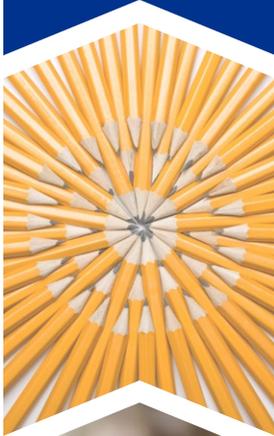


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Los Medanos Elementary School

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Pittsburg USD





Principal's Message

The entire staff at Los Medanos Elementary School is dedicated and committed to creating a safe and caring environment where all students are provided a challenging, standards-based curriculum that not only teaches a variety of skills, but also validates the culture of our students as they grow mentally, physically and socially. The staff also values understanding our differences and commonalities in the areas of our ethnicity, religion, gender, ability and socioeconomic diversity. Students at Los Medanos are expected to meet or exceed the state academic standards in all curriculum areas. Students are provided the opportunity to participate in band, choir, noncompetitive sports and extended-day tutoring.

Our goal is to raise student performance to a proficient or advanced level of achievement and to teach students to become lifelong learners who enrich our community by his or her presence. We provide an environment where sharing, caring, laughing, questioning and taking risks are encouraged. It is important that we develop a strong partnership between home and school to assist each student in achieving his or her highest ability. Los Medanos is an award-winning school as the recipient of the Title I Academic Achievement Award in 2006, 2007 and 2012; named a California Honor Roll School for 2006 and 2015; and recognized as a California Distinguished School in 2012. Based on California Assessment of Student Performance and Progress (CAASPP) results, we continue to be the highest performing elementary school within the district. Our expectation is that it will increase after our current year's testing. We are committed to leading our students to academic proficiency.

School Mission Statement

At Los Medanos Elementary, every student will learn every day. Where we expect the best!

School Safety

The Los Medanos Elementary school safety plan is reviewed annually and identifies emergency procedures and security protocols. Staff members have been given an opportunity to review the plan and become familiar with necessary responsibilities.

Students and staff members are prepared to respond to various emergencies through monthly drills and class discussions. The school safety plan addresses information regarding the physical, social and cultural aspects of the school environment.

In addition, the district has developed a Crisis Intervention Plan, activated in the event of an emergency. Support staff is available to provide targeted support in the event of a crisis. A copy of the plan is located in the main office, and emergency procedures are included in the district handbook and the school parent handbook.

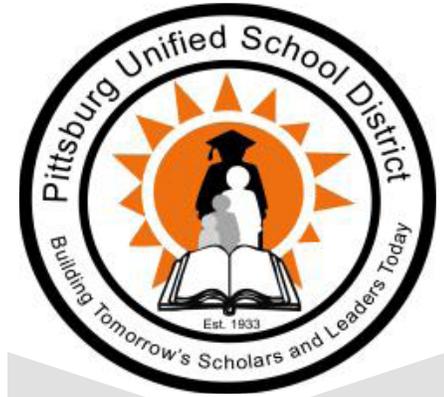
The school safety plan was most recently reviewed, updated and discussed with school faculty in March 2017.

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

- Mr. Duane Smith, president
- Mr. De'Shawn Woolridge, vice president
- Dr. Laura Canciamilla, trustee
- Mr. George Miller, trustee
- Mr. Joseph Arenivar, trustee

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Los Medanos ES	3 days	3 days	3 days



Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization

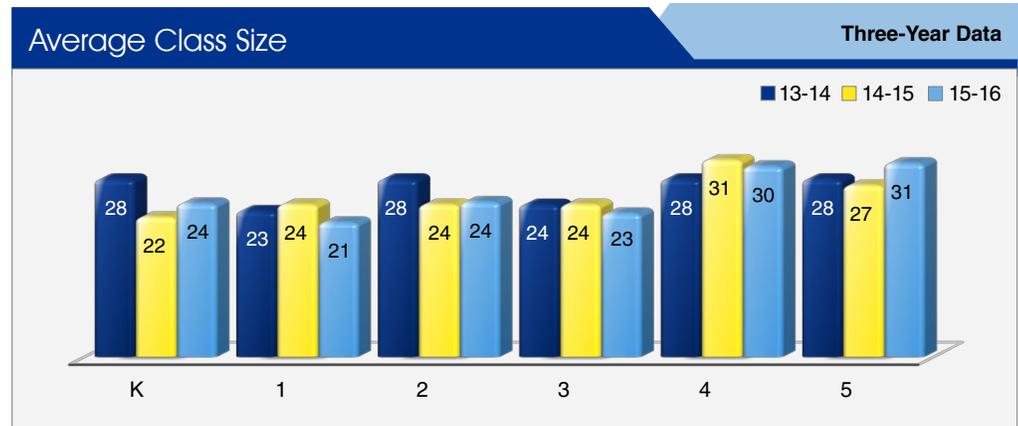
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	4		1	5		2	6	
1	1	5			5		5	1	
2		5			5		1	5	
3		5			5		2	4	
4	1	1	3		4		1	4	
5	1		3	1	4		1	4	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test 2015-16 School Year

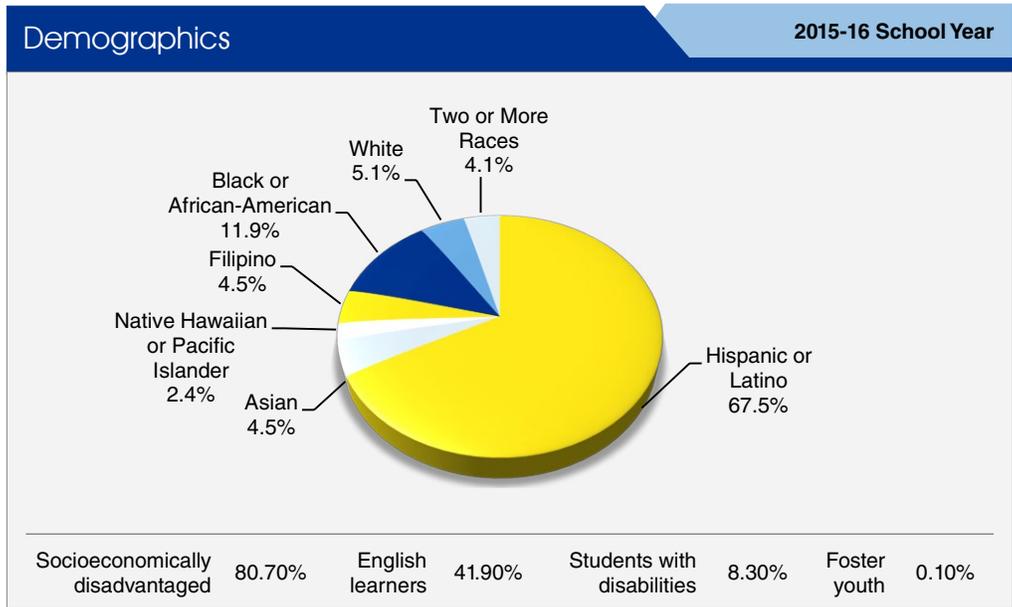
Percentage of Students Meeting Fitness Standards	Los Medanos ES
	Grade 5
Four of six standards	15.9%
Five of six standards	8.7%
Six of six standards	7.9%



"Home of the Mustangs!"

Enrollment by Student Group

The total enrollment at the school was 751 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Federal Intervention Program

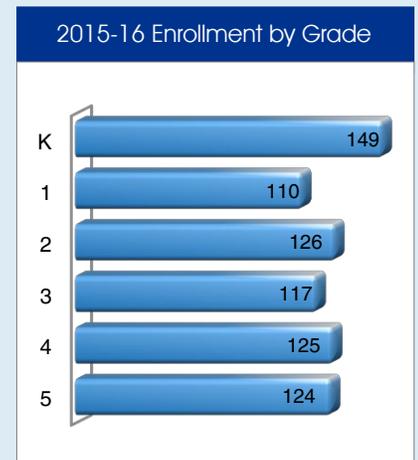
Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year	
	Los Medanos ES	Pittsburg USD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2013-2014	2008-2009	
Year in Program Improvement	Year 1	Year 3	
Number of schools currently in Program Improvement	8		
Percentage of schools currently in Program Improvement	72.70%		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Los Medanos ES			
	13-14	14-15	15-16
Suspension rates	3.7%	1.6%	2.9%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	13-14	14-15	15-16
Suspension rates	10.8%	7.8%	8.0%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The “percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Los Medanos ES			Pittsburg USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	72%	75%	68%	49%	42%	42%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	127	125	98.43%	68.00%	
Male	55	54	98.18%	79.63%	
Female	72	71	98.61%	59.15%	
Black or African-American	12	12	100.00%	66.67%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	94	92	97.87%	64.13%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	107	105	98.13%	64.76%	
English learners	33	32	96.97%	37.50%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Los Medanos ES		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	51%	52%	30%	34%	44%	48%
Mathematics	54%	45%	21%	22%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	121	115	95.00%	63.50%
Male	59	58	98.30%	58.60%
Female	62	57	91.90%	68.40%
Black or African-American	24	23	95.80%	60.90%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	72	69	95.80%	59.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	96	92	95.80%	59.80%
English learners	50	47	94.00%	53.20%
Students with disabilities	15	15	100.00%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	121	118	97.50%	59.30%
Male	59	58	98.30%	60.30%
Female	62	60	96.80%	58.30%
Black or African-American	24	23	95.80%	30.40%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	72	72	100.00%	62.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	96	94	97.90%	56.40%
English learners	50	50	100.00%	58.00%
Students with disabilities	15	15	100.00%	26.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	130	126	96.90%	46.80%
Male	65	62	95.40%	35.50%
Female	65	64	98.50%	57.80%
Black or African-American	16	16	100.00%	43.80%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	89	85	95.50%	43.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	107	104	97.20%	42.30%
English learners	44	42	95.50%	23.80%
Students with disabilities	16	15	93.80%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	130	126	96.90%	42.10%
Male	65	62	95.40%	41.90%
Female	65	64	98.50%	42.20%
Black or African-American	16	16	100.00%	37.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	89	85	95.50%	44.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	107	104	97.20%	41.40%
English learners	44	42	95.50%	19.10%
Students with disabilities	16	15	93.80%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	127	125	98.40%	48.00%
Male	55	54	98.20%	48.20%
Female	72	71	98.60%	47.90%
Black or African-American	12	12	100.00%	41.70%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	94	92	97.90%	42.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	107	105	98.10%	41.00%
English learners	33	32	97.00%	15.60%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	127	125	98.40%	34.40%
Male	55	54	98.20%	37.00%
Female	72	71	98.60%	32.40%
Black or African-American	12	12	100.00%	16.70%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	94	92	97.90%	32.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	107	105	98.10%	28.60%
English learners	33	32	97.00%	3.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Treasures</i> , Macmillan/McGraw-Hill (K-5)	2010
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Scott Foresman (K-5)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Parental Involvement

A collaborative effort from parents, teachers, administrators and the community at large is required to ensure the educational success of every child. The district is a member of the National Network of Partnership Schools, which provides a foundation and process for engaging parental and community involvement in schools.

The parent coordinator at Los Medanos works collaboratively with parents as she solicits their assistance with both ongoing activities, such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Booster Club, and one-time opportunities such as Back-to-School Night, Open House, Family Science Night, Family Literacy Night, Family Math Night, our winter and spring band and choir concerts, and our ethnic-heritage programs. Parents are encouraged to visit the school, volunteer in classrooms, chaperone field trips, and attend special programs designed to increase the level of parental and community engagement with our school. For more information on how to become involved, please contact Annamarie Santos, our parent and family liaison, at (925) 473-4658.





"Los Medanos promotes extracurricular activities and interventions to support students not only academically, but also socially and emotionally."

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Fair
Overall summary of facility conditions			Good
Date of the most recent school site inspection			9/15/2016
Date of the most recent completion of the inspection form			9/15/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Restrooms/fountains	Fifth-grade girls' bathroom is missing a sink. First- and second-grade middle sink does not work.	
External	Staff parking: 8 by 6 hole, upper play structure needs tanbark; kinder play structure missing wood covering cement within structure.	



School Facilities

Built in 1963, Los Medanos has a strong commitment to providing a positive climate for learning in which all students can reach their fullest potential in academics and attitudes.

Our school provides a safe, clean and functional environment for learning through proper maintenance of facilities and campus supervision by our custodians, district maintenance teams and supervisory staff.

Work orders are placed through a centralized system that allows maintenance to take action to make repairs or assist as needed to maintain proper functioning facilities. There is also a rotation of weekly gardeners throughout the district who sustain the grounds at each school site.

District funds and site categorical funds are used to provide seven on-duty staff members who supervise students during recess on a rotational basis. Teachers provide rotational coverage before and after school and during the morning recess.

Two full-time custodians and one part-time custodian are responsible for maintaining the cleanliness and upkeep of the physical facilities. Their services are provided from early morning to late night each day. Rotating gardeners are present one day each week to clean the grounds of the school.

There are 13 portable classrooms and 20 permanent classrooms. There is also a learning center with two divided areas and a computer lab.

The playground consists of one separate area for kindergarten, a large paved area, and a grass and field area. The library is accessible to individuals with disabilities and has internet access on the five computers. There are approximately 9,627 books.



"It is wonderful working in school community that focuses on academic achievement by inviting our community to be a part of the learning experience."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral or career development counselors	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.6
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Los Medanos ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	467	34	36	34
Without a full credential	41	1	0	1
Teaching outside subject area of competence (with full credential)	3	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Los Medanos ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	1

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Los Medanos ES	100.00%	0.00%
All schools in district	87.22%	12.78%
High-poverty schools in district	87.22%	12.78%
Low-poverty schools in district	◇	◇

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$45,158	\$44,958
Midrange teacher salary	\$67,437	\$70,581
Highest teacher salary	\$83,804	\$91,469
Average elementary school principal salary	\$108,631	\$113,994
Average middle school principal salary	\$117,618	\$120,075
Average high school principal salary	\$118,714	\$130,249
Superintendent salary	\$190,000	\$218,315
Teacher salaries: percentage of budget	35%	38%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Los Medanos ES	\$4,918	\$58,916
Pittsburg USD	\$6,418	\$60,508
California	\$5,677	\$74,216
School and district: percentage difference	-23.4%	-2.6%
School and California: percentage difference	-13.4%	-20.6%

Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,103
Expenditures per pupil from restricted sources	\$184
Expenditures per pupil from unrestricted sources	\$4,918
Annual average teacher salary	\$58,916

Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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