

Frank Ledesma Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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 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

Contact Information (School Year 2017-18)

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	Richard Radtke
E-mail Address	rradtke@soledad.k12.ca.us
Web Site	http://frankledesma.weebly.com
CDS Code	27-75440-0106336

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
E-mail Address	tvanoli@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (School Year 2017-18)

Frank Ledesma Elementary School has a mission of learning for ALL. Students are encouraged to Learn Like a Champion. To Learn Like a Champion means that a student accepts responsibility to be a good learner, to put out the best possible effort every day, and to take pride in being a committed learner. Providing exemplary instruction that promotes high levels of learning is a the fundamental purpose of our school. 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. Our Vision is to become a high achieving school competitive with the best districts in the state with similar demographics. To achieve this Vision, the Frank Ledesma Elementary Mission must:

- . 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 training from HMH Math, HMH English Language Arts, Fisher & Frey, Read 180/System 44, and 3-D ELD curriculum
- . Continue to Implement the Common Core State Standards for reading, language arts, and math.
- . Implement highly effective daily Math Talks
- . 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
- . Increased Rigor throughout our Curriculum and Instructional practices
- . Continue to implement and refine our practices in Positive Behavior Interventions and Supports
- . Continue to conduct data analysis with our NWEA, Reading Inventory, progress monitoring assessments, and other grade level assessments
- . Continue grade level planning during PLC time with emphasis on implementing strategies from trainings (HMH Math, HMH ELA, Fisher & Frey) and implementing daily Math Talks
- . Continue to involve our parents through PTO, ELAC, and School Site Council Meetings.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	74
Grade 1	75
Grade 2	71
Grade 3	74
Grade 4	90
Grade 5	88
Grade 6	103
Total Enrollment	575

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	1
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.2
White	2.4
Two or More Races	0.3
Socioeconomically Disadvantaged	87.8
English Learners	55.3
Students with Disabilities	10.1
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	17	0	198
Without Full Credential	7	7	2	15
Teaching Outside Subject Area of Competence (with full credential)	0	0		8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: June 2016

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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. A textbook inventory was conducted in June 2017. Reading intervention program is Sopris West Language! Fourth Edition Levels A-F in English, 2017-Houghton Mifflin Harcourt READ 180 CA Universal ELA/ELD for Grades 4-6. 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-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 2017. 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 2017. 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 2017. 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
Foreign Language	N/A		NA
Health	N/A		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	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, 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)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/13/2017				
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		Paint Chipping on Door Frames Throughout
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No deficiencies
Electrical: Electrical	X			No deficiencies
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No deficiencies

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		The only note was regarding Paint Chipping on Door Frames.
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 of the most recent FIT report: 04/13/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	37	32	32	48	48
Mathematics (grades 3-8 and 11)	32	32	20	18	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	350	349	99.71	36.68
Male	183	183	100	32.79
Female	167	166	99.4	40.96
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	331	330	99.7	35.45
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	313	312	99.68	34.62
English Learners	243	242	99.59	28.51
Students with Disabilities	52	52	100	9.62
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	350	348	99.43	32.47
Male	183	183	100	31.69
Female	167	165	98.8	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	331	329	99.4	31.91
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	313	311	99.36	30.87
English Learners	243	242	99.59	27.69
Students with Disabilities	52	52	100	3.85
Students Receiving Migrant Education Services	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58	37	41	32	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5	21.6	14.8

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 State priority: Parental Involvement (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 (School Year 2017-18)

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 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	3.0	3.1	3.2	3.9	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Frank Ledesma School's Comprehensive School Safety Plan was developed during the 2017-18 school year. It was presented to the staff in October 4, 2017. It is reviewed and annually updated under the direction of our School Site Council. It was reviewed, updated, and readopted October 4, 2017 by the Site Council and is being updated in 2018. 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.

Federal Intervention Program (School Year 2017-18)

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	2014-15			2015-16			2016-17					
	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	24		3		24		3		25		3	
1	24		3		24		3		25		3	
2	23		4		25		3		24		3	
3	24		4		24		4		25		3	
4	27		4		29		3		30		3	
5	30		3		27		4		29		3	
6	28		3		30		3		26		4	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.50	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,488.00	562.00	\$4926.00	\$65,000
District	N/A	N/A	\$10,495.00	\$67,532
Percent Difference: School Site and District	N/A	N/A	-53.1	-3.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-25.1	-6.7

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,942	\$44,144
Mid-Range Teacher Salary	\$68,143	\$69,119
Highest Teacher Salary	\$98,957	\$86,005
Average Principal Salary (Elementary)	\$101,348	\$106,785
Average Principal Salary (Middle)	\$106,971	\$111,569
Average Principal Salary (High)	\$130,051	\$121,395
Superintendent Salary	\$187,200	\$178,104
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	7%	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 Wednesday 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.