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Ledesma (Rita) Elementary

2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

About	Conditions	Outcomes	Engagement	Other

Address:

1001 Schoolhouse Rd.
San Jose, CA , 95138-1374

Principal:

Mr. Jason Sorich, Principal

Phone:

(408) 224-2191

Grade Span:

K-6

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

Mr. Jason Sorich, Principal

Principal, Ledesma (Rita) Elementary

About Our School
Contact

Ledesma (Rita) Elementary
1001 Schoolhouse Rd.
San Jose, CA 95138-1374

Phone: (408) 224-2191
Email: jsorich@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

School Name

Ledesma (Rita) Elementary

Street

1001 Schoolhouse Rd.

City, State, Zip

San Jose, CA , 95138-1374

Phone Number

(408) 224-2191

Principal

Mr. Jason Sorich, Principal

Email Address

jsorich@ogsd.net

Website

https://ledesma.ogsd.net

**County-District-School (CDS)
Code**

43696256116081

Last updated: 1/18/22

School Description and Mission Statement (School Year 2021—2022)

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District reopened its schools and transitioned back to in-person instruction for the 2021/2022 school year.

Ledesma is a 21st century school that fosters collaborative and engaging academic experiences. Ledesma is a safe and nurturing environment providing the foundation of academic growth, which prepares students to excel throughout their future.

At the heart of our work are these essential core values:
Be Safe
Be Responsible
Be Respectful

At Ledesma we are proud to work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

- **Goal 1** - All students will be proficient in meeting and/or exceeding all Common Core State Standards.
- **Goal 2** - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.
- **Goal 3** - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.
- **Goal 4** - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.
- **Goal 5** - School and classroom environments support learning, creativity, safety, and engagement.
- **Goal 6** - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Last updated: 1/18/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	74

Grade 2	87
Grade 3	72
Grade 4	78
Grade 5	59
Grade 6	67
Kindergarten	74
Total Enrollment	511
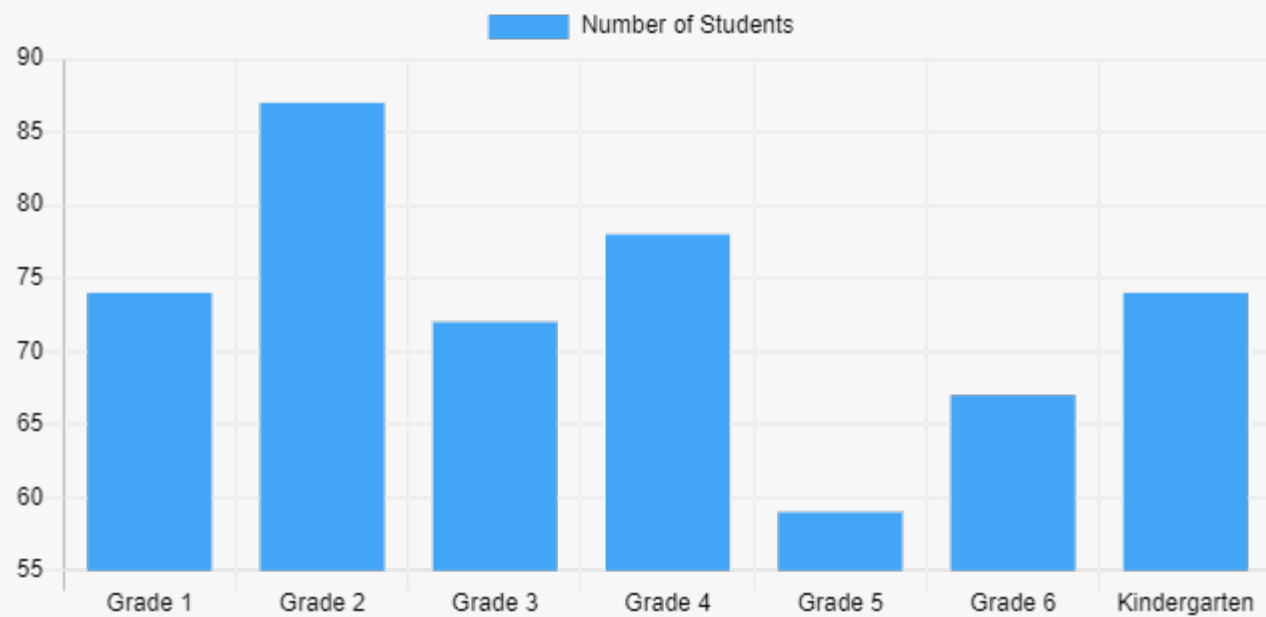
Last updated: 1/18/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	36.40%

Black or African American	2.30%
Filipino	8.00%
Hispanic or Latino	28.00%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	9.60%
White	14.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.10%
Foster Youth	0.20%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disavantaged	20.20%
Students with Disabilities	6.10%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning	Yes	0%

	Adopted 2015		
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0%
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health			0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

The maintenance staff completed the FIT inspection in January 2022. The overall rating for the site is Good. There were very minor work orders generated to address normal wear and tear items.

Last updated: 1/27/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed.
Interior: Interior Surfaces	Poor	Work orders generated to repalce stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed.
Electrical: Electrical	Good	Work order generate to complete a relamps needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work order generated to repair leaking sink.
Safety: Fire Safety, Hazardous Materials	Good	No action needed.
Structural: Structural Damage, Roofs	Good	No action needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No action needed.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good

Last updated: 1/27/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
    1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school,

district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/14/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	141	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	86	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education	0	0	0	0	0

Services					
Students with Disabilities	26	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/14/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	141	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	86	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					

Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/14/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	270	264	98	2	67
Female	130	127	98	2	68
Male	140	137	98	2	67
American Indian or Alaska Native	--	--	--	--	--
Asian	106	105	99	01	83
Black or African American	10	08	80	20	50
Filipino	--	--	--	--	--
Hispanic or Latino	89	86	97	03	45
Native Hawaiian or Pacific Islander	02	02	100	00	100
Two or More Races	22	22	100	00	68

White	41	41	100	00	76
English Learners	27	26	96	04	27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	49	98	02	84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	29	94	06	34

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	272	266	98	2	50
Female	131	128	98	2	47
Male	141	138	98	2	54
American Indian or Alaska Native	--	--	--	--	--

Asian	86	86	100	0	76
Black or African American	10	9	90	10	0
Filipino	12	12	100	0	50
Hispanic or Latino	137	136	99	1	23
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	17	17	100	0	41
White	42	41	98	2	56
English Learners	28	26	93	7	23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	25	93	7	12
Students Receiving Migrant Education Services	1	0	0	100	0
Students with Disabilities	27	26	96	4	8

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

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

	School	School	District	District	State	State

Subject	2019-2020	2020–2021	2019-2020	2020–2021	2019-2020	2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/18/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	N/T	N/T	N/T	N/T
Female	31	N/T	N/T	N/T	N/T
Male	29	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	20	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	21	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
White	--	N/T	N/T	N/T	N/T
English Learners	--	N/T	N/T	N/T	N/T

Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/18/22

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 area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/18/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

We actively engaged families and community members in supporting the implementation of CCSS instruction, and provided input to program decisions. Informed families with all the dates and agendas for various parent meetings. Provided families with information in their primary language so they had access to the information for various parent
meetings. Posted all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families. School secretary and principal worked closely to ensure that our student information system was current and clean.

School secretary and principal monitored the student information system weekly through data reports as well as data from weekly phone, email and text communications to families. Virtual parent meetings were held through Google meets and Zoom. The principal, secretary and community liaison reached out to families to personally invite them through phone calls, emails and parent square messages.

Continued to monitor the percent of families that are connected and have accurate information on file with a goal of 100%. Monitored the attendance of parent meetings through the notes and or attendance logs.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group

(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	528	33	6.3
Female	253	250	18	7.2
Male	283	278	15	5.4
American Indian or Alaska Native	195	192	1	5.4
Asian	1	1	0	0.0
Black or African American	15	14	4	28.6
Filipino	41	41	2	4.9
Hispanic or Latino	152	151	21	13.9
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	50	49	3	6.1
White	76	74	2	2.7
English Learners	89	89	7	7.9
Foster Youth	1	1	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	139	139	25	18.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	6	15.8

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.78%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.38%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/18/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0

Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Ledesma School Site Council met and approved the Ledesma School Safety Plan on January 19, 2022. DUE TO THE COVID-19 PANDEMIC AND MANDATED SCHOOL CLOSURES THAT BEGAN ON MARCH 13, 2020, DISCIPLINE AND ATTENDANCE DATA FOR 2019-2020 AND 2020-2021 IS NOT COMPARABLE TO PREVIOUS YEARS AND WILL THEREFORE NOT BE INCLUDED.

We are adopting additional safety measures this year around Covid-19. Additionally, due to COVID-19

pandemic here are our annual goals:

- Establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic.
  - Umbrellas provided for outdoor lunch and social distancing procedures at lunch
  - Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID 19 or exhibits symptoms of COVID-19
  - Staff and students will be trained on proper hand washing and use of sanitizer to take place several times a day with sanitizer stations throughout the school campus.
  - Students will be asked to wear face coverings throughout the day. Extra masks are provided as needed.
  - Only essential visitors with COVID vaccine on campus
  - Students sent home with any symptoms placed in an isolation area.
  - Water fountains turned off and water filling stations available throughout the school campus.
  - Mandated testing for exposed students. Bay PLS rapid response testing for close contacts provided.

- Updating the ARCC to ensure adequate necessary supplies in the event of an emergency.
  - Each class will receive a bin, along with a gallon-sized zip-top bag for every student.
  - Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC. Updated materials include 4 lanterns, 100 feminine pads, 2 privacy screens for restrooms.
  - Updated materials include Rescue Backpacks and First Aid Supplies that are replaced every 5 years including such items as band aids, bandages, etc.

- Provide mental health support for students.
  - Mental Health Intern support for 1.5 day/week
  - Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah's Children Services
  - Parents and students can be referred through Care Solace
  - Professional Learning Community focus on Morning Meetings
  - Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Last updated: 1/18/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		4	
1	24.00		2	
2	23.00		3	
3	22.00		3	
4	28.00		3	
5	34.00			1
6	34.00			3
Other**				0

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00		3	
1	24.00		3	
2	23.00		3	
3	23.00		3	
4	27.00		1	
5	30.00		1	
6	33.00		1	

Other**	27.00		4

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		3	
1	25.00		3	
2	22.00		4	
3	24.00		3	
4	34.00			1
5	33.00			
6	34.00			1
Other**	19.00	1		1

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

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/18/22

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/18/22

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11720.00	$2969.00	$8751.00	$90814.00
District	N/A	N/A	$8460.00	$85750.00
Percent Difference – School Site and District	N/A	N/A	2.24%	3.79%
State	N/A	N/A	$8443.83	$85863.00
Percent Difference –	N/A	N/A	2.37%	3.70%

School Site and State

Last updated: 1/14/22
Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

In Distance Learning: Staff received professional Development regarding online platforms such as Nearpod and Common Sense media so that all students receive at minimum of one lesson a week that is specific to the social and emotional well being of our students during Covid-19.

In Distance Learning: Additional support provided by district and community resources such as Community Liaison, social workers and mental health counselors. Trained staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support were referred to the school Mental Health Counselor.

PD for the online platforms that we already have but weren't using fully (studies weekly, NewsELA, RAZ-Kids, GoNoodle, Nearpod and Common Sense Media), time for sorting through those platforms to curate engaging, whole-child curriculum. Special focus was placed on trauma informed practice, engagement, and student empowerment.

Increased need for social-emotional support, mental health support, and positive identity development. Purchased technology equipment for classrooms to maintain a site standard of one chromebook cart with the goal of 1:1 devices, a LCD projector, document camera and speakers in each classroom, including the resource specialist's room and service agreements for technology equipment that provides academic support to students. Handed out and distributed district provided chromebooks and hotspots. Continued outreach to vulnerable families to check in on connectivity and device useability.

Promoted the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families). Provided office hours and contact information to support families with tech needs. We addressed issues of digital citizenship and training for the use of all the new digital learning tools and platforms (G-suite, Jamboard, Screencastify, Adobe Enterprise, Nearpod, Flipgrid,etc.).

In Distance Learning, students received additional synchronous support beyond the school day. Additionally, Special Education Instructional Assistants received chromebooks to support the additional synchronous lessons as well as "push in" support. This was provided by the change in daily schedule and the district purchase of chromebooks. Prioritized the need to service students with IEP's more instructional time that falls outside of the regular day of Instructional Minutes.

Gave Instructional Aides chromebooks so they can work with students with IEP's in break out rooms during Google Meets. In distance learning we scheduled materials distribution dates as needed to prioritize our hands-on learning activities even during distance learning. Teachers prepared manipulatives, visual aids, hard copies of books, guided reading and literature circle books, art supplies, and other hands-on learning aids for students to take home for use during distance learning. Instructional supplies, materials, print shop resources, items that teachers needed to support their individual students with the resources needed to attain a goal of at standard or above standard in ELA and Math. (In Distance Learning: Digital platform, student workbooks, and home-school connection workbooks were purchased/provided).

Professional development and common planning days for all teachers with a focus on common backwards mapping,
collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math. Professional Development released days to attend conferences. Staff teaching a combo class were released to attend off site activities with specific grade level while other grade level stays at school with a substitute.

During Distance Learning administrator and teachers had the opportunity to utilize Wednesdays to collaborate and participate in Professional Development. Cost to support the types of services funded during Distance Learning were done through the district office, Ledesma's Locally Controlled Funding, Ledesma Home and School Club and through the use of the Low Performing Block Grant. Specific allocation of funding can be located in the 2020-2021 Ledesma SPSA Plan.
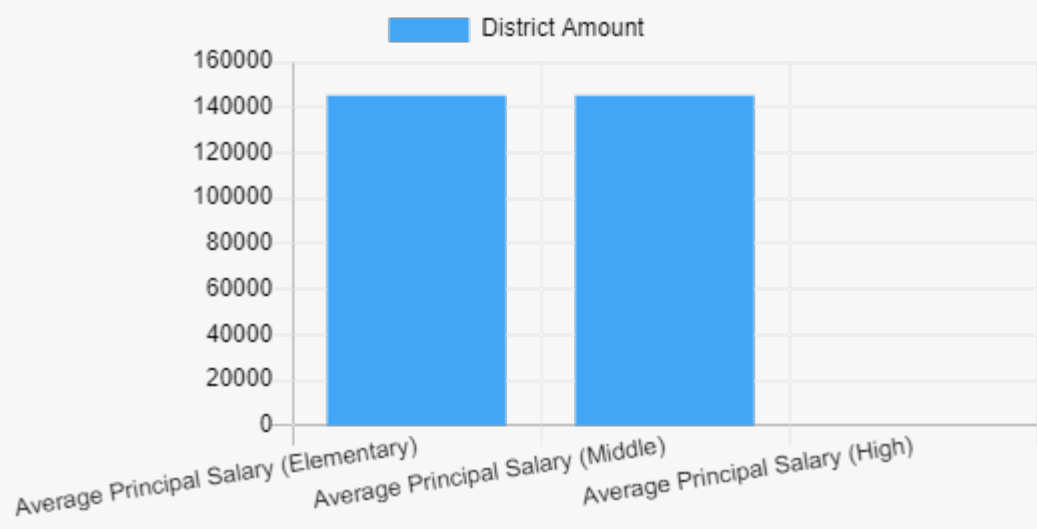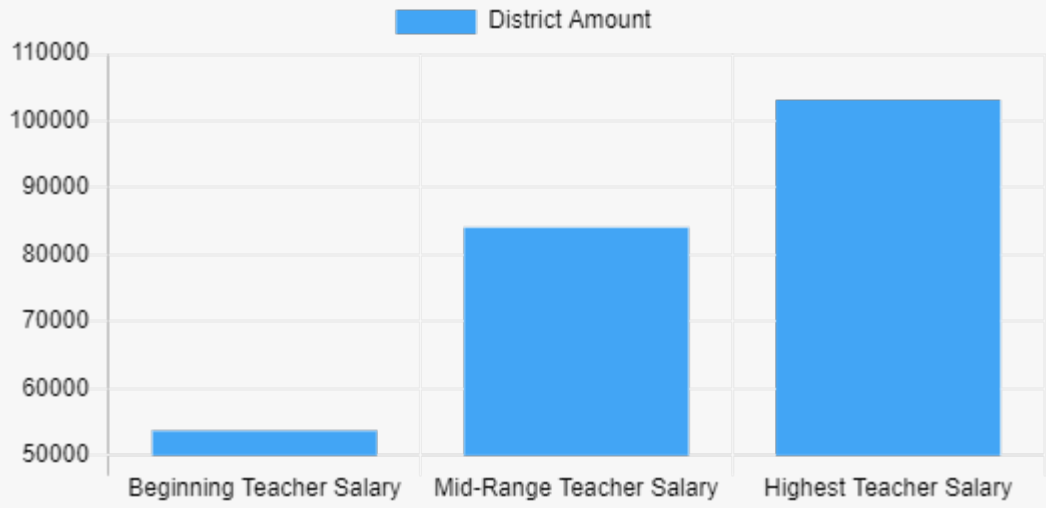
Last updated: 1/18/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53709.00	$52060.00
Mid-Range Teacher Salary	$84060.00	$84043.00
Highest Teacher Salary	$103129.00	$107043.00
Average Principal Salary (Elementary)	$141017.00	$133582.00
Average Principal Salary (Middle)	$145187.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$298043.00	$240628.00

Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California

Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--

Student Group					
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
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.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--

Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level

LEAwide	6181	5771	93	7	56
Female	3006	2806	93	7	60
Male	3175	2965	93	7	52
American Indian or Alaska Native	12	11	92	8	64
Asian	1334	1292	97	3	78
Black or African American	192	170	89	11	42
Filipino	412	398	97	3	71
Hispanic or Latino	2960	2674	90	10	39
Native Hawaiian or Pacific Islander	59	57	97	3	40
Two or More Races	293	284	97	3	70
White	910	876	96	4	68
English Learners	1275	1168	92	8	17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	751	91	9	27
Students Receiving Migrant Education Services	45	43	96	4	2
Students with Disabilities	903	809	90	10	23

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable

for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6192	5833	94	6	41
Female	3011	2843	94	6	41
Male	3181	2990	94	6	40
American Indian or Alaska Native	12	11	92	8	36
Asian	1336	1300	97	3	72
Black or African American	192	172	90	10	26
Filipino	413	402	97	3	52
Hispanic or Latino	2964	2708	91	9	21
Native Hawaiian or Pacific Islander	59	57	97	3	14
Two or More Races	294	286	97	3	52
White	913	888	97	3	50
English Learners	1278	1170	92	6	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	758	92	8	16
Students Receiving Migrant Education	46	42	91	9	13

Services					
Students with Disabilities	814	721	89	11	13

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

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