

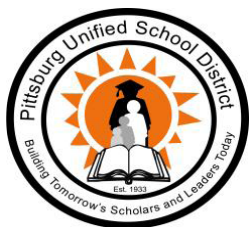
# Los Medanos Elementary School

Grades K-5  
CDS Code 07-61788-6004543

Milagros Estrada, Principal  
mestrada@pittsburgusd.net

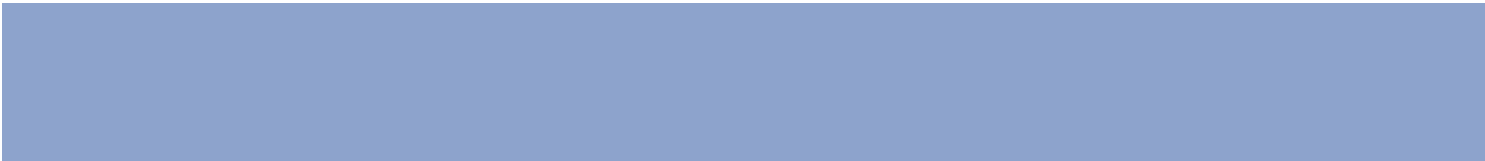
610 Crowley Avenue  
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[www.pittsburg.k12.ca.us/losmedanos](http://www.pittsburg.k12.ca.us/losmedanos)



## Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ [www.pittsburg.k12.ca.us](http://www.pittsburg.k12.ca.us)  
Janet Schulze, Superintendent ▪ [jschulze@pittsburgusd.net](mailto:jschulze@pittsburgusd.net) ▪ (925) 473-2300



## Principal's Message

The entire staff at Los Medanos Elementary (LME) 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 intervention.

Our goal is to raise student performance to a proficient or advanced level of achievement and to teach students how 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, 2015 and 2016; and recognized as a California Distinguished School in 2012. Based on the 2018-19 California Assessment of Student Performance and Progress (CAASPP) results, we continue to be the highest performing elementary school within the district. Even though CAASPP was postponed for 2019-2020 school year, our expectation is that when CAASPP is restored we will increase after 2018-19 year's testing. Our goal for the 2021-22 school year is to increase students' CAASPP scores by 3 points closer to standard in both English language arts (ELA) and math as reported by the California Dashboard. We are committed to leading our students to academic proficiency.

## School Mission Statement

The staff at Los Medanos Elementary will provide our scholars with a rigorous educational experience and social emotional support to become successful now and in the future.

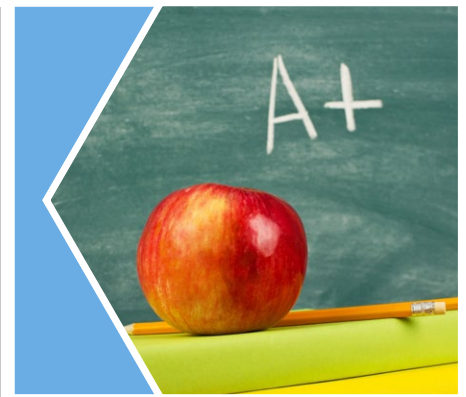
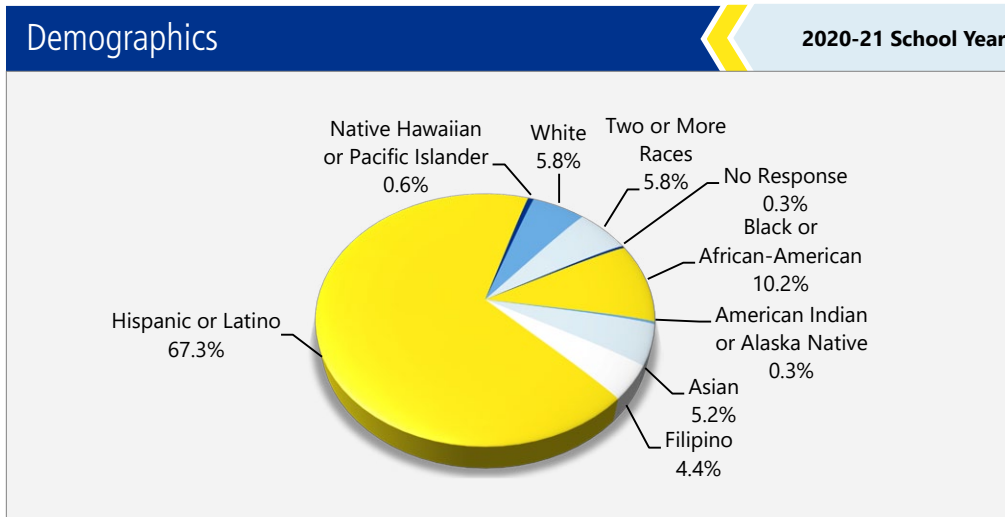
All scholars are taught to master grade level Common Core State Standards including English language arts, math, science, social studies, physical education and music. This empowers all scholars to be college or career ready with critical thinking and problem-solving skills. Scholars' academics will be measured through state, district and site-specific created assessments. In order to meet the needs of our scholars, we provide ongoing interventions before, during and after school hours.

All staff will provide a safe, supportive and respectful environment which will foster scholar personal responsibility. This will enable them to become contributing and thoughtful members of society. We implement this by setting high expectations for classroom and school rules and procedures, communicating with parents, social emotional programs and the outside community. This is measured by behavior and attendance data, social/emotional surveys and practices. Staff provides specific interventions to meet the scholar's social and emotional needs—specifically parent communication, Coordination of Services Team (COST) referral process to analyze data, and community resources (Lincoln Center, School Psychologist, Scholar Services, etc.)

We are strongly committed to provide a positive climate in which all scholars will reach their fullest potential, as they represent the LME model where We Expect the Best!

## Enrollment by Student Group

The total enrollment at the school was 655 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



## 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
- Ms. Taylor Sims, trustee
- Mr. Joseph Arenivar, trustee
- Mr. George Miller, trustee

## Enrollment by Student Group

### Demographics

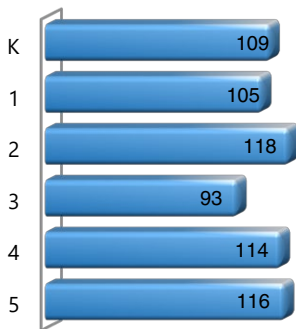
#### 2020-21 School Year

Female	48.40%
Male	51.60%
Non-Binary	0.00%
English learners	27.50%
Foster youth	0.20%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	75.00%
Students with Disabilities	12.50%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade

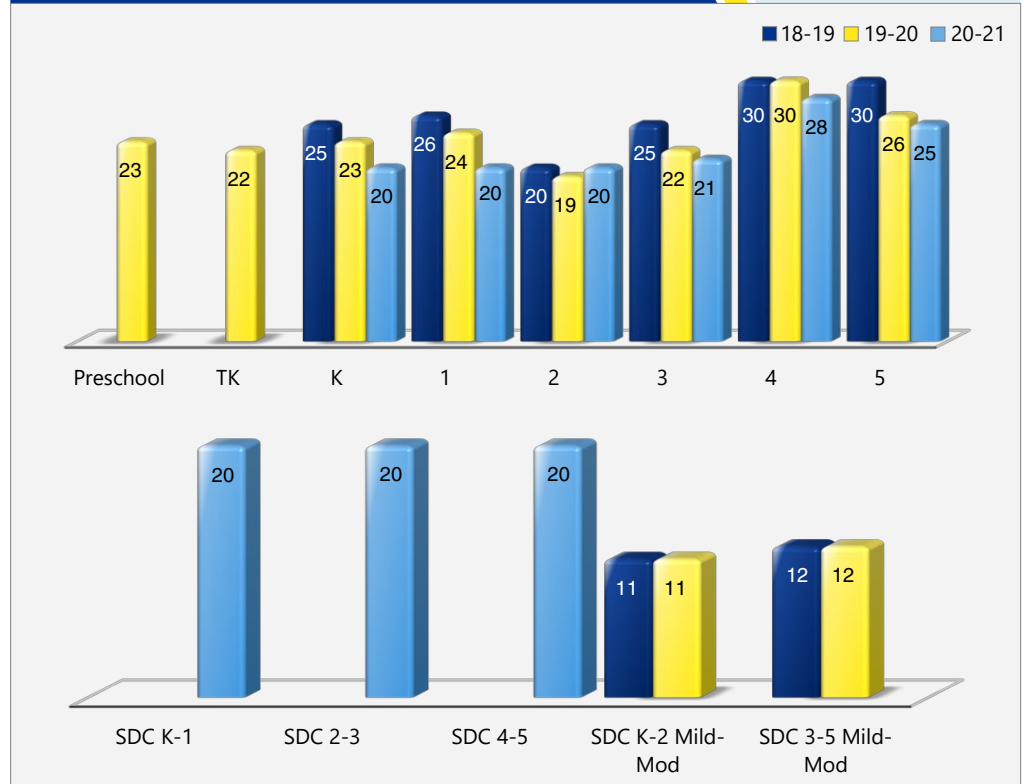


## Class Size Distribution

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



### Number of Classrooms by Size

#### Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
Preschool					2				
TK					1				
K	1	4		1	4		4		
1		5			5		5		
2	5			5			5		
3		5		2	3		1	4	
4		4			4			3	
5		4			4			4	
SDC K-1							1		
SDC 2-3							1		
SDC 4-5							1		
SDC K-2 Mild-Mod	1			1					
SDC 3-5 Mild-Mod	1			1					





## 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.

Suspensions and Expulsions		Two-Year Data				
	Los Medanos ES		Pittsburg USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
<b>Suspension rates</b>	2.5%	0.0%	8.8%	0.0%	3.5%	0.2%
<b>Expulsion rates</b>	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%

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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Los Medanos ES	Pittsburg USD	California	
	2019-20	2019-20	2019-20	
<b>Suspension rates</b>	1.7%	5.7%	2.5%	
<b>Expulsion rates</b>	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

## 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, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goals and commitment is to achieve a 100% graduation rate

### 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



## 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

**Number of school days dedicated to staff development and continuous improvement**

<b>2019-20</b>	3
<b>2020-21</b>	3
<b>2021-22</b>	3

## 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:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. 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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Los Medanos ES
	<b>Grade 5</b>
<b>Four of six standards</b>	◇
<b>Five of six standards</b>	◇
<b>Six of six standards</b>	◇

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	684	671	119	17.70%
<b>Female</b>	324	321	60	18.70%
<b>Male</b>	360	350	59	16.90%
<b>American Indian or Alaska Native</b>	2	2	1	50.00%
<b>Asian</b>	37	35	0	0.00%
<b>Black or African American</b>	74	72	26	36.10%
<b>Filipino</b>	30	30	0	0.00%
<b>Hispanic or Latino</b>	456	450	82	18.20%
<b>Native Hawaiian or Pacific Islander</b>	4	4	0	0.00%
<b>Two or More Races</b>	38	37	6	16.20%
<b>White</b>	41	39	4	10.30%
<b>English Learners</b>	196	194	34	17.50%
<b>Foster Youth</b>	2	1	1	100.00%
<b>Homeless</b>	5	5	0	0.00%
<b>Socioeconomically Disadvantaged</b>	534	524	108	20.60%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.00%
<b>Students with Disabilities</b>	89	88	25	28.40%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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

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.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	
Subject	Los Medanos ES		Pittsburg USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* <sup>*</sup>	■	* <sup>*</sup>	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
Subject	Los Medanos ES		Pittsburg USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* <sup>*</sup>	■	* <sup>*</sup>	■	* <sup>*</sup>
Mathematics	■	* <sup>*</sup>	■	* <sup>*</sup>	■	* <sup>*</sup>

■ Data for 2019–20 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 2019–20 school year.

\*<sup>\*</sup> This school did not test students using the CAASPP for Science.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## 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 ten, eleven, or twelve).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grade 5)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	✱	✱	✱	✱	✱
Female	✱	✱	✱	✱	✱
Male	✱	✱	✱	✱	✱
American Indian or Alaska Native	✱	✱	✱	✱	✱
Asian	✱	✱	✱	✱	✱
Black or African American	✱	✱	✱	✱	✱
Filipino	✱	✱	✱	✱	✱
Hispanic or Latino	✱	✱	✱	✱	✱
Native Hawaiian or Pacific Islander	✱	✱	✱	✱	✱
Two or more races	✱	✱	✱	✱	✱
White	✱	✱	✱	✱	✱
English Learners	✱	✱	✱	✱	✱
Foster Youth	✱	✱	✱	✱	✱
Homeless	✱	✱	✱	✱	✱
Military	✱	✱	✱	✱	✱
Socioeconomically disadvantaged	✱	✱	✱	✱	✱
Students receiving Migrant Education services	✱	✱	✱	✱	✱
Students with Disabilities	✱	✱	✱	✱	✱

✱ This school did not test students using the CAASPP for Science.





## Local Assessment Test Results by Student Group: English Language Arts (grades 3-5)

### Assessment Name: iReady ELA

#### Percentage of Students At or Above Grade Level

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
<b>All students</b>	329	310	94.2%	5.8%	19.0%
<b>Female</b>	157	149	94.9%	5.1%	18.0%
<b>Male</b>	172	161	93.6%	6.4%	20%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	14	14	100.0%	0.0%	57.0%
<b>Black or African American</b>	43	37	86.0%	14.0%	11.0%
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	224	213	95.1%	4.9%	16.0%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	21	19	90.5%	9.5%	26.0%
<b>White</b>	16	16	100.0%	0.0%	31.0%
<b>English Learners</b>	67	61	91.0%	9.0%	7.0%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	52	51	98.1%	1.9%	18.0%
<b>Socioeconomically disadvantaged</b>	258	242	93.8%	6.2%	14.0%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	58	46	79.3%	20.7%	20.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



## Local Assessment Test Results by Student Group: Mathematics (grades 3-5)

### Assessment Name: iReady Math

#### Percentage of Students At or Above Grade Level

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	329	313	95.1%	4.9%	13%
Female	157	150	95.5%	4.5%	13%
Male	172	163	94.8%	5.2%	14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.0%	0.0%	50%
Black or African American	43	39	90.7%	9.3%	8%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	224	214	95.5%	4.5%	11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	19	90.5%	9.5%	16%
White	16	16	100.0%	0.0%	13%
English Learners	67	62	92.5%	7.5%	8%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	52	51	98.1%	1.9%	12%
Socioeconomically disadvantaged	258	245	95.0%	5.0%	10%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	58	48	82.8%	17.2%	10%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



## 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	5/19/2021	



## School Safety

The Los Medanos Elementary school safety plan (SSP) 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.

Suspension and expulsion policy is included in our Comprehensive School Safety Plan under education code 212.5.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2021. This year SSP will continue to be reviewed during staff meetings.

## 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. Los Medanos has a total of 17 classrooms and 13 portables, which are sufficient for our school population. There are also five rooms designated for special education resources, Lincoln Center services and speech/ occupational therapy (OT).

Our school also has a multipurpose room (cafeteria/assemblies), a well-equipped library, media room, and a playground area for kinder/lower/upper grades.

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

Work orders are placed through a centralized system that allows maintenance to act and 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.

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, has internet access on the five computers and contains approximately 10,000 books.



*"We provide an environment where sharing, caring, laughing, questioning and taking risks are encouraged."*



## Quality of Textbooks

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

Quality of Textbooks	
2021-22 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	
2021-22 School Year	
Data collection date	9/8/2021

## 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		2021-22 School Year
Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
Mathematics	Go Math!, Houghton Mifflin Harcourt (K-5)	2016
Science	California Science, Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

## Availability of Textbooks and Instructional Materials

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

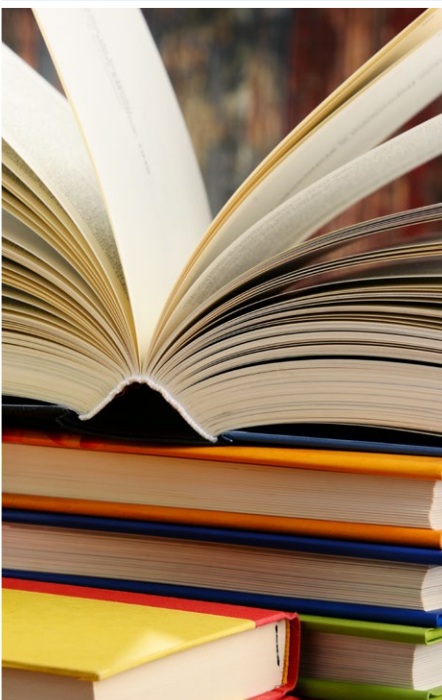
Percentage of Students Lacking Materials by Subject		2021-22 School Year
Los Medanos ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

## 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 and family liaison 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 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 Rose Henderson, our part-time parent and family liaison, at (925) 473-4658.

◇ Not applicable.





## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.5	88.4%	465.3	89.2%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	2.9%	13.9	2.7%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.0	2.9%	15.9	3.0%	12,115.8	4.4%
<b>Unknown</b>	2.0	5.8%	21.1	4.1%	18,854.3	6.9%
<b>Total Teaching Positions</b>	34.5	100.0%	521.5	100.0%	274,759.1	100.0%

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Los Medanos ES	
<b>Permits and Waivers</b>	1.0	
<b>Misassignments</b>	0.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	1.0	

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/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>.

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

## 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	
2020-21 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	✧
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	0.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.50
<b>Psychologist</b>	0.60
<b>Social worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/language/hearing specialist</b>	0.80
<b>Resource specialist (nonteaching)</b>	0.00
✧ Not applicable.	

## 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.

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

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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		2020-21 School Year
Indicator	Los Medanos ES	
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.0	
<b>Local Assignment Options</b>	0.0	
<b>Total Out-of-Field Teachers</b>	1.0	

## Class Assignments

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments		2020-21 School Year
Indicator	Los Medanos ES	
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	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/calpads-spdflash201.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>.



## Financial Data

The financial data displayed in this SARC is from the 2019-20 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](http://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](http://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](http://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	2019-20 Fiscal Year	
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$51,946	\$52,562
<b>Midrange teacher salary</b>	\$77,574	\$83,575
<b>Highest teacher salary</b>	\$96,401	\$104,166
<b>Average elementary school principal salary</b>	\$126,017	\$131,875
<b>Average middle school principal salary</b>	\$135,387	\$137,852
<b>Average high school principal salary</b>	\$138,600	\$150,626
<b>Superintendent salary</b>	\$240,000	\$260,243
<b>Teacher salaries: percentage of budget</b>	33%	34%
<b>Administrative salaries: percentage of budget</b>	6%	5%

## 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.

## 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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Los Medanos ES</b>	\$6,668	\$75,859
<b>Pittsburg USD</b>	\$9,115	\$78,002
<b>California</b>	\$8,444	\$86,376
<b>School and district: percentage difference</b>	-26.9%	-2.7%
<b>School and California: percentage difference</b>	-21.0%	-12.2%

## 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

## 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	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,545
<b>Expenditures per pupil from restricted sources</b>	\$877
<b>Expenditures per pupil from unrestricted sources</b>	\$6,668
<b>Annual average teacher salary</b>	\$75,859

## 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.

# Los Medanos Elementary School

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://dq.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, on or before February 1.

All data accurate as of January 2022.

## School Accountability Report Card

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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	5,730	17	0.30%	99.70%	5.88%
<b>Female</b>	2,809	7	0.25%	99.75%	--
<b>Male</b>	2,920	10	0.34%	99.66%	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	172	1	0.58%	99.42%	--
<b>Black or African American</b>	887	2	0.23%	99.77%	--
<b>Filipino</b>	251	2	0.80%	99.20%	--
<b>Hispanic or Latino</b>	3,765	11	0.29%	99.71%	9.09%
<b>Native Hawaiian or Pacific Islander</b>	60	0	0.00%	100.00%	--
<b>Two or more races</b>	298	0	0.00%	100.00%	--
<b>White</b>	289	1	0.35%	99.65%	--
<b>English Learners</b>	1,393	6	0.43%	99.57%	--
<b>Foster Youth</b>	37	0	0.00%	100.00%	--
<b>Homeless</b>	102	0	0.00%	100.00%	--
<b>Military</b>	303	0	0.00%	100.00%	--
<b>Socioeconomically disadvantaged</b>	2,357	4	0.17%	99.83%	--
<b>Students receiving Migrant Education services</b>	0	0	0.00%	0.00%	0.00%
<b>Students with Disabilities</b>	670	17	2.54%	97.46%	5.88%

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.



## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	5,730	17	0.30%	99.70%	5.88%
<b>Female</b>	2,809	7	0.25%	99.75%	--
<b>Male</b>	2,920	10	0.34%	99.66%	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	172	1	0.58%	99.42%	--
<b>Black or African American</b>	887	2	0.23%	99.77%	--
<b>Filipino</b>	251	2	0.80%	99.20%	--
<b>Hispanic or Latino</b>	3,765	11	0.29%	99.71%	9.09%
<b>Native Hawaiian or Pacific Islander</b>	60	0	0.00%	100.00%	--
<b>Two or more races</b>	298	0	0.00%	100.00%	--
<b>White</b>	289	1	0.35%	99.65%	--
<b>English Learners</b>	1,393	6	0.43%	99.57%	--
<b>Foster Youth</b>	37	0	0.00%	100.00%	--
<b>Homeless</b>	102	0	0.00%	100.00%	--
<b>Military</b>	303	0	0.00%	100.00%	--
<b>Socioeconomically disadvantaged</b>	2,357	4	0.17%	99.83%	--
<b>Students receiving Migrant Education services</b>	0	0	0.00%	0.00%	0.00%
<b>Students with Disabilities</b>	670	17	2.54%	97.46%	5.88%

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.



## ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

### Percentage of Students At or Above Grade Level

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
<b>LEAwide</b>	5,723	5,250	91.7%	8.3%	16%
<b>Female</b>	2,811	2,611	92.9%	7.1%	18%
<b>Male</b>	2,911	2,638	90.6%	9.4%	14%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	174	169	97.1%	2.9%	30%
<b>Black or African American</b>	876	776	88.6%	11.4%	11%
<b>Filipino</b>	255	242	94.9%	5.1%	37%
<b>Hispanic or Latino</b>	3,773	3,471	92.0%	8.0%	13%
<b>Native Hawaiian or Pacific Islander</b>	64	56	87.5%	12.5%	14%
<b>Two or more races</b>	270	254	94.1%	5.9%	22%
<b>White</b>	287	263	91.6%	8.4%	26%
<b>English Learners</b>	1,383	1,251	90.5%	9.5%	2%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	42	91.3%	8.7%	10%
<b>Military</b>	863	774	89.7%	10.3%	13%
<b>Socioeconomically disadvantaged</b>	4,524	4,164	92.0%	8.0%	13%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	803	684	85.2%	14.8%	7%

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.



## ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)  
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

## Percentage of Students At or Above Grade Level

2020-21 School Year

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
<b>LEAwide</b>	5,723	5,034	88.0%	12.0%	11%
<b>Female</b>	2,811	2,504	89.1%	10.9%	12%
<b>Male</b>	2,911	2,529	86.9%	13.1%	9%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	174	157	90.2%	9.8%	20%
<b>Black or African American</b>	876	756	86.3%	13.7%	7%
<b>Filipino</b>	255	233	91.4%	8.6%	35%
<b>Hispanic or Latino</b>	3,773	3,318	87.9%	12.1%	9%
<b>Native Hawaiian or Pacific Islander</b>	64	54	84.4%	15.6%	7%
<b>Two or more races</b>	270	250	92.6%	7.4%	17%
<b>White</b>	287	247	86.1%	13.9%	14%
<b>English Learners</b>	1,383	1,198	86.6%	13.4%	3%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	40	87.0%	13.0%	3%
<b>Military</b>	863	740	85.7%	14.3%	10%
<b>Socioeconomically disadvantaged</b>	4,524	3,992	88.2%	11.8%	9%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	803	662	82.4%	17.6%	5%

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.

