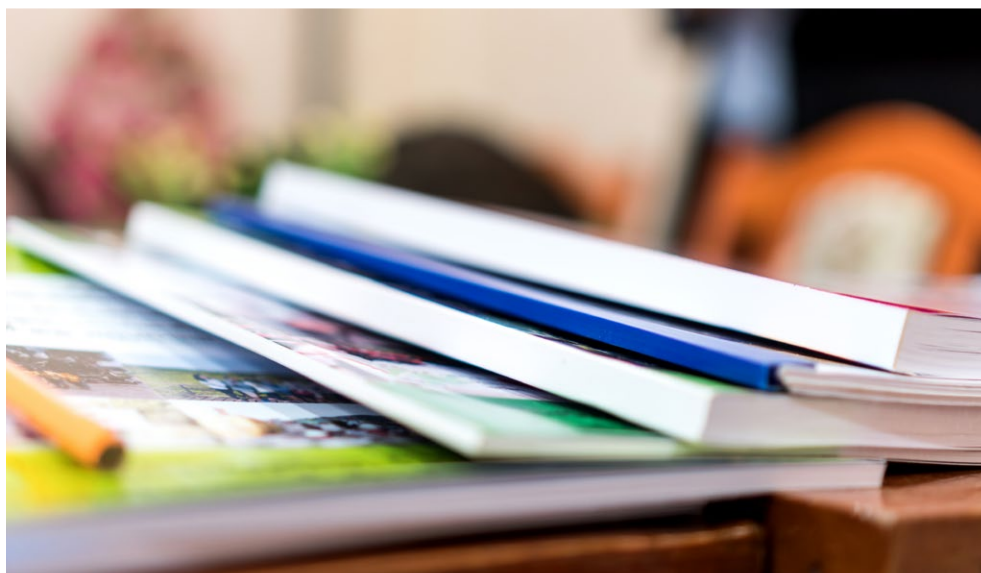# Pittsburg Unified School District

2000 Railroad Avenue   Pittsburg, CA 94565   ▪   www.pittsburgusd.net

Janet Schulze, Superintendent   ▪   jschulze@pittsburgusd.net   ▪   (925) 473-2300

SARC

2022-23

School Accountability
Report Card
Published in 2023-24

Rancho Medanos Junior High School

Grades 6-8
CDS Code 07-61788-6084966

Vanessa Fortney, Principal
vfortney@pittsburgusd.net

2301 Range Road
Pittsburg, CA 94565
(925) 473-2480

www.pittsburg.k12.ca.us/ranchomedanos

Principal's Message

Rancho Medanos Junior High is working to support students, staff and families as we return to in-person learning. By continued implementation of research-based practices for whole school calibration of academic and classroom community strategies, we can increase our academic achievement. Furthermore, we seek to ensure that teachers provide safe and orderly classroom environments that are conducive to learning and pleasant for students.

School Mission Statement

Everything we do, we do to rigorously prepare our students for high school, college and career, helping them to develop the knowledge and skills that lead to career success, healthy relationships, civic responsibility and happiness.

School Vision Statement

Our school promotes a socially successful and academically challenging learning environment. Our campus is safe, clean, orderly and inviting. Our school is a place where administration, support staff, teachers, students and families collaborate and treat one another with fairness and respect. We honor and value diversity. We cultivate a strong sense of community. Our staff is committed to academic excellence and maintains high expectations for all. Our parents and community are actively engaged in supporting student achievement. Our students are eager to learn and demonstrate good moral character.

Parental Involvement

We presently have a volunteer list of parents who have signed up to assist the school in a variety of ways, including supervision, helping with homework, correcting papers and filing. We also have our School Site Council (SSC) that oversees budget expenditures, approval of field trips and other responsibilities. Part of our goal is to promote cohesiveness and a family environment at Rancho. It is our belief that a team effort creates an effective learning community. Our band booster club is also very active with our band members. They conduct fundraisers, promote the band in the community and assist in any way they can in coordination with our band director.

For more information, please contact our parent liaison Alejandra Briseno at abriseno@pittsburgusd.net or (925) 473-2480.

School Safety

The school safety plan identifies emergency procedures and security protocols. Students and staff are prepared to respond to various emergencies through regular drills and in-class discussions with regard to safety and personal security. The safety plan addresses information regarding the physical, social and cultural aspects of the school environment. It is reviewed annually and updated accordingly. Included in the safety plan are school and evacuation maps with directions regarding how to evacuate.

In addition, the district has developed a Crisis Intervention Plan to activate in the event of a crisis. Support staff is available to provide targeted support in the event of a crisis (e.g., most schools have a psychologist who is available for crisis counseling in the event of a tragic event). The school safety plan may be accessed through our website. Parents and community members may also request a hard copy by visiting the school.

The SSC reviews the final adoption of the school safety plan. Parents are offered input through the English Learner Advisory Committee (ELAC), SSC and the Parent Teacher Organization (PTO). The school holds fire drills during the school year. In addition, the site has installed and maintains a state-of-the-art video surveillance system to improve the safety of our campus. The school also maintains a secure radio net of 30 units, and a telephone is located in every classroom. The school also has a campuswide audio notification system. The school maintains a complete computer record and, where possible, picture database of every student at Rancho Medanos Junior High School. Two campus resource assistants (CRAs), the campus administration and a School Resource Officer (SRO) receive regular training to help them meet the everyday needs of our student population, as well as deal with a crisis situation.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2023.
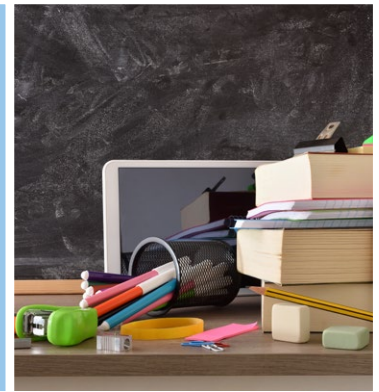
School Accountability Report Card

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.
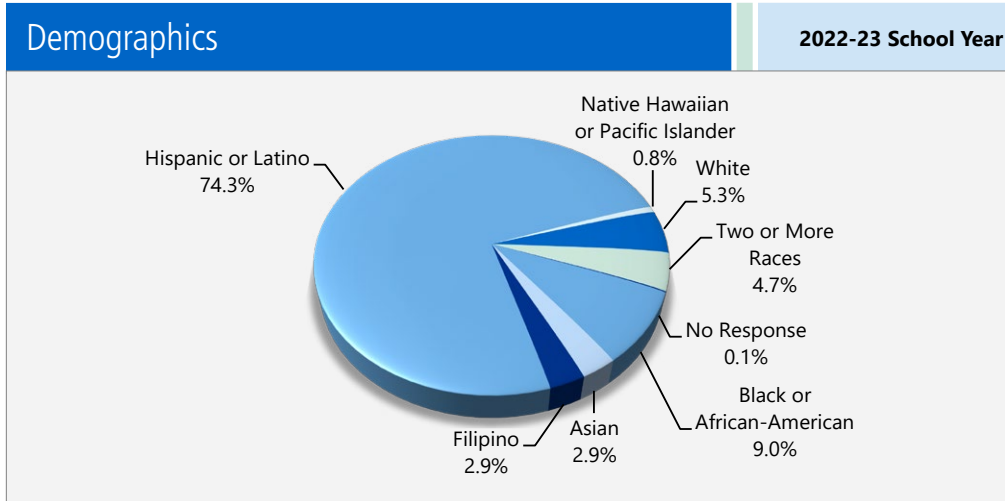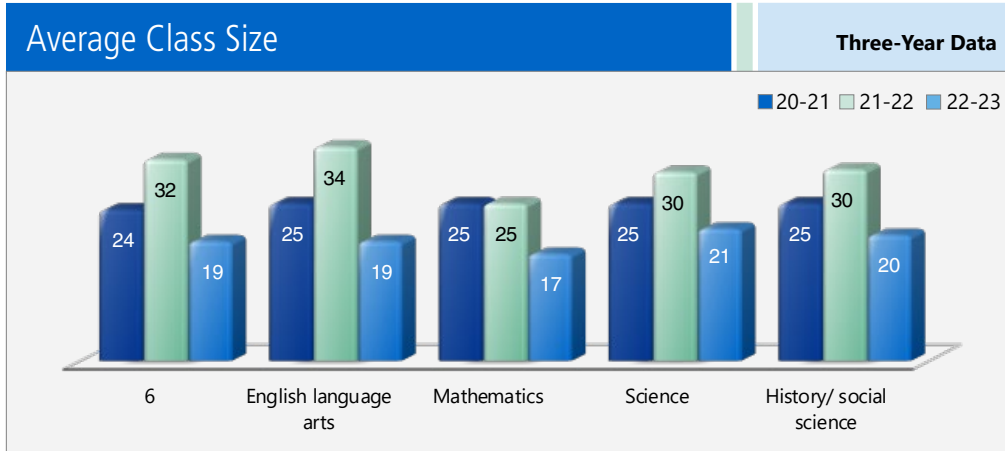
Governing Board

Enrollment by Student Group

The total enrollment at the school was 791 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2022-23 School Year

Native Hawaiian or Pacific Islander 0.8%
White 5.3%
Hispanic or Latino 74.3%
Two or More Races 4.7%
No Response 0.1%
Black or African-American 9.0%
Filipino 2.9%
Asian 2.9%

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.

Average Class Size — Three-Year Data

Legend: ■ 20-21 ■ 21-22 ■ 22-23

	20-21	21-22	22-23
6	24	32	19
English language arts	25	34	19
Mathematics	25	25	17
Science	25	30	21
History/ social science	25	30	20

Number of Classrooms by Size — Three-Year Data

	2020-21			2021-22			2022-23		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	16	32		1	12	10	39	30	17
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	18	9	2	8	6	16	8	7
Mathematics	7	9	3	3	5	8	21	5	6
Science	1	18	1		8	8	12	5	8
History/social science	1	6	1		8	8	12	9	5

Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	47.20%
Male	52.80%
Non-Binary	0.00%
English learners	25.40%
Foster youth	0.30%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	85.30%
Students with Disabilities	10.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Students
6	270
7	256
8	265
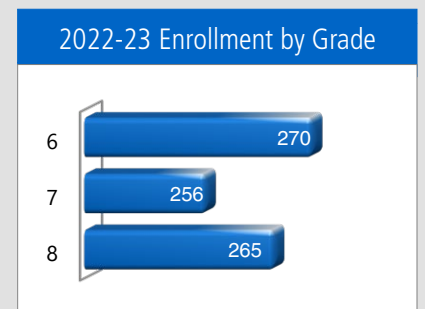
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data
	Rancho Medanos JHS			Pittsburg USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.10%	11.60%	13.90%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	13.90%	0.10%
Female	13.10%	0.30%
Male	14.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	8.70%	0.00%
Black or African American	39.00%	0.00%
Filipino	4.40%	0.00%
Hispanic or Latino	11.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	12.50%	0.00%
White	11.40%	0.00%
English Learners	12.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	32.00%	0.00%
Socioeconomically Disadvantaged	14.00%	0.10%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	19.80%	0.00%

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

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 diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- 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
- Diverse, current, comprehensive curriculum and materials

5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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				2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	89.4%	94.5%	94.0%	93.9%	95.5%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	828	818	248	30.30%
Female	389	385	122	31.70%
Male	439	433	126	29.10%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	3	3	1	33.30%
Asian	23	23	6	26.10%
Black or African American	77	76	26	34.20%
Filipino	23	23	3	13.00%
Hispanic or Latino	611	605	177	29.30%
Native Hawaiian or Pacific Islander	6	6	5	83.30%
Two or More Races	40	39	17	43.60%
White	44	42	12	28.60%
English Learners	210	209	66	31.60%
Foster Youth	6	4	3	75.00%
Homeless	25	24	10	41.70%
Socioeconomically Disadvantaged	717	709	224	31.60%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	101	97	45	46.40%

Board Goals

Continued from page 4

- Commitment to the environment through sustainable and green practices

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

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 ELD 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

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.
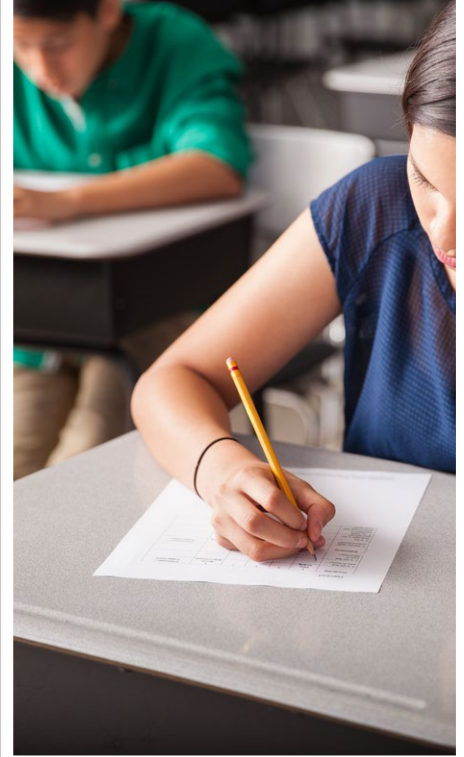
Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Rancho Medanos JHS		**Pittsburg USD**		**California**	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
Science	24.83%	20.23%	14.89%	16.17%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Rancho Medanos JHS		**Pittsburg USD**		**California**	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
English language arts/literacy	41%	27%	33%	28%	47%	46%
Mathematics	16%	13%	15%	15%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA 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 by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	270	263	97.41%	2.59%	20.23%
Female	127	123	96.85%	3.15%	21.14%
Male	143	140	97.90%	2.10%	19.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	24	24	100.00%	0.00%	16.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	199	195	97.99%	2.01%	17.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	18	90.00%	10.00%	38.89%
English Learners	41	39	95.12%	4.88%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	51	48	94.12%	5.88%	12.50%
Socioeconomically disadvantaged	237	230	97.05%	2.95%	18.26%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	27	24	88.89%	11.11%	4.17%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
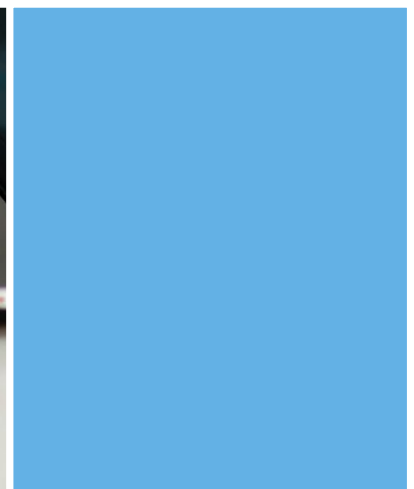
CAASPP Test Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard				2022-23 School Year	

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	804	784	97.51%	2.49%	26.82%
Female	380	369	97.11%	2.89%	31.25%
Male	424	415	97.88%	2.12%	22.89%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	23	23	100.00%	0.00%	47.83%
Black or African American	73	73	100.00%	0.00%	15.07%
Filipino	23	21	91.30%	8.70%	61.90%
Hispanic or Latino	598	587	98.16%	1.84%	25.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	38	37	97.37%	2.63%	35.14%
White	41	37	90.24%	9.76%	27.03%
English Learners	160	155	96.88%	3.12%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	122	116	95.08%	4.92%	16.38%
Socioeconomically disadvantaged	694	677	97.55%	2.45%	24.85%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	85	81	95.29%	4.71%	3.70%

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

CAASPP Test Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	804	786	97.76%	2.24%	12.50%
Female	380	370	97.37%	2.63%	11.14%
Male	424	416	98.11%	1.89%	13.70%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	23	23	100.00%	0.00%	34.78%
Black or African American	73	73	100.00%	0.00%	8.22%
Filipino	23	21	91.30%	8.70%	28.57%
Hispanic or Latino	598	588	98.33%	1.67%	11.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	38	38	100.00%	0.00%	10.53%
White	41	37	90.24%	9.76%	21.62%
English Learners	160	156	97.50%	2.50%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	122	116	95.08%	4.92%	6.03%
Socioeconomically disadvantaged	694	679	97.84%	2.16%	11.23%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	85	81	95.29%	4.71%	1.25%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
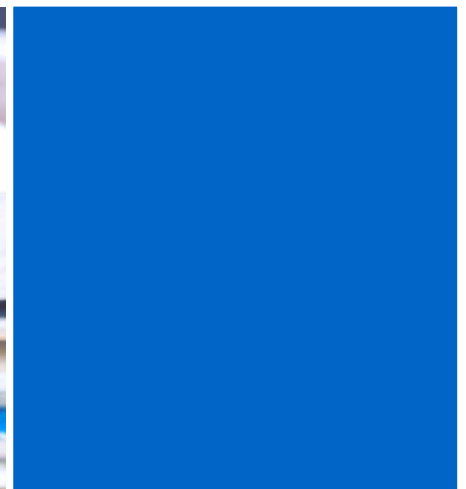
Textbooks and Instructional Materials

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		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	*StudySync* California, Macmillan McGraw Hill ELD *StudySync* California, Macmillan McGraw Hill	2017
Reading/language arts	Inside Fundamentals Vol. 1 and Vol. 2, National Geographic Learning (6-8)	2014
Mathematics	California Course 1, 2, 3; Algebra, Macmillan McGraw Hill (6-8)	2016
Science	Issues and Science for California, Lab-Aids, Inc. (6-8)	2022
History/social science	*Ancient Civilizations*, National Geographic Learning (6)	2019
History/social science	*Medieval & World History*, National Geographic Learning (7)	2019
History/social science	*History to WWI*, National Geographic Learning (8)	2019
World Languages	Santillana (6-8)	2016
Worlds Languages (DI)	Santillana En Español (6-8)	2017

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	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	2023-24 School Year
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2023-24 School Year	
Data collection date	9/13/2023

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the 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 continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

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 also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days			Three-Year Data
	2021-22	2022-23	2023-24
Number of school days dedicated to staff development and continuous improvement	3	3	3

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 a 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.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2023-24 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	8/1/2023

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.

Deficiencies and Repairs		2023-24 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Gym: Padding has tears; Classroom D101, D103, F203: Blinds broken; Classroom D201: Chipped counter; Classroom D203, D204, F206: Ceiling tile. Repairs completed.	November 2023
Cleanliness	Classroom E100, E101, E102, P-1, P-10, P-3, P-4, P-5, P-6, P-7, P-8, P-9: Bugs. Pest services completed.	November 2023
Electrical	Restroom 200-81, Classroom F202: Lights out. Work orders placed.	November 2023
Restrooms/fountains	Restroom 100-01: Sink is loose. Repairs completed.	November 2023
Structural	Cafeteria: Closers need adjustment. Repairs completed.	November 2023

School Facilities

Rancho Medanos is a large campus that serves approximately 800 students in grades 6-8. We first opened in August 2008. Every classroom has internet access, a teacher computer and an LCD projector with surround sound. Rancho places a heavy emphasis on one to one technology use for the delivery of instruction. Classrooms have been wired to allow direct video streaming from the teacher computer to an LCD projector. All of Rancho's campus is wheelchair accessible.

The school has two large, state-of-the-art computer labs. The school has a cafeteria; a modern gym; and a large, well-equipped library that overlooks the Delta. There are more than 9,000 volumes in the library.

The large athletic facilities include a track and several acres of fields for baseball, football and soccer. The campus contains 38 permanent classrooms and 10 portable classrooms.

There are two custodians who maintain the facility in the morning and early afternoon and two who maintain the facility in the afternoon and evening.

Rancho has three full-time campus resource assistants who are present throughout the entire school day. The school also has two full-time vice principals, two counselors and a part-time psychologist. Additional support staff include our Restorative Justice Coordinator, Parent Liaison and Community School Coordinator, to support students and family. In addition, the school has a full-time SRO.

The site administrator and the custodial staff address school cleanliness on a daily basis. We clean restrooms on a routine basis, note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site.
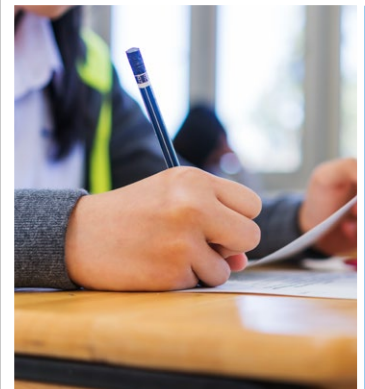
"By continued implementation of research-based practices for whole school calibration of academic and classroom community strategies, we can increase our academic achievement."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
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)	36.3	91.2%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.2	0.5%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.5%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.9%	15.9	3.0%	12,115.8	4.4%
Unknown	2.7	6.9%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	39.8	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	32.7	81.5%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.5	3.7%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.3	6.0%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	3.8%	17.5	3.3%	11,953.1	4.3%
Unknown	2.0	5.0%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	40.1	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
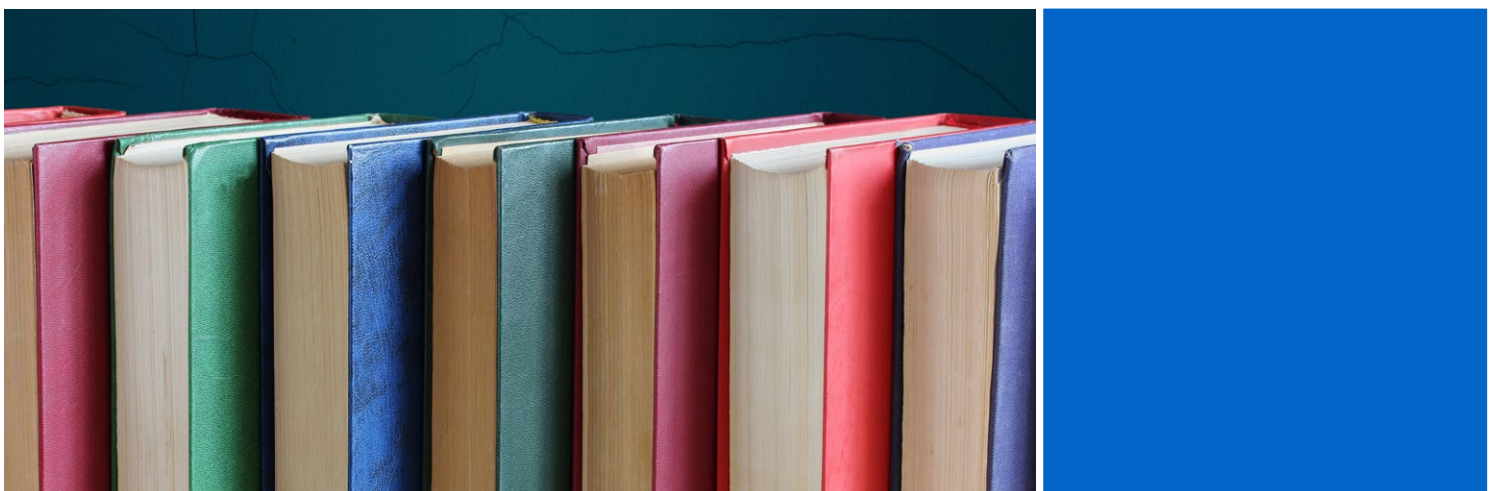
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	**2020-21**	**2021-22**
Permits and Waivers	0.2	2.3
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.2	2.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.4
Local Assignment Options	0.3	1.1
Total Out-of-Field Teachers	0.3	1.5

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

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

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	396:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2021-22 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.

Salary Data	2021-22 Fiscal Year	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$56,179	$54,190
Midrange teacher salary	$83,896	$85,111
Highest teacher salary	$104,258	$104,998
Average elementary school principal salary	$141,149	$132,492
Average middle school principal salary	$150,465	$140,986
Average high school principal salary	$164,739	$153,884
Superintendent salary	$247,200	$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	6.08%	5.25%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Rancho Medanos JHS	$8,575	$82,888
Pittsburg USD	$10,825	$85,780
California	$7,607	$87,362
School and district: percentage difference	-20.8%	-3.4%
School and California: percentage difference	+12.7%	-5.1%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	$10,342
Expenditures per pupil from restricted sources	$1,766
Expenditures per pupil from unrestricted sources	$8,575
Annual average teacher salary	$82,888

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.