

Los Medanos Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

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Linda K. Rondeau
Superintendent

Angela S. Stevenson
Principal

Principal's Message

The entire staff at Los Medanos Elementary 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 ethnic, religious, gender, ability, and socioeconomic diversity. Students at Los Medanos are expected to meet or exceed the State academic standards in all curriculum areas. Students are provided the opportunity to participate in band, choir, noncompetitive sports, and extended day tutoring.

Our goal is to raise student performance to a proficient or advanced level of achievement and to become lifelong learners who will enter our community and enrich it 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 being the winner of the Academic Achievement Award in 2006 and 2007 and also a California Honor Roll School for 2006. Our current API is 851, and our expectation is that it will increase after our current year's testing. We are committed to leading our students to academic proficiency.

Parental Involvement

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

The Parent Coordinator at Los Medanos works collaboratively with parents as she solicits their assistance with both ongoing activities, such as the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Booster Club, and one-time opportunities such as Back-to-School Night, Open House, Family Science Night, Family Literacy Night, Family Math Night, our winter and spring band and choir concerts, and our ethnic heritage programs. Parents are encouraged to visit the school, volunteer in classrooms, chaperone on 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 Charlotte Zamora at (925) 473-2460.

School Safety

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

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

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

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in May 2010.

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



Pittsburg Unified School District

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It is the mission of Pittsburg Unified School District 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.

“Students at Los Medanos are expected to meet or exceed the State academic standards in all curriculum areas.”



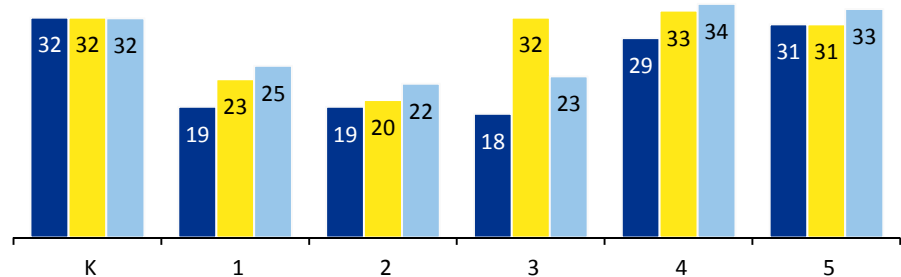
“A collaborative effort from parents, teachers, administrators, and the community at large is required to ensure the educational success of every child.”



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

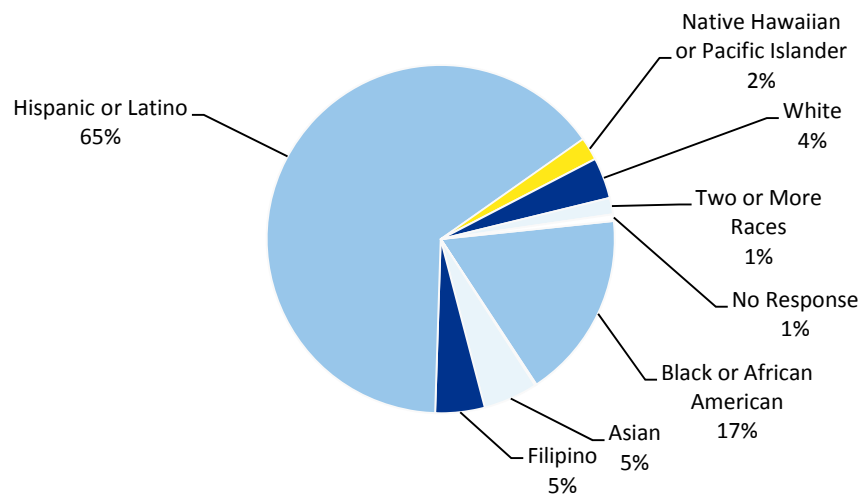


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1	7				5			4	
2	6			6				5	
3	5				3			4	
4		3			1	2			3
5		3			3			1	2

Enrollment and Demographics

The total enrollment at the school was 655 students for the 2009-10 school year.



School Facility Items Inspected

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

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Fair	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/30/2010
Date of the Most Recent Completion of the Inspection Form			08/30/2010

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

School Facilities

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

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

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

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

Two full-time custodians and one part-time custodian are responsible for maintaining the cleanliness and upkeep of the physical facilities. Their services are provided from 6 a.m. until 9 p.m. each day. Rotating gardeners are present one day each week to clean the grounds of the school.

There are nine portable classrooms and 20 permanent classrooms. There is also a learning center with two divided areas and a computer lab. The playground consists of one separate area for kindergarten, a large paved area, and a grass and field area. The library is handicap accessible and has internet access on the five computers. There are approximately 9,627 books.

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School Facilities

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All visitors to the school are asked to check in with the front office and receive visitors' passes before proceeding to any area of the school. Students are not allowed to leave campus for any reason during school hours unless an authorized parent or guardian signs them out.

Los Medanos Elementary School opened in 1963. The site was modernized in the 2001-02 school year. This included technology upgrades, a new communication system (clocks, bells, intercom, and phone system), and new flooring.

A cement patio area was installed in the summer of 2006. This area is used for breakfast and lunch when the weather is nice. Clocks and the bell system were recently set to match satellite times. New flooring in the hallways and cafeteria was laid during the summer of 2007. A new playground and parking lot was laid during the summer of 2008.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$700,000 for the Deferred Maintenance Program. This represents 0.970% of the District's general fund budget.





Availability of Textbooks and Instructional Materials

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

Los Medanos ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

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 every 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 kindergarten to twelve; and said textbooks and instructional materials are used by students at each grade level in each school. This being said, the Pittsburg Unified School District Governing Board declared at their fall school board meeting that the District has provided sufficient textbooks or instructional materials consistent with the State Board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Macmillan/McGraw-Hill (K-5) Treasures	2010
Mathematics	Macmillan/McGraw-Hill (K-5)	2008
Science	Macmillan/McGraw-Hill (K-5)	2007
History-Social Science	Scott Foresman (K-5)	2006

Note: This data was most recently collected and verified in October 2010.

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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test

Los Medanos ES	
Percentage of Students Meeting Fitness Standards	Grade 5
Four of Six Standards	15.7%
Five of Six Standards	28.7%
Six of Six Standards	25.9%

Suspensions and Expulsions

Suspension and Expulsion Rates

	Los Medanos ES			Pittsburg USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.061	0.075	0.021	0.142	0.221	0.100
Expulsion Rate	0.000	0.000	0.000	0.002	0.001	0.001

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Los Medanos ES			Pittsburg USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	48%	46%	60%	32%	36%	38%	46%	50%	52%
Mathematics	69%	72%	76%	32%	37%	40%	43%	46%	48%
Science	54%	51%	77%	31%	32%	36%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	38%	40%	36%
All Students at the School	60%	76%	77%
Male	55%	72%	77%
Female	65%	80%	76%
Black or African American	59%	65%	74%
American Indian or Alaska Native	❖	❖	❖
Asian	75%	88%	❖
Filipino	89%	95%	❖
Hispanic or Latino	56%	76%	76%
Native Hawaiian or Pacific Islander	50%	75%	❖
White	75%	88%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	57%	74%	77%
English Learners	47%	71%	60%
Students with Disabilities	34%	41%	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

Standardized Testing and Reporting Program

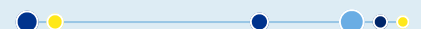
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

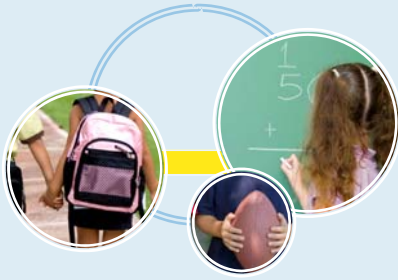
The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.





API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	7	7	6
Similar Schools API Rank	10	10	10

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-6	-2	40
Black or African American	-10	11	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	-9	6	37
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-4	5	36
English Learners	-13	-7	32
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Los Medanos ES	Pittsburg USD	California
All Students	851	718	767
Black or African American	833	674	686
American Indian or Alaska Native	■	■	728
Asian	■	790	890
Filipino	■	837	851
Hispanic of Latino	843	710	715
Native Hawaiian or Pacific Islander	■	730	753
White	■	777	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	840	708	712
English Learners	822	690	692
Students with Disabilities	■	549	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Los Medanos ES	Pittsburg USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement	8	
Percent of Schools Identified for Program Improvement	67%	

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



“It is important that we develop a strong partnership between home and school to assist each student in achieving his or her highest ability.”



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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).



Adequate Yearly Progress

Adequate Yearly Progress Criteria

	Los Medanos ES		Pittsburg USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff

Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	0.0

✧ Not applicable.

Teacher Qualifications

Teacher Credential Information				
	Pittsburg USD	Los Medanos ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	448	32	27	32
Without Full Credential	2	2	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Los Medanos ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Los Medanos ES	100.0%	0.0%
All Schools in District	99.2%	0.8%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

The Local Education Agency Plan (LEAP) and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student achievement data, including underperforming subgroups, the District is focusing professional development on mathematics and writing.

Every teacher participates in professional development days. Beyond the professional development days, educators collaborate with each other in facilitated grade level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, Structured Engagement, Thinking Maps, and mathematics as a few examples.

Teachers fulfill the NCLB requirements for being highly qualified with District support. Compensation is provided to teachers who attend professional development outside the work day. Substitutes are provided when necessary.

Professional development topics are jointly determined by administrator and teacher input based on student performance data.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

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

- Collaboration and Intervention Team
- Professional Development including: SB 472 ELA & Math trainings, Frontloading, Crosscultural Language and Academic Development examination, Systematic ELD, math teachers network, etc.
- Parent Coordinators
- Parent trainings
- Extended day and summer intervention programs
- College readiness programs
- Counseling
- Class size reduction
- Early Back Summer Programs

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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District Financial Data

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

District Salary Data

Category	Pittsburg USD	Similar Sized District
Beginning Teacher Salary	\$39,824	\$41,209
Mid-Range Teacher Salary	\$59,472	\$65,228
Highest Teacher Salary	\$73,906	\$83,339
Average Principal Salary	\$98,709	\$103,189
Superintendent Salary	\$201,558	\$179,589
Teacher Salaries — Percent of Budget	38.40%	40.70%
Administrative Salaries — Percent of Budget	5.60%	5.90%

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

	Los Medanos ES
Total Expenditures Per Pupil	\$5,516
Expenditures Per Pupil From Restricted Sources	\$1,154
Expenditures Per Pupil From Unrestricted Sources	\$4,362
Annual Average Teacher Salary	\$63,307

Financial Data Comparison

The following 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

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Los Medanos ES	\$4,362	\$63,307
Pittsburg USD	\$4,823	\$60,493
California	\$5,681	\$65,399
School and District — Percent Difference	-10.6%	+4.4%
School and California — Percent Difference	-30.2%	-3.3%