Frank Ledesma Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School 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	Dianne Witwer
E-mail Address	dwitwer@soledad.k12.ca.us
CDS Code	27-75440-0106336

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.2909
Web Site	www.soledad.k12.ca.us
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

We at Frank Ledesma Elementary School have a mission of learning for ALL. We accept high levels of learning for all students as the fundamental purpose of our school and are willing to examine all practices in light of their impact on learning. Because we believe all students can learn at high levels, we take responsibility to ensure that they will be successful. Our students will be responsible decision-makers who appreciate their heritage and respect the diversity of others. To achieve our vision, our mission at Frank Ledesma will be to:

- . Provide a safe, nurturing, creative, and inspiring learning environment
- . Celebrate diversity
- . Communicate effectively with parents, students, and each other
- . Provide clear, age appropriate behavioral and performance expectations
- . Provide challenging curriculum to teach the adopted standards in all academic areas
- . Challenge students to reach their potential in all areas
- . Encourage students to recognize and take pride in their multiple abilities
- . Accommodate different learning styles and tap into students' multiple intelligences
- . Prepare our students for the information age in which we now live
- . Empower our students to be mathematical problem solvers and critical thinkers
- . Support a character education program, which includes respect, responsibility, honesty, compassion, and perseverance
- . Help students to learn from their past, excel in the present, and look forward to their future

School Profile
Frank Ledesma School is located in the city of Soledad and is part of one of the fastest growing unified school districts in the County of Monterey. We serve all students in the least restrictive environment. All students in kindergarten through grade six have equal access to the library and computer lab services. Our teachers practice gender equity on a daily basis and this is evident through their use of equity sticks or non volunteers to call upon students and other classroom management practices that promote equity. Students that had special needs and have IEP's are supported either in the classroom or are pulled out by the RSP teacher. We also have a speech teacher and a Mental Health Therapist on campus that provides extra support for our students. Our Student/Parent Liaison also provides support for families that need extra resources.

The staff consists of twenty-four certificated teachers, one Speech and Language teacher, one English Learner Resource teacher, and one principal. In addition, Frank Ledesma School has on staff a wide variety of personnel to meet the special needs of its student population. These positions include one community outreach coordinator, one family advocate, one library media clerk, one district wide library media teacher, a half-time counselor, one health aide, and one district psychologist. Support staff also includes two secretaries, one attendance clerk, three food service personnel, and two custodians. Because safety is a priority we also have seven pupil supervisors who supervise students before school, during their recess, and at lunch recess times. The certificated staff of Frank Ledesma represents a wide range of experience, talents, and interests. Our Leadership Team members are mentor teachers assisting the staff (especially new staff) in curriculum and procedural matters of the school.

Frank Ledesma receives categorical funds to help meet the special needs of our students. Some of the funding sources are Title I, SIP, EIA, Title III, ELAP, and GATE. All of our Federal, State, and local services and programs are coordinated such that students receive the best possible instructional program in the least restrictive environment.

Respectful Treatment of All Persons

The students, parents, and staff of the Frank Ledesma School and the Soledad Unified School District will treat all persons equally and respectfully and will not tolerate the willful or negligent use of slurs, physical violence, bullying, or other behaviors deemed as abusive against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, sexual orientation, perceived orientation, gender identity, economic status, or political belief as it is our mission to celebrate diversity.

The students, parents, and staff of Frank Ledesma School believe in the importance of observations, programs, and curricula that accurately portray and recognize the roles, contributions, cultures, and history of diverse groups and individuals.

No student, parent, or staff member of Frank Ledesma School will be permitted to engage in activities that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Further, classes are built heterogeneously such that students who are categorically funded are not isolated or segregated.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 standards, the daily schedule, the curriculum being taught, and the behavior expectations.

Parent-Teacher Conferences:
Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's 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's 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 Association:
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.

Parent Volunteers:
Parents are invited to volunteer their help and expertise working in their child's classroom, the office, library, cafeteria, Science Room, and/or computer lab.

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's 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.

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

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	54	59	38	42	43	54	56	55
Mathematics	61	64	70	40	44	45	49	50	50
Science	31	44	61	45	49	52	57	60	59
History-Social Science	N/A	N/A	N/A	28	30	34	48	49	49

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	45	52	N/A
All Student at the School	59	70	61	N/A
Male	52	71	70	N/A
Female	66	69	55	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	58	69	61	N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	57	68	61	N/A
English Learners	45	63	44	N/A
Students with Disabilities	17	47		N/A
Students Receiving Migrant Education Services	69	77		N/A

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.8	16.8	15.8

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	5	5
Similar Schools	7	8	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	31	8	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	9	31
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	31	7	31
English Learners	33	10	38
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	453	840	3,437	748	4,655,989	790
Black or African American	1		11	742	296,463	708
American Indian or Alaska Native	2		8		30,394	743
Asian	3		25	705	406,527	906
Filipino	9		38	916	121,054	867
Hispanic or Latino	433	837	3,255	745	2,438,951	744
Native Hawaiian/Pacific Islander	0		4		25,351	774
White	3		83	805	1,200,127	853
Two or More Races	2		13	726	125,025	824
Socioeconomically Disadvantaged	427	834	3,155	744	2,774,640	743
English Learners	291	823	2,008	716	1,482,316	721
Students with Disabilities	39	660	397	561	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	55.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	81
Grade 1	86
Grade 2	101
Grade 3	89
Grade 4	85
Grade 5	101
Grade 6	99
Total Enrollment	642

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	**White**	0.9
American Indian or Alaska Native	0.3	**Two or More Races**	0.2
Asian	0.6	**Socioeconomically Disadvantaged**	94.1
Filipino	1.6	**English Learners**	64.6
Hispanic or Latino	96.3	**Students with Disabilities**	7.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3	0	27	0	3	0	27		3	
1	25.3	0	4	0	25.3	0	4	0	29		3	
2	21.2	1	4	0	25	0	4	0	25		4	
3	24	0	4	0	20.6	5	0	0	22	1	3	
4	30.7	0	3	0	34.7	0	0	3	28		3	
5	34.5	0	0	2	34	0	0	3	34		1	2
6	37	0	0	2	37.5	0	0	2	33		1	2
Other					0	1	0	0				

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Frank Ledesma School's Comprehensive School Safety Plan was developed during the 2004-05 school year. It was presented to the staff in May, 2005. It is reviewed and annually updated under the direction of our School Site Council. It was reviewed, updated, and readopted October of 2012 and is being updated in 2013. 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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.23	6.00	8.73	10.48	12.00	11.63
Expulsions	0	0	0	0.13	1.00	.17

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

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Frank Ledesma School is a eight-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-six classrooms, one computer lab, an Art/Science room, a large library, a multi-use room fully equipped with a stage and prop room, two conference rooms, a counselor 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: July 26, 2013				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	CR4- Light cover missing - New cover applied - 8/13 CR14, Multi, - Light tubes out - Replaced 8/13
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	CR7- Water Faucet Leaking - Repaired 8/13 CR15- Faucet missing handle - Replaced 8/13 Boys RR by Rm. 5 and Rm. 20 - Sink faucet non-op - Repaired 8/13
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Library- Paper on walls - Removed 7/13
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	27	28	26	212
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	98.3	1.7
High-Poverty Schools in District	98.3	1.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.8	---
Library Media Teacher (Librarian)	0.125	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 9, 2013

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. A textbook inventory was conducted in May 2013. ELD- Pearson Language Central for grades K-6 and the reading intervention program is Sopris West Language ! Fourth Edition Levels A-F in English. 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
Mathematics	2009 - Houghton Mifflin California Math Edition for grades K-6 in English. The Math intervention program used for grades 4-6 is Destination Math ((2008) in English. A textbook inventory was conducted in May 2013. 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
Science	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 May 2013. 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
History-Social Science	2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in May 2013. 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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,687	$2,791	$4,896	$67,827
District	---	---	$4,680	$61,090
Percent Difference: School Site and District	---	---	5%	12%
State	---	---	$5,537	$63,166
Percent Difference: School Site and State	---	---	N/A	3%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,047	$38,578
Mid-Range Teacher Salary	$60,366	$59,799
Highest Teacher Salary	$88,134	$78,044
Average Principal Salary (Elementary)	$91,008	$95,442
Average Principal Salary (Middle)	$99,965	$98,080
Average Principal Salary (High)	$101,579	$106,787
Superintendent Salary	$130,000	$150,595
Percent of Budget for Teacher Salaries	38.1%	37.1%
Percent of Budget for Administrative Salaries	4.8%	5.9%

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

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 twp 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 Thursday the staff meets in grade level teams 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 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.