

SARC

2024-25 School Accountability Report Card
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Los Medanos Elementary School

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Grades TK-5 ▪ CDS Code 07-61788-6004543



Pittsburg Unified School District

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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 2024–25 California Assessment of Student Performance and Progress (CAASPP) results, we continue to be the highest-performing elementary school in English language arts (ELA) within the district and the third-highest math score. Our ELA "Met or Exceeded" increased to 39.8% (up from 35.43% in 2023–24), while math is 24.92% (compared to 28.18% in 2023–24). Our goal for the 2025–26 school year is to move at least 5 points closer to standard in both ELA and Math on the California School 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!

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 2025. This year SSP will continue to be reviewed during staff meetings.

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. Heliodoro Moreno, President

Ms. Taylor Sims, Vice President

Mr. George Miller, Trustee

Mr. De'Shawn Woolridge, Trustee

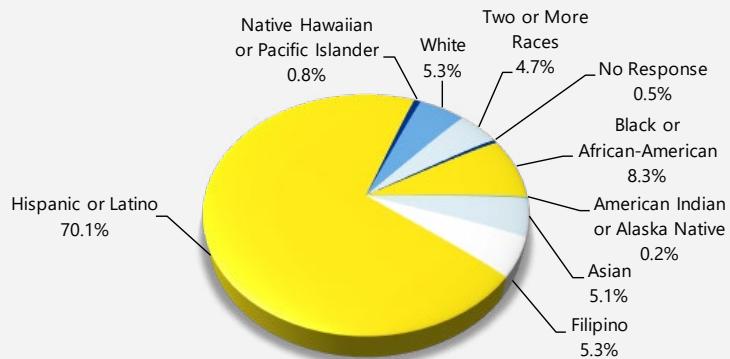
Ms. Destiny Briscoe, Trustee



Enrollment by Student Group

The total enrollment at the school was 665 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

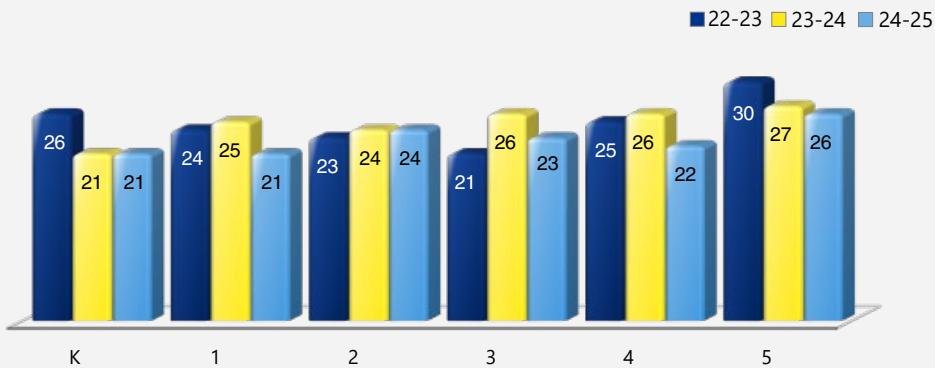
Demographics (2024-25 School Year)



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	2022-23			2023-24			2024-25		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		4			4		2	2	
2		4			4			4	
3	3	2			4			4	
4		4			4			4	
5		4			4			4	

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	50.50%
Male	49.50%
Non-Binary	0.00%
English Learners	26.00%
Foster Youth	0.20%
Homeless	6.50%
Migrant	0.00%
Socioeconomically Disadvantaged	76.10%
Students with Disabilities	15.60%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade	
K	143
1	108
2	101
3	87
4	111
5	115

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.

Suspension and Expulsion Rates (Three-Year Data)									
	Los Medanos ES			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	1.60%	0.60%	0.40%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40%	0.00%
Female	0.30%	0.00%
Male	0.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.90%	0.00%
Black or African American	1.60%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.20%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.40%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.70%	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

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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. 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 (2024-25 School Year)					
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100.00%	100.00%	100.00%	100.00%	100.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	682	172	25.20%
Female	347	344	85	24.70%
Male	342	338	87	25.70%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	35	35	2	5.70%
Black or African American	62	61	31	50.80%
Filipino	36	36	4	11.10%
Hispanic or Latino	480	476	112	23.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	31	31	12	38.70%
White	36	34	10	29.40%
English Learners	194	193	46	23.80%
Foster Youth	❖	❖	❖	❖
Homeless	27	26	7	26.90%
Socioeconomically Disadvantaged	535	528	153	29.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	116	114	38	33.30%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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)						
Subject	Los Medanos ES		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	23.01%	27.10%	15.87%	16.31%	30.73%	32.33%

CAASPP Test Results 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.

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

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 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)						
Subject	Los Medanos ES		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	35%	40%	28%	33%	46%	48%
Mathematics	28%	25%	15%	17%	34%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	113	108	95.58%	4.42%	27.10%
Female	58	57	98.28%	1.72%	33.33%
Male	55	51	92.73%	7.27%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	15	13	86.67%	13.33%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	73	71	97.26%	2.74%	24.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	31	30	96.77%	3.23%	6.90%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	93	88	94.62%	5.38%	25.29%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	16	11	68.75%	31.25%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	313	299	95.53%	4.47%	39.80%
Female	161	156	96.89%	3.11%	44.23%
Male	152	143	94.08%	5.92%	34.97%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	17	100.00%	0.00%	47.06%
Black or African American	28	24	85.71%	14.29%	41.67%
Filipino	14	14	100.00%	0.00%	64.29%
Hispanic or Latino	221	212	95.93%	4.07%	35.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	19	19	100.00%	0.00%	63.16%
White	13	12	92.31%	7.69%	33.33%
English Learners	88	82	93.18%	6.82%	13.41%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	264	252	95.45%	4.55%	37.30%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	49	41	83.67%	16.33%	2.44%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	313	301	96.17%	3.83%	24.92%
Female	161	157	97.52%	2.48%	21.66%
Male	152	144	94.74%	5.26%	28.47%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	17	100.00%	0.00%	35.29%
Black or African American	28	23	82.14%	17.86%	13.04%
Filipino	14	14	100.00%	0.00%	50.00%
Hispanic or Latino	221	215	97.29%	2.71%	23.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	19	19	100.00%	0.00%	26.32%
White	13	12	92.31%	7.69%	33.33%
English Learners	88	85	96.59%	3.41%	7.06%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	264	252	95.45%	4.55%	22.62%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	49	40	81.63%	18.37%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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 (2025-26 School Year)		
Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
Mathematics	Illustrative Math, Imagine Learning (K-5)	2024
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

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 Nights, 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 our school office at (925) 473-2460.

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)			
	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	3	3	3

◊ Not applicable.

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	
2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◊
Foreign language	◊
Health	◊

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	
2025-26 School Year	
Data collection date	9/10/2025

Quality of Textbooks

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

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 (2025-26 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	Fair
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	8/20/2025

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 (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Systems	Room 100-101 Exhaust fan is not working. Work Order has been placed for repair.
Interior	Room 115 - Ceiling tile has a water stain; Room 100-12 Old pipe cap is rusted/deteriorated.
Cleanliness	Room 4, 16, 21, 13 - Unsecured items are stored too high.
Electrical	Room 100-37 - Light Diffusers are broken; Room 104A - Hand Dryer is not working; Room 100-13 One light panel is out; Room 16, 21, 100-65 - Light diffusers are missing; Room 100-65 Light diffusers are broken. Work Order has been placed for repair.
Restrooms/fountains	Room 100-40, 50, 49, 51, 36, 108, 216, 18, 13, 10 - Menstrual products are not readily available (PADS ONLY); Room 4 - Drinking fountain handle is broken; Room 106 - Evacuation map is not posted; Room 210 - Drinking fountain has a sporadic flow; Room 100-18 Toilet leaks at base; Room 100-17 Sink leaks at drain. One faucet handle is broken; Room 16 - Faucet leaks at fitting; Room 100-61 Menstrual notice not posted. Work Order has been placed for repair.
Safety	Room 100-38, 24 - No room ID; Room 4, 33, 16, 21, 13 - Improperly stored cleaning supplies; Room 13 - Smoke detector is loose from ceiling. Work Order has been placed for repair.
External	Room 106 - Evacuation map is not posted; Room 213 - Door closer cover is missing; Room 100-17 Window frame is rusted/deteriorating; Parking Lot - Trip hazards throughout. Work Order has been placed for repair.

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 34 classrooms, which are sufficient for our school population. There are also seven rooms designated for special education resources, Mindfulness Life, School Counselor, School Psychologist, 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 Pre-K/TK/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 Pre-K/TK/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.



Teacher Preparation and Placement

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 (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)	28.6	86.8%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	3.0%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.3%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	3.2%	17.5	3.3%	11,953.1	4.3%
Unknown	2.2	6.7%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	33.0	100.0%	529.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 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)	27.3	84.5%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	3.0	9.3%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	3.1%	27.4	5.5%	11,746.9	4.2%
Unknown	1.0	3.1%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	32.3	100.0%	502.1	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	26.8	83.0%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	3.0	9.3%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.5%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.8	5.5%	12,112.8	4.3%
Unknown	2.0	6.2%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	32.3	100.0%	505.4	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.1	0.0	0.5
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	0.0	0.5



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.0	1.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	1.0	1.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	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)	0.0%	0.0%	0.0%

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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	❖
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.75
Library media services staff (paraprofessional)	0.25
Psychologist	1.50
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.50
Resource specialist (nonteaching)	1.50
❖ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2022-23 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 (2023-24 Fiscal Year)		
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$64,002	\$62,145
Midrange teacher salary	\$95,578	\$97,088
Highest teacher salary	\$118,776	\$120,435
Average elementary school principal salary	\$162,797	\$151,342
Average middle school principal salary	\$171,418	\$159,513
Average high school principal salary	\$187,679	\$177,260
Superintendent salary	\$281,623	\$294,804
Teacher salaries: percentage of budget	29.73%	29.95%
Administrative salaries: percentage of budget	5.88%	5.40%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Los Medanos ES	\$9,735	\$94,903
Pittsburg USD	\$12,542	\$101,038
California	\$11,146	\$100,065
School and district: percentage difference	-22.4%	-6.1%
School and California: percentage difference	-12.7%	-5.2%

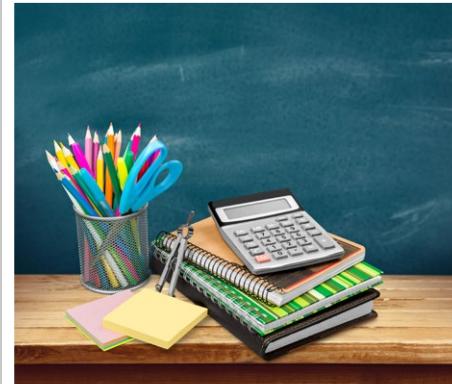
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$11,985
Expenditures per pupil from restricted sources	\$2,251
Expenditures per pupil from unrestricted sources	\$9,735
Annual average teacher salary	\$94,903



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.

School Accountability Report Card

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