FRANK LEDESMA ELEMENTARY SCHOOL

973 Vista de Soledad, Soledad, CA 93960 • (831) 678-6320
Grades K-6
Jonathan Sison, Ed.D., Principal

Annual School Accountability Report Card

A Report of 2022-23 School Activities Published in 2023-24

PRINCIPAL'S MESSAGE

Dear Parents/Guardians,

On behalf of the Frank Ledesma team, it is my pleasure to welcome you and your child(ren) to the 2023-24 school year! I am excited about the opportunity to continue getting to know you and I am looking forward to a productive and positive school year ahead.

As we reconnect after one of the most collectively challenging years due to the strain of Covid-19, we look forward to focusing on three main objectives: 1) the physical and social-emotional wellbeing and safety of our scholars and staff, 2) the promotion of academic rigor and engagement with particular attention to reading, writing and college and career readiness for all students and 3) Tier I supports to promote overall student wellbeing and success.

Frank Ledesma will uphold the highest of safety standards including indoor mask wearing, maintaining regular screening practices and providing regular hygiene opportunities to wash hands and sanitize. Further, to support social-emotional health, our site will embark upon more closely partnering with the agency, Harmony at Home (formally known as Sticks and Stones), which will offer regular site based services to students and families. To best support academics, teachers will receive ongoing professional learning opportunities and coaching throughout the 2023-24 school year focusing on CORE Literacy strategies to support students in learning and engaging at their maximum potential. Additionally, we will be continuing our focus on PBIS (Positive Behavior Interventions and Supports) and will begin to utilize PBIS Rewards, a digital incentive system, so our scholars can earn Jaguar Bucks - to use in our student store - and be recognized for positive behavior and achievements that aligns with our ROAR behavior expectations (Respect, Ownership, Attitude and Responsibility). We are excited for these many initiatives to promote student success!

We are looking forward to a positive and productive school year working together to provide the best possible educational experience for your child(ren). Together, our community can best serve every student, every day.

Looking forward to an amazing school year ahead!

Best regards,
Jonathan Sison, Principal

DISTRICT & SCHOOL DESCRIPTION

Soledad Unified School District is located in the heart of the Salinas Valley, approximately 120 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. The city of Soledad was established by Catalina Manzaneli de Munrás in 1873. She named the township Soledad in honor of the brave padres who had founded the mission across the river. The mission was named honoring Nuestra Señora de la Soledad (Our Lady of Solitude). The town was incorporated May 9, 1921 The district currently operates five elementary schools, one middle school, one high school, and one continuation high school which serve almost 5,000 students in grades K-12.

Frank Ledesma Elementary School provides a safe, standards-based learning environment for students in grades K-6. During the 2022-23 school year, 486 students were enrolled. Student demographics include 16% receiving special education services, 44.9% qualifying for English learner support, 73.9% enrolled in the free or reduced-price meal program, 2.1% migrant, 0.6% foster youth, and 4.1% homeless youth.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	#
Female	52.9%	TK	0
Male	47.1%	Kinder	55
		Grade 1	51
Non-Binary	0.0%	Grade 2	55
American Indian or Alaskan Native	0.0%	Grade 3	75
Asian	1.9%	Grade 4	80
		Grade 5	86
Black or African American	0.2%	Grade 6	84
Filipino	1.6%		
Hispanic or Latino	94.2%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.4%		
White	1.6%		
English Learners	44.9%		
Foster Youth	0.6%		
Homeless	4.1%		
Migrant	2.1%		
Socioeconomically Disadvantaged	73.9%	Total Enrollment	
Students with Disabilities	16.0%		486

DISTRICT MISSION STATEMENT

Every member of the Soledad Unified School District team actively works to create the conditions for student success and contribute to a positive learning environment. We commit everyday to nurturing the unique skills and abilities of every student and we work as a collaborative team within each school site and our greater learning community to achieve our vision. Empowering and motivating every student, every day!

DISTRICT VISION STATEMENT

The Soledad Unified School District will empower every student to achieve rigorous goals and thrive as life-long, resilient learners who will become responsible, contributing citizens, prepared to lead in a culturally diverse and global society. Every graduate ready for success in college, career, and life!

CORE VALUES

Soledad's core values guide our behavior and govern how we will work together in carrying out the mission and vision of our team. As a team we value: Relationships, Diversity, Integrity, Innovation, & Connectivity.

- All people have value and worth and should be treated with dignity and respect.
- We embrace diversity and cultural differences as an asset and strength.
- We actively build positive relationships with students, parents, and the community.
- Student success is the primary focus of every member of the learning community.

- All students can and should learn and it is our responsibility to provide appropriate opportunities to facilitate that learning.
- As a team, we can remove barriers to success in order to close the achievement gap.
- We are a proud community and lead with integrity at every level of the organization.
- We recognize that students learn in different ways and at different rates, and we will provide for these differences.
- We function as a learning community and continuously strive for improvement and connectivity.
- We provide equitable access to the conditions of learning necessary to promote excellence and innovation.
- We engage students through critical thinking, collaboration, and relevant connections to real-world problem-solving.
- We believe our community is essential to our work and we value strategic partnerships.

SCHOOL MISSION STATEMENT

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

SCHOOL VISION STATEMENT

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

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

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

- Pupil suspension rates;

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	FLES		SUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	10.53	14.12	16.57	17.95	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 receive scores.

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Frank Ledesma Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts.

Volunteer Opportunities:
- Cafeteria Assistant
- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Office Assistant
- School Garden
- Science Activities

Committees:
- English Learners Advisory Council (ELAC)
- GATE Parent Advisory Committee
- Parent Teacher Organization (PTO)
- Migrant Parent Advisory Council (PAC)
- School Site Council

School Activities:
- Art & Science Fairs
- Back to School Night
- Drama Performances
- Garden Work Days
- Kinder Hoe Down
- Open House
- Parent Teacher Conference
- Student Award Assemblies
- Winter & Sprint Shows

Regular school-to-home communication, provided in both English and Spanish, keeps parents up to date on student progress and school issues. Newsletters, flyers, letters, and Parent Square are just a few of the ways that parents are kept informed of school events and activities. A calendar of events is published at the first of the year; general information can be found on the school website and the school marquee.

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the school office at (831) 678-6320 for more information on how to become involved.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	86	86	100.00%	0.00%	15.12%
Female	45	45	100.00%	0.00%	20.00%
Male	41	41	100.00%	0.00%	9.76%
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American					
Filipino					
Hispanic or Latino	83	83	100.00%	0.00%	13.25%
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100.00%	0.00%	3.23%
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	68	68	100.00%	0.00%	13.24%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00%	0.00%	6.25%

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.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

	FLES		SUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	29	31	30	30	47	46
Mathematics	24	24	17	20	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	324	318	98.15%	1.85%	30.82%	324	316	97.53%	2.47%	23.73%
Female	173	171	98.84%	1.16%	37.43%	173	169	97.69%	2.31%	26.63%
Male	151	147	97.35%	2.65%	23.13%	151	147	97.35%	2.65%	20.41%
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American										
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	305	300	98.36%	1.64%	28.33%	305	297	97.38%	2.62%	22.22%
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	119	118	99.16%	0.84%	10.17%	119	115	96.64%	3.36%	8.70%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	12	12	100.00%	0.00%	41.67%	12	12	100.00%	0.00%	16.67%
Military										
Socioeconomically Disadvantaged	267	261	97.75%	2.25%	28.74%	267	259	97.00%	3.00%	22.39%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	52	48	92.31%	7.69%	6.25%	52	47	90.38%	9.62%	6.38%

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

California Physical Fitness Test Results 2022-23				
% of Students Tested				
	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Aerobic Capacity				
Grade Level Fifth 93.2%	94.6%	86.5%	95.9%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

PHYSICAL FITNESS

In the spring of each year, Frank Ledesma Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

SCHOOL FACILITIES & SAFETY

Frank Ledesma Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Frank Ledesma Elementary School's original facilities were built in 2009; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. During the 2023-24 school year, a new pergola covered area will be installed in the playground area.

The custodial staff and district's maintenance department work together and communicate at least every other day to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Soledad Unified School District has established a comprehensive set of cleaning standards to ensure campus facilities are maintained in good repair and kept safe for students and staff. Parents may request to view approved cleaning standards by contacting the district's Director of Maintenance and Operations through the district office.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Maintenance and Operations employs an electronic, web-based work order system that enables school staff to communicate its maintenance needs. Teachers and school staff relay requests for unscheduled special projects directly to school office staff who complete and submit a work order request to the Director of Maintenance of Operations. The director evaluates, prioritizes, and then forwards the request immediately to custodians for resolution. Custodians are qualified to perform minor and routine maintenance. Larger and more specialized projects are typically outsourced to third party contractors. Emergencies and urgent situations are typically resolved immediately.

All staff share the responsibility to report safety hazards or other conditions that need immediate attention. Graffiti and signs of vandalism are removed prior to students arriving on campus. The principal communicates with Maintenance and Operations staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

CAMPUS SUPERVISION

As students arrive on campus in the morning, during recess and lunchtime activities, and upon release after school, administration and school staff monitor entrance gates and the playground in order to ensure a safe environment is provided at all times.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrive, wear a visitor's badge while on campus, and return to the school office upon departure to sign out indicating they are leaving the campus.

Campus Description	
Year Built	2004
Acreage	10.5
Bldg. Square Footage	54,060
	Quantity
# of Permanent Classrooms	28
# of Portable Classrooms	0
Library	1
Multipurpose Room	1
Conference Room	2
Counseling Office	1
Psychologist Office	1
Computer Lab(s)	1

SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan is in development in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Frank Ledesma Elementary School's plan was reviewed and updated in December 2023 and will be shared with staff in January 2024. An updated copy of the school site safety plan is available to the public for viewing at the Soledad Unified School District office and the school office.

SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The district's maintenance department inspects Frank Ledesma Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Frank Ledesma Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 18, 2023. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: May 18, 2023	**Good**	**Fair**	**Poor**	**Repair Needed and Action Taken or Planned**
Systems	✓			
Interior Surfaces		✓		Room 4 - Carpet has waves and torn, water stained ceiling tiles; Room 9, Room 11 - Water stained ceiling tile; Room 15 - Carpet has waves, trip hazard; Room 19 - Formica damaged on counters
Cleanliness	✓			
Electrical	✓			Room 9 - Outlet cover missing on wall
Restrooms/Fountains	✓			
Safety	✓			Room 8, Room 17, Room 20, Room 21, Room 22, Room 23, Room 24 - Paint chipping on interior of door frame
Structural	✓			Room 18 - Dry rot on trim by downspout
External	✓			Boys RR - Stall door bent

Overall Summary of School Facility Good Repair Status			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2022-23)				
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	519	505	141	27.9
Female	271	266	66	24.8
Male	248	239	75	31.4
Non-Binary				
American Indian or Alaska Native				
Asian	9	9	0	0
Black or African American	1	1	0	0
Filipino	9	9	1	11.1
Hispanic or Latino	488	474	137	28.9
Native Hawaiian or Pacific Islander				
Two or More Races	2	2	0	0
White	10	10	3	30
English Learners	245	237	63	26.6
Foster Youth	3	3	0	0
Homeless	27	25	6	24
Socioeconomically Disadvantaged	433	423	124	29.3
Students Receiving Migrant Education Services	11	10	1	10
Students with Disabilities	91	89	32	36

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions									
	FLES			SUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	5.38%	0.19%	0.20%	4.54%	4.90%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.19%	0.00%	0.00%	0.08%	0.00%	0.00%	0.07%	0.08%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.19%	0.00%
Female	0.00%	0.00%
Male	0.40%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.20%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.41%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.23%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CLASSROOM ENVIRONMENT

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Frank Ledesma Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

DISCIPLINE & CLIMATE FOR LEARNING

Frank Ledesma Elementary School is a PBIS school providing Positive Behavior Interventions and Supports to all students. Frank Ledesma Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	26.0		2	
1	26.0		2	
2	24.0		3	
3	26.0		3	
4	26.0		3	
5	26.0		3	
6	26.0		3	
2021-22				
K	23.0		2	
1	25.0		2	
2	21.0	1	2	
3	23.0		3	
4	26.0		3	
5	26.0		3	
6	27.0		3	
2022-23				
K	25.0		2	
1	25.0		2	
2	26.0		2	
3	24.0		3	
4	25.0		3	
5	26.0		3	
6	27.0		3	

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

** "Other" category is for multi-grade level classes.*

CURRICULUM & INSTRUCTION

PROFESSIONAL DEVELOPMENT

Soledad Unified School District combines efforts with school site administration to provide training and curriculum development which revolves around the California State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

During the 2022-23 school year, Frank Ledesma Elementary School sponsored professional development training activities for professional development and grade level collaboration. Additionally, teachers participate in Professional Learning Teams (PLT's) each week 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 essential standards-based lesson plans. Site-based professional development topics are based upon student achievement levels and teacher needs as well as follow-up training on districtwide programs. Professional development topics for the 2022-23 school year consisted of the following:

- Essential Standards
- MTSS with the Goal of Reducing the Number of Students Referred for Special Education Services

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2012	Yes	Handwritten WithOut Tears: Get Ready for School and Kaboodle Kit-KNIT	0%
2012	Yes	Zoo Phonics, Inc: Zoo-pers The Preschool Kit	0%
2016	Yes	Houghton Mifflin Harcourt: California Journeys	0%
2016	Yes	Houghton Mifflin Harcourt: California Collections	0%
2016	Yes	Houghton Mifflin Harcourt: READ 180 Universal	0%
2016	Yes	Houghton Mifflin Harcourt: English 3D	0%
2019	Yes	Benchmark Education: Adelante Benchmark Advance	0%
Math			
2012	Yes	Handwritten Without Tears: Get Set for School Pre-	0%
2014	Yes	Houghton Mifflin Harcourt: California GO MATH!	0%
Science			
2023	Yes	McGraw Hill: California Inspire Science	0%
Social Science			
2019	Yes	Pearson: CA History Social-Science myWorld Interactive	0%

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2021-22	**3 days**
•English 3D	
•iReady Training	
•PLC at Work Institute	
•Early Language & Literacy	
•Special Education Training	
•Title IX Training	
•After School Program	
•CPR & First Aid	
•Constructing Meaning Institutes	
•PBIS Training	
•McKinney Vento	
•Social Emotional Learning	
•Increasing Student Engagement	
•Newsela	
•Read 180	
•Classroom Management	
•Integrated ELD	
2022-23	**3 days**
• Google Classroom	
• Classroom Management	
• Professional Learning Communities	
• Structured Talk & Strategies to Engage English Learners	
• Building Positive School Culture	
• Foundations for Literacy	
• Assessment Compliance	
• Active Shooter Training	
• Bullying Solutions - Kid Power	
• Woodcock Johnson Assessment Tool Training	
• N2Y Curriculum Training	
2023-24	**3 days**
• Active Shooter Training	
• Essential Standards Planning	
• The Power of Play in the Classroom	
• Science Adoption	

During the 2021-22, 2022-23, and 2023-24 school years professional development activities available in the Soledad Unified School District covered topics that are identified in the chart located in this document.

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Soledad Unified School District are aligned to the California State Standards. Instructional materials for grades K-12 are aligned to state content standards and, when possible, are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education.

On September 14, 2023, the Soledad Unified School District Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners. The Governing Board adopted Resolution No. 9-01-23 which certifies, as required by

Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.5	1
Misassignments	0	1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1.5	2

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.2
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	91.8	165.9	74.84	228366.1	83.12
Intern Credential Holders Properly Assigned	0.2	1.0	8	3.61	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	7.3	15.3	6.92	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0	15	6.81	12115.8	4.41
Unknown	0	0.0	17.3	7.82	18854.3	6.86
Total Teaching Positions	20.6	100.0	221.6	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.1	78.25	163.8	71.19	234405.2	84
Intern Credential Holders Properly Assigned	2.5	12.08	13.8	6.02	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	9.67	27.8	12.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.8	2.96	11953.1	4.28
Unknown	0	0	17.7	7.72	15831.9	5.67
Total Teaching Positions	20.6	100	230.1	100	279044.8	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

TEACHER PREPARATION AND CREDENTIALS

The charts in this report identify the number of teachers at Frank Ledesma Elementary School, Soledad Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Frank Ledesma Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

COUNSELING & SUPPORT SERVICES STAFF

It is the goal of Frank Ledesma Elementary School to assist students in their social and personal development as well as academics. Diagnostic and prescriptive teachings, the resource specialist program, counseling by teachers and other staff members, and involvement of outside agencies when necessary are available and utilized for Frank Ledesma Elementary School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

The following table identifies counseling and non-teaching support staff assigned to Frank Ledesma Elementary School. The district nurse is available on an as-needed basis and coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

Academic Counselors and Other Support Staff 2022-23	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Psychologist	1	0.5
Speech & Language Specialist	1	1.0
Resource Specialistist (non-teaching)	3	2.2
Parent Liaison	1	1.0
Health Technician	1	1.0
Social Worker	1	1.0

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2021-22 school year, Soledad Unified School District spent an average of $16,570 of total general funds to educate each student (based on 2021-22 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	SUSD	State Average of Districts in Same Category
Beginning Teacher Salary	53,952	50,875
Mid-Range Teacher Salary	80,023	79,760
Highest Teacher Salary	116,208	103,044
Average Principal Salaries:		
Elementary School	136,629	128,153
Middle School	154,866	131,773
High School	170,062	142,675
Superintendent Salary	215,000	211,462
Percentage of Budget For:		
Teacher Salaries	29.41	30.11
Administrative Salaries	5.11	5.49

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
	Dollars Spent Per Student				
Expenditures Per Pupil	FLES	SUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,854	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,268	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,586	7,814	97.1%	7,606	99.7%
Average Teacher Salary	74,226	79,446	N/A	81,984	N/A

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

In addition to general fund state funding, Soledad Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- A-G Completion Grant
- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Agricultural Career Technical Education Incentive
- Career Technical Education Incentive Grant Program
- Career and Technical Education Programs
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- COVID-19 Supplemental Funding for ROCPs
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- State COVID Relief Funding
- Strong Workforce Program
- Title I, II, III, IV

SARC DATA & INTERNET 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 Frank Ledesma Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

INTERNET

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.

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Soledad Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in October 2023 and school facilities reports were acquired in November 2023.