

Frank Ledesma Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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

Contact Information (Most Recent Year)

| 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 | Matthew Harris |
| E-mail Address | mharris@soledad.k12.ca.us |
| Web Site | http://frank.soledadusd.org |
| Grades Served | K-6 |
| CDS Code | 27-75440-0106336 |

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

School Description and Mission Statement (Most Recent Year)

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
 - 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

This year's initiatives are to:

- Implement the Common Core State Standards for reading, language arts, and math.
- Implement the new math adoption materials which is Go Math.
- Implement the professional development modules for ELA which address SUSD Systematic Instructional Framework:
- Lead High-Level, Text-Based Discussions
- Focus on Process, Not just Content
- Create Assignments for Real Audiences and with Real Purpose
- Teach Argument, Not Persuasion
- Increase Text Complexity
- Conduct Lesson Studies for math with the math consultant and grade level teams
- Continue to implement and refine our practice in Positive Behavior Intervention Support
- Continue to conduct data analysis both with our NWEA assessments and with grade level assessments
- Continue our grade level planning during our PLC time
- Continue to involve our parents through PTO, ELAC, and Site Council Meetings.

School Profile

Frank Ledesma School, in 2014, has been designated as a state Distinguished School which 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 Family-Student Support 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, One Learning Director, a Family and Student Support Coordinator 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 Family & Student Support Liaison, one library media clerk, one district wide library media teacher, a full 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 & a part time custodian. 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 and Title III. We are planning our budget to reflect the areas of focus in LCAP guidelines. 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.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 72 |
| Grade 1 | 72 |
| Grade 2 | 93 |
| Grade 3 | 95 |
| Grade 4 | 109 |
| Grade 5 | 90 |
| Grade 6 | 85 |
| Total Enrollment | 616 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.8 |
| Filipino | 1.3 |
| Hispanic or Latino | 94.6 |
| White | 1.6 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 93.5 |
| English Learners | 53.9 |
| Students with Disabilities | 7.5 |
| Foster Youth | 0.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | District |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 26 | 24 | 18 | 181 |
| Without Full Credential | 0 | 1 | 7 | 34 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 91.7 | 8.3 |
| All Schools in District | 92.4 | 7.6 |
| High-Poverty Schools in District | 92.4 | 7.6 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: June 2015

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 June 2015. 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 | 2015 - Houghton Mifflin California Go Math (grades K-6 in English). New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2015. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. | 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 June 2015. 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 June 2015. 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Frank Ledesma School is a eleven-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, 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 (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month in which data were collected: September 15, 2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No deficiencies |
| Interior: Interior Surfaces | X | | | No deficiencies |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | No deficiencies |
| Electrical: Electrical | X | | | No deficiencies |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | No deficiencies |
| Safety: Fire Safety, Hazardous Materials | X | | | No deficiencies |
| Structural: Structural Damage, Roofs | X | | | No deficiencies |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Playground structures need to be repaired or replaced. |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: September 15, 2015 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|--------------------------------|---|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 36 | 28 | 44 |
| Mathematics | 35 | 19 | 33 |

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 93 | 93 | 100.0 | 33 | 40 | 17 | 10 |
| | 4 | 110 | 108 | 98.2 | 37 | 31 | 25 | 7 |
| | 5 | 89 | 88 | 98.9 | 34 | 20 | 34 | 11 |
| | 6 | 87 | 86 | 98.9 | 20 | 40 | 33 | 8 |
| Male | 3 | | 51 | 54.8 | 43 | 39 | 10 | 8 |
| | 4 | | 63 | 57.3 | 37 | 40 | 14 | 10 |
| | 5 | | 41 | 46.1 | 37 | 20 | 34 | 10 |
| | 6 | | 45 | 51.7 | 27 | 44 | 29 | 0 |
| Female | 3 | | 42 | 45.2 | 21 | 40 | 26 | 12 |
| | 4 | | 45 | 40.9 | 38 | 18 | 40 | 4 |
| | 5 | | 47 | 52.8 | 32 | 21 | 34 | 13 |
| | 6 | | 41 | 47.1 | 12 | 34 | 37 | 17 |
| American Indian or Alaska Native | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| Asian | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 4 | 4.6 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 1.8 | -- | -- | -- | -- |
| | 5 | | 2 | 2.2 | -- | -- | -- | -- |
| | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 87 | 93.5 | 34 | 41 | 15 | 9 |
| | 4 | | 102 | 92.7 | 37 | 30 | 25 | 7 |
| | 5 | | 85 | 95.5 | 33 | 20 | 35 | 12 |
| | 6 | | 79 | 90.8 | 22 | 41 | 32 | 6 |
| White | 3 | | 3 | 3.2 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| Two or More Races | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 1 | 1.1 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Socioeconomically Disadvantaged | 3 | | 82 | 88.2 | 34 | 41 | 17 | 7 |
| | 4 | | 102 | 92.7 | 38 | 31 | 24 | 7 |
| | 5 | | 84 | 94.4 | 35 | 20 | 35 | 11 |
| | 6 | | 76 | 87.4 | 21 | 41 | 30 | 8 |
| English Learners | 3 | | 61 | 65.6 | 36 | 43 | 11 | 10 |
| | 4 | | 51 | 46.4 | 53 | 29 | 18 | 0 |
| | 5 | | 23 | 25.8 | 74 | 22 | 4 | 0 |
| | 6 | | 14 | 16.1 | 71 | 29 | 0 | 0 |
| Students with Disabilities | 3 | | 7 | 7.5 | -- | -- | -- | -- |
| | 4 | | 11 | 10.0 | 73 | 18 | 0 | 9 |
| | 5 | | 8 | 9.0 | -- | -- | -- | -- |
| | 6 | | 5 | 5.7 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 2 | 2.2 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 93 | 93 | 100.0 | 15 | 28 | 40 | 17 |
| | 4 | 110 | 110 | 100.0 | 28 | 47 | 19 | 5 |
| | 5 | 89 | 88 | 98.9 | 31 | 47 | 13 | 10 |
| | 6 | 87 | 87 | 100.0 | 21 | 43 | 23 | 14 |
| Male | 3 | | 51 | 54.8 | 20 | 27 | 39 | 14 |
| | 4 | | 65 | 59.1 | 32 | 46 | 15 | 6 |
| | 5 | | 41 | 46.1 | 29 | 49 | 7 | 15 |
| | 6 | | 46 | 52.9 | 28 | 39 | 26 | 7 |
| Female | 3 | | 42 | 45.2 | 10 | 29 | 40 | 21 |
| | 4 | | 45 | 40.9 | 22 | 49 | 24 | 4 |
| | 5 | | 47 | 52.8 | 32 | 45 | 17 | 6 |
| | 6 | | 41 | 47.1 | 12 | 46 | 20 | 22 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| American Indian or Alaska Native | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| Asian | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 4 | 4.6 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.1 | -- | -- | -- | -- |
| | 4 | | 2 | 1.8 | -- | -- | -- | -- |
| | 5 | | 2 | 2.2 | -- | -- | -- | -- |
| | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 87 | 93.5 | 15 | 30 | 38 | 17 |
| | 4 | | 104 | 94.5 | 28 | 48 | 19 | 5 |
| | 5 | | 85 | 95.5 | 31 | 46 | 13 | 11 |
| | 6 | | 80 | 92.0 | 21 | 45 | 20 | 14 |
| White | 3 | | 3 | 3.2 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| Two or More Races | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 1 | 1.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 82 | 88.2 | 17 | 27 | 38 | 18 |
| | 4 | | 104 | 94.5 | 29 | 47 | 18 | 6 |
| | 5 | | 84 | 94.4 | 31 | 48 | 12 | 10 |
| | 6 | | 77 | 88.5 | 21 | 45 | 23 | 10 |
| English Learners | 3 | | 61 | 65.6 | 18 | 33 | 34 | 15 |
| | 4 | | 52 | 47.3 | 35 | 56 | 10 | 0 |
| | 5 | | 23 | 25.8 | 70 | 30 | 0 | 0 |
| | 6 | | 15 | 17.2 | 47 | 47 | 7 | 0 |
| Students with Disabilities | 3 | | 7 | 7.5 | -- | -- | -- | -- |
| | 4 | | 11 | 10.0 | 36 | 55 | 0 | 9 |
| | 5 | | 8 | 9.0 | -- | -- | -- | -- |
| | 6 | | 5 | 5.7 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 2 | 2.2 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 61 | 57 | 58 | 51 | 48 | 41 | 59 | 60 | 56 |

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|--|---|
| All Students in the LEA | 41 |
| All Students at the School | 58 |
| Male | 69 |
| Female | 50 |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 59 |
| Socioeconomically Disadvantaged | -- |
| English Learners | 20 |
| Students with Disabilities | 58 |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 11.20 | 23.60 | 15.70 |

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 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.

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 1.99 | 1.52 | 1.07 | 7.45 | 3.81 | 3.18 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.16 | 0.02 | 0.00 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

The Frank Ledesma School's Comprehensive School Safety Plan was developed during the 2015-16 school year. It was presented to the staff in October, 2015. It is reviewed and annually updated under the direction of our School Site Council. It was reviewed, updated, and readopted October of 2015 and is being updated in 2016. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| 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 | N/A | 5 |
| Percent of Schools Currently in Program Improvement | N/A | 62.5 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 27 | | 3 | | 26 | | 3 | | 24 | | 3 | |
| 1 | 29 | | 3 | | 31 | | 3 | | 24 | | 3 | |
| 2 | 25 | | 4 | | 23 | | 4 | | 23 | | 4 | |
| 3 | 22 | 1 | 3 | | 26 | | 4 | | 24 | | 4 | |
| 4 | 28 | | 3 | | 34 | | | 3 | 27 | | 4 | |
| 5 | 34 | | 1 | 2 | 35 | | | 2 | 30 | | 3 | |
| 6 | 33 | | 1 | 2 | 27 | | 4 | | 28 | | 3 | |

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

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | .75 | N/A |
| Library Media Teacher (Librarian) | 1 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0.33 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.125 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 1 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values do not require data. 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 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,447.32 | 2462.53 | \$2,984.79 | \$61,796.00 |
| District | N/A | N/A | \$4,882.54 | \$65,288 |
| Percent Difference: School Site and District | N/A | N/A | -38.9 | -5.3 |
| State | N/A | N/A | \$5,348 | \$65,267 |
| Percent Difference: School Site and State | N/A | N/A | -44.2 | -5.3 |

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,729 | \$40,379 |
| Mid-Range Teacher Salary | \$64,861 | \$62,323 |
| Highest Teacher Salary | \$94,191 | \$81,127 |
| Average Principal Salary (Elementary) | \$94,648 | \$99,192 |
| Average Principal Salary (Middle) | \$103,963 | \$91,287 |
| Average Principal Salary (High) | \$105,642 | \$112,088 |
| Superintendent Salary | \$150,000 | \$159,821 |
| Percent of Budget for Teacher Salaries | 35% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

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 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.