door is rusted. Rm. 14 Carpet has waves and is torn. Rm. 15 Carpet has waves and is a safety trip hazard. Rm. 16 Carpet has waves and torn/trip hazard. Rm. 17 Paint is chipping on door frame. Rm. 18 Carpet has waves/torn Rm. 19 Laminate is loose on counter top. Rm. 20 Paint is chipping on door frame. Rm. 21 Carpet is worn with tears. Paint is chipping on door frame. Rm. 22 Paint is chipping on door frame. Rm. 23 Carpet is worn with tears. Paint is chipping on door frame. Rm. 24 Paint is chipping on door frame. Rm. 26 Carpet has tears/trip hazard. Kitchen - Paint is chipping on door frame.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No deficiencies
<b>Electrical:</b> Electrical	Good	No deficiencies
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No deficiencies

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Paint chipping in various places.
<b>Structural:</b> Structural Damage, Roofs	Good	No deficiencies
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Rm. 16 Paint is chipping on gutter.
<b>Overall Rating</b>	Good	

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	38	44	30	32	50	50
<b>Mathematics (grades 3-8 and 11)</b>	31	35	19	21	38	39

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	319	318	99.69	0.31	43.71
<b>Male</b>	155	154	99.35	0.65	42.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	164	164	100.00	0.00	44.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	297	99.66	0.34	43.43
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	288	287	99.65	0.35	41.11
English Learners	232	231	99.57	0.43	39.83
Students with Disabilities	48	48	100.00	0.00	10.42
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	319	318	99.69	0.31	35.22
Male	155	154	99.35	0.65	39.61
Female	164	164	100.00	0.00	31.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	298	297	99.66	0.34	34.68
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	288	287	99.65	0.35	33.10
English Learners	232	231	99.57	0.43	30.30
Students with Disabilities	48	48	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.7	20.3	8.9

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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Parents have many opportunities for involvement in Frank Ledesma School. They include:

#### School Site Council:

SSC, which includes faculty, parents, and a classified staff member meets to advise the principal on categorical expenditures, and to implement the Single School Plan. They also assist in the writing of grants and professional development planning. Meetings are held once a month, usually on the first Tuesday. The Single School Plan is updated annually.

#### English Learners Advisory Council:

ELAC includes parents of English learners. It meets to advise the administration on services provided to students learning English. Meetings are held four times a year. This council also reviews the School Plan and offers advice regarding the plan to the School Site Council.

#### Parent Back To School Night:

Parents are invited to come to their child's class to learn about the grade level essential standards, the daily schedule, and the behavior expectations.

#### Parent-Teacher Conferences:

Conferences are held at least once a year. At conferences parents have the opportunity to meet with teachers to review grades and determine how together as a team they can best help the child to meet grade level standards.

#### Student Success Team:

SST meetings are held to provide for information gathering and intervention for students at-risk. Meetings are attended by parents, students, respective teachers, counseling and administrative staff.

#### Individual Education Planning (IEPs):

IEP meetings are held on behalf of Special Education Students to review current performance and to set new learning goals. In addition to parents; the student, their teacher, their Special Education service provider, and an administrator attend each meeting.

#### Parent-Teacher Organization:

All parents are invited to join the PTO. The PTO supports a variety of school activities including our extra-curricular student programs. The PTO, a child and school advocate group, is made up of all interested members of the school community. For more information call the the school at (831) 678-6320. Our PTO is very strong and is extremely supportive of our school.

#### Parent Volunteers:

Parents are invited to volunteer their help and expertise working in their child's classroom, the office, library, cafeteria, science activities, and garden.

#### Migrant PAC:

Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students.

#### GATE Parent Advisory:

Parents of students participating in the district Gifted and Talented Education Program meet three or more times a year to review the GATE Program plan and to report about the various projects or activities taking place in the GATE classes throughout the district.

#### Garden Work Days:

Parents, students, and community members are invited to come and work in the development of a school garden. Families enjoy working together to create an outdoor learning environment that their children will utilize when learning math and science skills. Our Garden is named the Larry Newman Memorial Garden. Through our partnership with Save the Whales Organization we are teaming up on a new grant called the Butterfly Garden Project. The goal is to develop a habitat to help save the Monarch Butterfly species and provide a migration destination habitat for the butterflies. The first work day included families, staff, County Superintendent of Schools Deneen Guss, and a visit by KSBW news station. An article featuring one of our parents and her daughter was published in the local newspaper.

#### Monterey County Reads:

Parents and community members are encouraged to become trained reading volunteers who work with students needing additional practice in reading fluency.

#### Student Award Assemblies:

Parents are invited to attend all student recognition assemblies throughout the year. Many parents attend our periodic Student Awards Assemblies. Awards for many student activities are presented.

#### Meetings and Other Activities:

Parents are invited to attend Back To School Parent Assessment and Information Night which is held each October, Open House which is held each spring, Section 504 meetings for qualifying students, and other events such as our winter and spring shows, drama performances as they develop, art and science fairs, and the kinder hoe down just to name a few. Working with the PTO, we hope to develop many annual events

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.1	2.6	1.8	4.3	4.7	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Frank Ledesma School's Comprehensive School Safety Plan was developed during the 2019-20 school year. It was presented to the staff in November 13, 2019. It is reviewed and annually updated under the direction of our School Site Council. It was reviewed, updated, and readopted November 13, 2019 by the Site Council and is being updated in 2019. The School Safety Council reviews the plan on an ongoing basis and makes recommendations to the School Site Council. The components of our plan include: Status of School Crime, Child Abuse Reporting, Emergency Preparedness, Suspension and Expulsion, Dangerous Pupil Policy, Sexual Harassment Policy, Dress Code, Safe Ingress/Egress, Safe and Orderly Environment, School Discipline, Suspicious Parcels, and the County Terrorism Matrix. The plan meets or exceed all of the requirements of Senate Bill 187. This plan will be reviewed annually with all staff, and on-going safety awareness is of the highest priority. Further, our Board of Trustees also reviews our Comprehensive School Safety Plan annually.

## 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		3		25		3		24		3	
1	25		3		25		3		25		3	
2	24		3		24		3		25		3	
3	25		3		25		3		25		3	
4	30		3		27		3		26		3	
5	29		3		30		3		27		3	
6	26		4		30		3		30		3	
Other**												

\*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	542.0

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.2
Other	1.1

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,360.00	\$726.00	\$5,634.00	\$67,751.00
District	N/A	N/A	\$5,798.00	\$70,294.00
Percent Difference - School Site and District	N/A	N/A	-2.9	-1.9
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-23.4	-5.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

The following types of services are provided to Frank Ledesma students from categorical funding:

#### Gifted and Talented Education

Students meeting the district's GATE criteria receive a differentiated program focusing on depth and complexity to meet their special needs.

#### Special Education

Our services include a resource specialist program and speech and language services.

#### Title I

Funds are used to purchase supplemental materials and provide students who are low performing in reading, language, or math as measured by district-selected assessments additional assistance.

#### Migrant Education

Our Migrant Program instructional assistant serves migrant students in need of additional services.

#### Safe and Drug Free

These funds are used to purchase instructional materials for our Safe and Drug Free Program, which includes materials for Red Ribbon Week. It also helps to fund a small part of our After School Learning and Safe Neighborhoods Partnership Program that serves students after school from 3:00-6:00 P.M.

#### Tobacco-Use Prevention Education

These funds are used to purchase instructional materials relating to tobacco-use prevention.

**Economic Impact Aid**

These funds are used to purchase supplemental materials and assistance for our low-performing English learners.

**School Library Materials**

These funds are used to purchase library materials used by the entire school community.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$48,033	\$46,208
<b>Mid-Range Teacher Salary</b>	\$71,244	\$72,218
<b>Highest Teacher Salary</b>	\$103,460	\$92,742
<b>Average Principal Salary (Elementary)</b>	\$113,743	\$134,864
<b>Average Principal Salary (Middle)</b>	\$108,967	\$118,220
<b>Average Principal Salary (High)</b>	\$139,985	\$127,356
<b>Superintendent Salary</b>	\$220,000	\$186,823
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			

Both formal and informal staff development is available to the staff members of Frank Ledesma Elementary School. There are two days of staff development prior to the opening of the school year, and two days planned during the school year . There is a formal course of study for the entire staff during the school year. We have staff development every week during our staff meetings. Every Wednesday the staff meets in grade level teams as part of the Professional Learning Community (PLC) to determine the next approach to the curriculum, review student successes and needs, and to review district assessments. Teachers also use this time to develop essential standards based lesson plans.

A formal Staff Development Plan is developed each year to ensure that the staff development is an on going program for our staff. Copies of the Frank Ledesma Staff Development Plan are available for examination at the school.