Rancho Medanos Junior High School

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SARC

2024-25 School Accountability Report Card
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Pittsburg Unified School District

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Principal's Message

Rancho Medanos Junior High School has made progress and is dedicated to ensuring that each student thrives academically, socially and emotionally.

At Rancho Medanos, we are deeply committed to providing every student with a high-quality education that supports their individual growth. As a Title I school, we recognize the importance of equitable access to resources and are driven by the belief that all students can succeed when the right supports are in place. Our mission aligns closely with the Pittsburg Unified School District's (PUSD) dedication to supporting the whole child, and we work every day to embody the belief that when children thrive, our community thrives.

We are investing in research-based teaching strategies, enhancing professional development for staff, and building strong partnerships with organizations to ensure that our students receive rigorous and engaging instruction. Through initiatives such as Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), and restorative justice practices, we are also addressing the social and emotional wellbeing of our students to help them navigate the challenges they face inside and outside the classroom.

Additionally, this year we continue our focus on enhancing family engagement, improving school safety, and expanding access to academic support through our Mastery Center, tutoring programs, and Wellness Center. We are also proud to offer a robust Saturday School program to combat chronic absenteeism and to support students in their academic journey.

I invite you to explore this SARC report to learn more about our school's progress, our goals for the future, and our unwavering commitment to supporting each student, every day, in every way. Together, we will continue to make Rancho Medanos a place where students can achieve their full potential.

School Mission Statement

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

School Vision Statement

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

School Safety

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

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2025.

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.
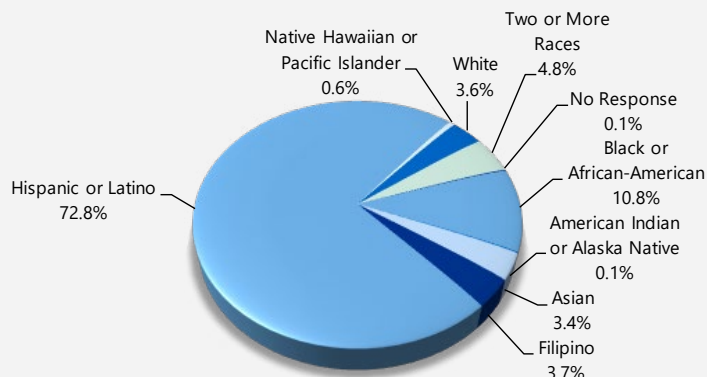
Enrollment by Student Group

The total enrollment at the school was 812 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.
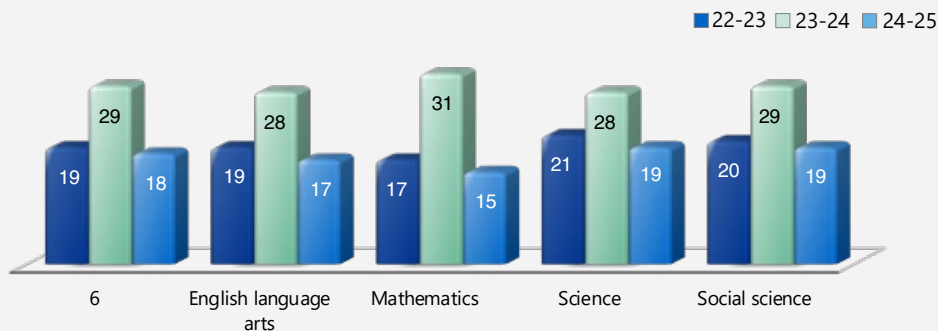
Demographics (2024-25 School Year)

Native Hawaiian or Pacific Islander 0.6%
White 3.6%
Two or More Races 4.8%
No Response 0.1%
Black or African-American 10.8%
American Indian or Alaska Native 0.1%
Asian 3.4%
Filipino 3.7%
Hispanic or Latino 72.8%

Class Size Distribution

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

Average Class Size (Three-Year Data)

Legend: 22-23, 23-24, 24-25

Category	22-23	23-24	24-25
6	19	29	18
English language arts	19	28	17
Mathematics	17	31	15
Science	21	28	19
Social science	20	29	19

Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	39	30	17		18	19	47	25	19
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	16	8	7	5	10	5	18	14	3
Mathematics	21	5	6	6	11	4	22	10	3
Science	12	5	8	3	7	6	15	7	6
Social science	12	9	5	3	11	6	13	12	4

Enrollment by Student Group

Demographics

2024-25 School Year	
Female	48.20%
Male	51.80%
Non-Binary	0.00%
English Learners	23.30%
Foster Youth	0.40%
Homeless	4.80%
Migrant	0.00%
Socioeconomically Disadvantaged	84.70%
Students with Disabilities	12.30%

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

Grade	Students
6	278
7	264
8	270
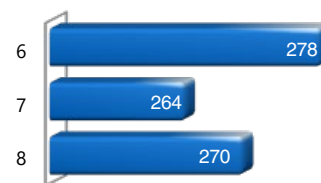
Suspensions and Expulsions

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)

	Rancho Medanos JHS			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	13.90%	4.60%	3.70%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.10%	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	3.70%	0.00%
Female	1.20%	0.00%
Male	6.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	9.30%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.10%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.30%	0.00%
White	3.30%	0.00%
English Learners	4.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.90%	0.00%
Socioeconomically Disadvantaged	4.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.40%	0.00%

Board Goals

1. Student Achievement

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

2. Powerful Instruction

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

3. Outstanding Staff

- The district will recruit diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

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

5. High-Performing, Accountable Organization

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

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	90.30%	97.00%	96.60%	96.30%	97.80%

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	871	861	236	27.40%
Female	420	414	110	26.60%
Male	451	447	126	28.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	31	31	5	16.10%
Black or African American	108	103	38	36.90%
Filipino	33	33	1	3.00%
Hispanic or Latino	618	615	164	26.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	43	41	9	22.00%
White	30	30	14	46.70%
English Learners	227	226	73	32.30%
Foster Youth	❖	❖	❖	❖
Homeless	38	36	13	36.10%
Socioeconomically Disadvantaged	742	734	217	29.60%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	108	108	39	36.10%

❖ 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)						
	Rancho Medanos JHS		Pittsburg USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	14.12%	14.89%	15.87%	16.31%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Rancho Medanos JHS		Pittsburg USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	27%	33%	28%	33%	46%	48%
Mathematics	11%	12%	15%	17%	34%	37%

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 by Student Group: Science (grade 8)

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	275	264	96.00%	4.00%	14.89%
Female	132	128	96.97%	3.03%	10.94%
Male	143	136	95.10%	4.90%	18.66%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	25	23	92.00%	8.00%	9.09%
Filipino	11	10	90.91%	9.09%	❖
Hispanic or Latino	201	195	97.01%	2.99%	11.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	16	16	100.00%	0.00%	12.50%
White	11	10	90.91%	9.09%	❖
English Learners	54	53	98.15%	1.85%	1.89%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	14	93.33%	6.67%	7.14%
Military	37	34	91.89%	8.11%	2.94%
Socioeconomically Disadvantaged	235	226	96.17%	3.83%	11.16%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	31	88.57%	11.43%	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 7-8)

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	834	785	94.12%	5.88%	32.65%
Female	402	379	94.28%	5.72%	34.30%
Male	432	406	93.98%	6.02%	31.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	30	26	86.67%	13.33%	65.38%
Black or African American	100	86	86.00%	14.00%	22.35%
Filipino	33	33	100.00%	0.00%	51.52%
Hispanic or Latino	597	569	95.31%	4.69%	30.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	40	39	97.50%	2.50%	48.72%
White	28	26	92.86%	7.14%	34.62%
English Learners	184	166	90.22%	9.78%	4.22%
Foster Youth	❖	❖	❖	❖	❖
Homeless	30	23	76.67%	23.33%	21.74%
Military	60	60	100.00%	0.00%	23.73%
Socioeconomically Disadvantaged	706	662	93.77%	6.23%	29.65%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	97	84	86.60%	13.40%	7.23%

❖ 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 7-8)

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	834	798	95.68%	4.32%	12.44%
Female	402	388	96.52%	3.48%	10.85%
Male	432	410	94.91%	5.09%	13.94%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	30	28	93.33%	6.67%	46.43%
Black or African American	100	86	86.00%	14.00%	8.24%
Filipino	33	32	96.97%	3.03%	28.13%
Hispanic or Latino	597	581	97.32%	2.68%	9.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	40	39	97.50%	2.50%	15.79%
White	28	27	96.43%	3.57%	18.52%
English Learners	184	181	98.37%	1.63%	1.10%
Foster Youth	❖	❖	❖	❖	❖
Homeless	30	27	90.00%	10.00%	3.70%
Military	60	58	96.67%	3.33%	3.51%
Socioeconomically Disadvantaged	706	673	95.33%	4.67%	10.43%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	97	83	85.57%	14.43%	2.44%

❖ 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	StudySync California, Macmillan McGraw Hill ELD StudySync California, Macmillan McGraw Hill	2017
Reading/language arts	StudySync California, McGraw Hill	2017
Reading/Language arts	Get Ready! ELD Vista Higher Learning	2024
Reading/Language arts	Bridges A-C, ELD Vista Higher Learning	2024
Mathematics	Desmos Math Algebra, Amplify Education (6-8)	2024
Science	Issues and Science for California, Lab-Aids, Inc. (6-8)	2022
History/social science	Ancient Civilizations, National Geographic Learning (6)	2019
History/social science	Medieval & World History, National Geographic Learning (7)	2019
History/social science	History to WWI, National Geographic Learning (8)	2019
World Languages	Santillana (6-8)	2016
Worlds Languages (DI)	Santillana En Español (6-8)	2017

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

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	0%
Foreign language	0%
Health	0%

Currency of Textbooks

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

Currency of Textbooks

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
Interior	Room 200-71 Ceiling tiles has water stain; Room F105 Formica trim is chipping on countertop; Room P-2 Carpet is torn at entry. Repairs complete.
Cleanliness	Room 200-27, D203, D106, D103, D100 Unsecured items stored too high. Repairs complete.
Electrical	Room 200-27, 76 Extension cord being used permanently; Room D206 Two light panels are dim; Room D106 One light panel is out. Repairs complete.
Restrooms/ fountains	Room 200-60, 51, 36, 23, 24, 17, 7, 8, 89, 90, 81, 79, 10, 5 Menstrual Products not Available; Room 59, 23, 24, 17, 79 Toilet is loose at base; Room 200-23 No signage; Room D200, 81, F204, 10 Faucet has low Flow; Room 200-81 One toilet not flushing properly; Room F204 Faucet leaks at handle; Room 100-10 One faucet has no flow; Room F105, D103, D100 Drinking fountain has low flow; Room P-6 Drinking fountain cap is missing.
Safety	Room 200-63, 77 Improper stored cleaning supplies; Room D200 Paint is peeling on railing throughout campus. Work Order has been placed for repair.
Structural	Room 200-17 Crack in Interior Wall; Room 100-01 Crack in ceiling. Work Order has been placed for repair.

Parental Involvement

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

For more information, please contact our full-service community school coordinator Amy Mark at amark@pittsburgusd.net or (925) 473-2480.

School Facilities

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

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

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

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

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

The site administrator and the custodial staff address school cleanliness on a daily basis. We clean restrooms on a routine basis, note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site.

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.

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

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)	25.9	72.4%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.4	1.1%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.6	15.6%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	5.3%	27.4	5.5%	11,746.9	4.2%
Unknown	1.9	5.6%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	35.8	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)	23.3	60.4%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	11.1	28.9%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.3	8.7%	27.8	5.5%	12,112.8	4.3%
Unknown	0.8	2.1%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	38.6	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	2.3	4.6	7.3
Misassignments	0.0	1.0	3.8
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.3	5.6	11.1

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	0.4	0.2	0.8
Local Assignment Options	1.1	1.6	2.4
Total Out-of-Field Teachers	1.5	1.8	3.3

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%	2.6%	9.8%
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%	1.8%

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.

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	396:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.5
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	0.0

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
Rancho Medanos JHS	$9,440	$92,843
Pittsburg USD	$12,542	$101,038
California	$11,146	$100,065
School and district: percentage difference	-24.7%	-8.1%
School and California: percentage difference	-15.3%	-7.2%

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	$11,620
Expenditures per pupil from restricted sources	$2,180
Expenditures per pupil from unrestricted sources	$9,440
Annual average teacher salary	$92,843

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.