

SARC

2015-16
School Accountability
Report Card

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Rancho Medanos Junior High School

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Pittsburg USD





Principal's Message

At Rancho Medanos Junior High School, we strive to train every teacher in research-based best practices that maximize student achievement. Furthermore, we seek to ensure that teachers provide safe and orderly classroom environments that are conducive to learning and pleasant for students. Our school promotes a socially successful and academically challenging learning environment. Our campus is also safe and orderly, clean 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 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 Safety

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 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 most recently reviewed, updated and discussed with school faculty in March 2017.

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum 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 the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

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 provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

- Mr. Duane Smith, president
- Mr. De'Shawn Woolridge, vice president
- Dr. Laura Canciamilla, trustee
- Mr. George Miller, trustee
- Mr. Joseph Arenivar, trustee

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Rancho Medanos JHS	3 days	3 days	3 days



Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

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

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

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

5. High-Performing, Accountable Organization

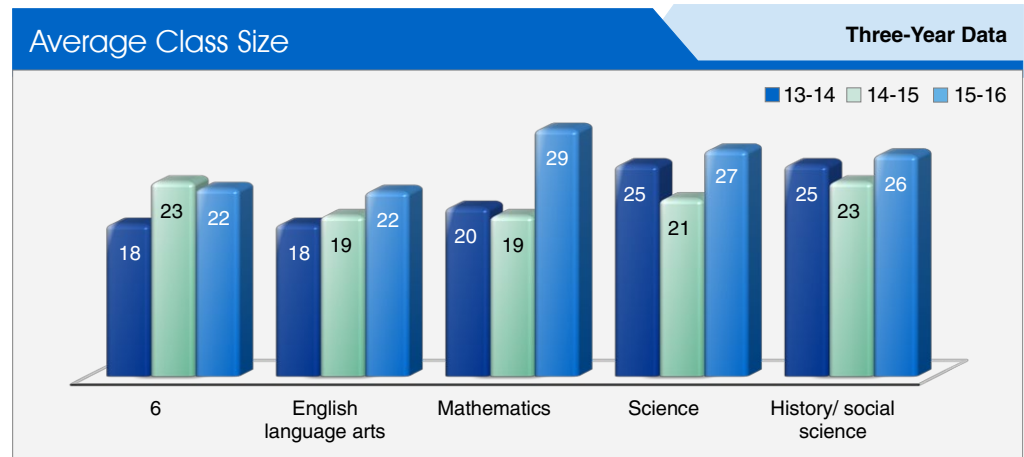
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

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.



Number of Classrooms by Size Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	50	43	8	19	34	8	6	47	8
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	26	9		20	13	1	4	11	
Mathematics	24	11		12	10			9	1
Science	5	19	1	10	18			11	
History/social science	4	18		9	18			10	1

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test 2015-16 School Year

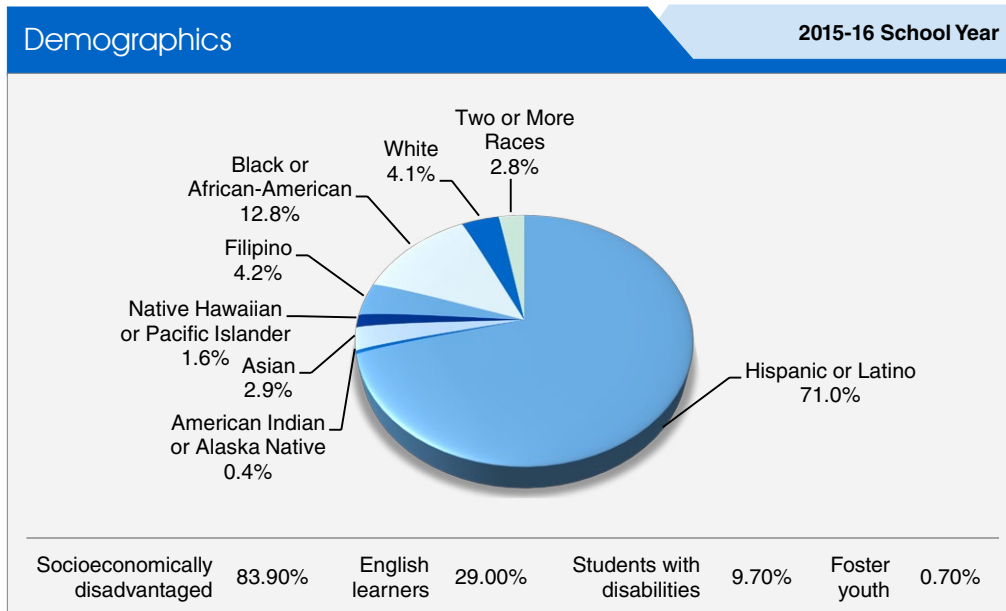
Percentage of Students Meeting Fitness Standards	Rancho Medanos JHS
	Grade 7
Four of six standards	22.8%
Five of six standards	22.8%
Six of six standards	9.9%



"At Rancho Medanos Junior High School, we strive to train every teacher in research-based best practices that maximize student achievement."

Enrollment by Student Group

The total enrollment at the school was 922 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Federal Intervention Program

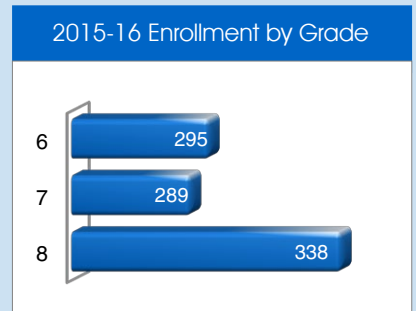
Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year	
	Rancho Medanos JHS	Pittsburg USD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	1998-1999	2008-2009	
Year in Program Improvement	Year 5	Year 3	
Number of schools currently in Program Improvement	8		
Percentage of schools currently in Program Improvement	72.70%		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Rancho Medanos JHS			
	13-14	14-15	15-16
Suspension rates	12.5%	14.2%	10.6%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	13-14	14-15	15-16
Suspension rates	10.8%	7.8%	8.0%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 6-8.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Rancho Medanos JHS			Pittsburg USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80%	75%	63%	49%	42%	42%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	371	361	97.30%	62.60%	
Male	190	185	97.37%	61.08%	
Female	181	176	97.24%	64.20%	
Black or African-American	58	56	96.55%	44.64%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	13	12	92.31%	83.33%	
Filipino	11	11	100.00%	100.00%	
Hispanic or Latino	253	248	98.02%	64.11%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	15	15	100.00%	66.67%	
Two or more races	13	12	92.31%	58.33%	
Socioeconomically disadvantaged	295	289	97.97%	61.59%	
English learners	94	90	95.74%	38.89%	
Students with disabilities	35	33	94.29%	21.21%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Rancho Medanos JHS		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	26%	32%	30%	34%	44%	48%
Mathematics	19%	17%	21%	22%	33%	36%

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	323	309	95.70%	25.65%
Male	164	157	95.70%	23.57%
Female	159	152	95.60%	27.81%
Black or African-American	38	35	92.10%	11.43%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	60.00%
Hispanic or Latino	225	218	96.90%	22.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	13	81.30%	30.77%
Two or more races	12	12	100.00%	50.00%
Socioeconomically disadvantaged	278	267	96.00%	23.31%
English learners	96	93	96.90%	7.53%
Students with disabilities	26	24	92.30%	4.17%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	323	312	96.60%	16.08%
Male	164	158	96.30%	19.11%
Female	159	154	96.90%	12.99%
Black or African-American	38	35	92.10%	2.86%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	15	15	100.00%	33.33%
Hispanic or Latino	225	220	97.80%	12.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	14	87.50%	23.08%
Two or more races	12	12	100.00%	50.00%
Socioeconomically disadvantaged	278	269	96.80%	14.18%
English learners	96	94	97.90%	2.13%
Students with disabilities	26	23	88.50%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	318	294	92.50%	29.21%
Male	174	163	93.70%	22.36%
Female	144	131	91.00%	37.69%
Black or African-American	45	38	84.40%	17.14%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	18	18	100.00%	55.56%
Hispanic or Latino	217	203	93.60%	28.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	13	92.90%	30.77%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	255	239	93.70%	27.12%
English learners	89	81	91.00%	7.41%
Students with disabilities	36	32	88.90%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	318	305	95.90%	15.51%
Male	174	168	96.60%	12.65%
Female	144	137	95.10%	18.98%
Black or African-American	45	40	88.90%	5.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	18	18	100.00%	27.78%
Hispanic or Latino	217	211	97.20%	14.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	13	92.90%	30.77%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	255	247	96.90%	15.10%
English learners	89	87	97.80%	4.71%
Students with disabilities	36	33	91.70%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	370	356	96.20%	40.63%
Male	189	183	96.80%	32.60%
Female	181	173	95.60%	49.12%
Black or African-American	58	55	94.80%	33.96%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	11	84.60%	72.73%
Filipino	11	11	100.00%	81.82%
Hispanic or Latino	252	245	97.20%	39.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	15	100.00%	26.67%
Two or more races	13	12	92.30%	25.00%
Socioeconomically disadvantaged	295	286	97.00%	38.65%
English learners	93	90	96.80%	14.61%
Students with disabilities	35	34	97.10%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	370	361	97.60%	19.72%
Male	189	186	98.40%	18.92%
Female	181	175	96.70%	20.57%
Black or African-American	58	55	94.80%	3.64%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	12	92.30%	25.00%
Filipino	11	11	100.00%	27.27%
Hispanic or Latino	252	249	98.80%	22.98%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	15	100.00%	20.00%
Two or more races	13	12	92.30%	0.00%
Socioeconomically disadvantaged	295	289	98.00%	18.75%
English learners	93	92	98.90%	7.69%
Students with disabilities	35	33	94.30%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
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	
2016-17 School Year	
Data collection date	9/28/2016

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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Glencoe/McGraw-Hill (6-8)	2010
Mathematics	California Course 1, 2, 3; Algebra, McGraw-Hill (6-8)	2016
Science	Holt (6)	2007
Science	Prentice Hall (7-8)	2007
History/social science	Holt (6-8)	2006

Quality of Textbooks

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

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

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 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.

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 them in the community, and assist in any way they can in coordination with our band director.

For more information, please contact our Parent Liaison Angela Carmouche at (925) 473-6199.





"Our school promotes a socially successful and academically challenging learning environment."

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, sewer, mechanical systems (heating, ventilation and air-conditioning)
- 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 and 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.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			9/15/2016
Date of the most recent completion of the inspection form			9/15/2016

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. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Systems	Sewer line emits an offensive odor occasionally when weather is warm.	



School Facilities

Rancho Medanos is a large, eight-year-old campus that serves around 900 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 the use of technology 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 three 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 8,000 volumes in the library.

The large athletic facilities include a track and several acres of fields for baseball, football and soccer. The campus contains 37 permanent classrooms and nine 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 two full-time campus resource assistants who are present throughout the entire school day. The school also has two full-time vice principals, three counselors and a part-time psychologist. In addition, the school has a full-time police officer.

The site administrator and the custodial staff address school cleanliness on a daily basis. Restrooms are cleaned on a routine basis, and discrepancies are noted, work orders created and corrections made on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site.



"Our staff is committed to academic excellence and maintains high expectations for all."

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).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	2.0
Average number of students per academic counselor	450
Support Staff	
FTE	
Social/behavioral or career development counselors	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.3
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	2.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Rancho Medanos JHS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	467	45	34	31
Without a full credential	41	2	4	6
Teaching outside subject area of competence (with full credential)	3	0	1	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Rancho Medanos JHS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Rancho Medanos JHS	85.88%	14.12%
All schools in district	87.22%	12.78%
High-poverty schools in district	87.22%	12.78%
Low-poverty schools in district	◇	◇

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data	2014-15 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$45,158	\$44,958
Midrange teacher salary	\$67,437	\$70,581
Highest teacher salary	\$83,804	\$91,469
Average elementary school principal salary	\$108,631	\$113,994
Average middle school principal salary	\$117,618	\$120,075
Average high school principal salary	\$118,714	\$130,249
Superintendent salary	\$190,000	\$218,315
Teacher salaries: percentage of budget	35%	38%
Administrative salaries: percentage of budget	6%	5%

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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rancho Medanos JHS	\$2,152	\$58,003
Pittsburg USD	\$6,418	\$60,508
California	\$5,677	\$74,216
School and district: percentage difference	-66.5%	-4.1%
School and California: percentage difference	-62.1%	-21.8%

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 examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$7,307
Expenditures per pupil from restricted sources	\$5,155
Expenditures per pupil from unrestricted sources	\$2,152
Annual average teacher salary	\$58,003

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.

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://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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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