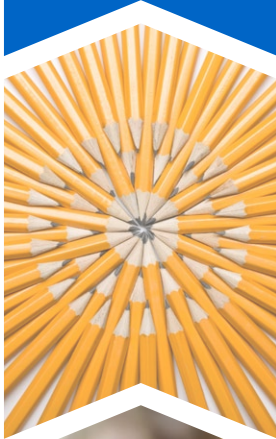# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Stoneman Elementary School

Terrance Dunn
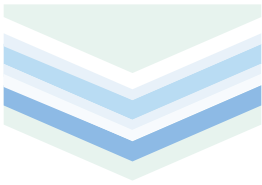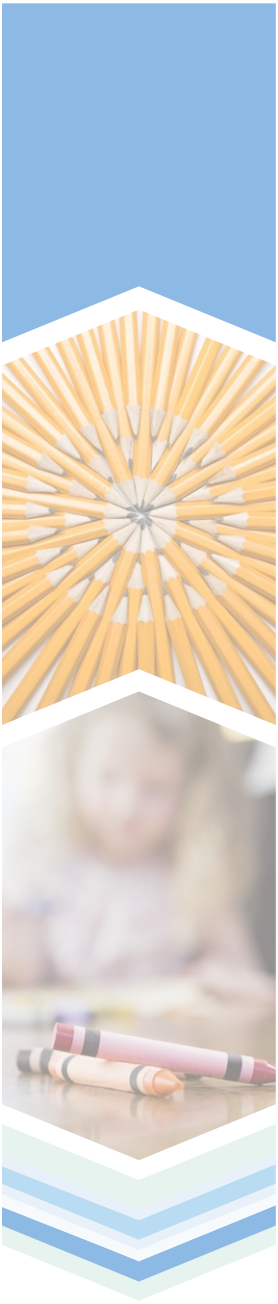Principal
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Pittsburg USD

Principal's Message

Stoneman Elementary School is a learning institution where students succeed, families are welcome and professionals thrive. Instruction focuses on the goal that all students will be successful in meeting district benchmarks and end-of-the year state standards. Teachers utilize differentiated instructional techniques to address learning styles and strengths, and to challenge students to reach their potential. While the new California Assessment of Student Performance and Progress (CAASPP) results are not positive statewide, within the district Stoneman continues to be among the top scoring schools. Stoneman continues to be one of two schools that is a school of choice in the district.

After-school programs are offered for students in need of additional assistance with homework as well as a safe place for students after school. In order to support success for students, especially in the acquisition of reading skills, intervention services are available. Mental-health support is provided through the district psychologist and Lincoln Child Center. Students with Individualized Education Plans (IEPs) receive assistance through a Learning Center model. PBIS practices (Positive Behavioral Interventions and Supports) and Restorative Justice practices are also being implemented schoolwide.

Stoneman celebrates our diversity and our partnerships with our parent community.

School Mission Statement

At Stoneman Elementary School, we create positive, rigorous classroom environments that engage students in academic work that results in a high level of achievement. Data shows that with our support and help, students can master challenging curricula, and we expect them to do so. We work collaboratively with colleagues, students, parents and the community to achieve our shared educational purpose.

School Safety

Stoneman Elementary School has a Safe School Plan for emergencies such as fire, earthquake, chemical spills and other civil disasters on file in the main office. Procedures in this plan are reviewed with all staff regularly in order for readiness in the event of an emergency.

A fire drill is conducted monthly. Other drills, such as earthquake and shelter-in-place, are also practiced multiple times each year.

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.

Professional Development Days	Three-Year Data		
	2014-15	**2015-16**	**2016-17**
Stoneman ES	3 days	3 days	3 days

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

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

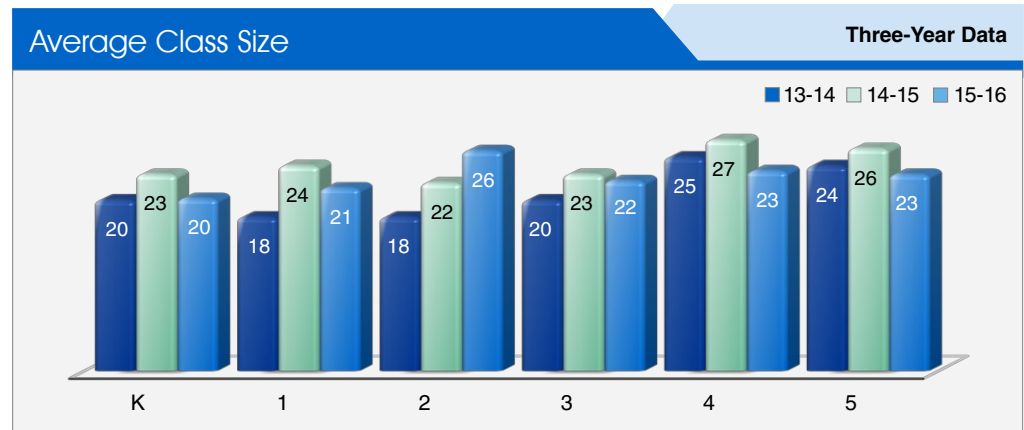5. **High-Performing, Accountable Organization**
   - Fiscal stability and responsible long-range planning
   - Comprehensive accountability system
   - Effective informational and instructional technology
   - Responsible, respectful, efficient and transparent service

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.

Average Class Size — Three-Year Data

Legend: 13-14, 14-15, 15-16

Grade	13-14	14-15	15-16
K	20	23	20
1	18	24	21
2	18	22	26
3	20	23	22
4	25	27	23
5	24	26	23

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+
K	6				6		3	3	
1	5				4		1	4	
2	6				4			4	
3	5				5			4	
4		4			4			5	
5		4			4			4	

California Physical Fitness Test

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

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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

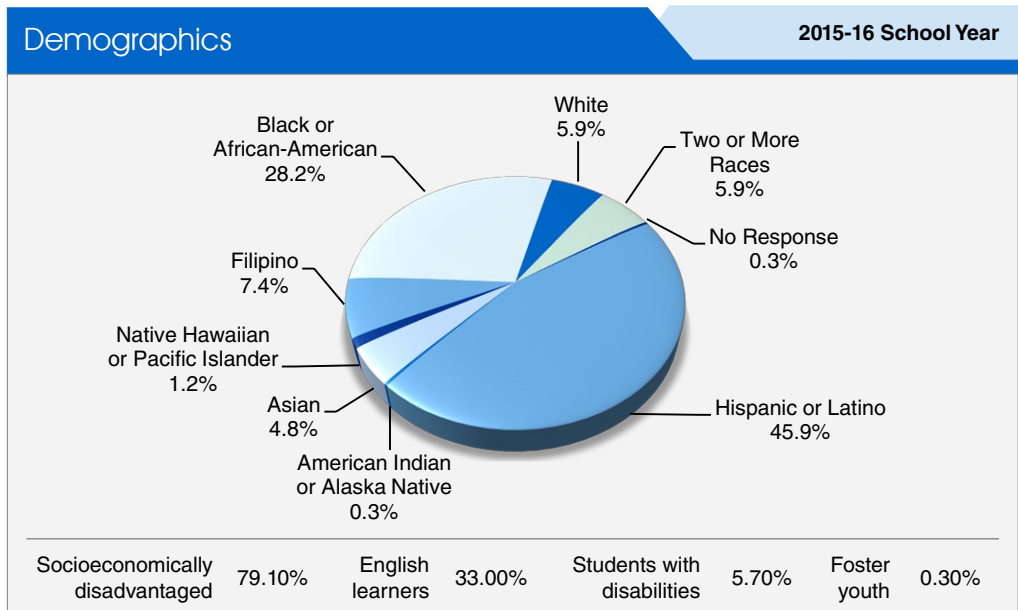### California Physical Fitness Test — 2015-16 School Year

Percentage of Students Meeting Fitness Standards	Stoneman ES
	Grade 5
Four of six standards	27.1%
Five of six standards	15.0%
Six of six standards	18.7%

"It's exciting to be the new principal at Stoneman this year, continuing our great work and our positive, growing community."

Enrollment by Student Group

The total enrollment at the school was 645 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2015-16 School Year

White 5.9%
Two or More Races 5.9%
No Response 0.3%
Black or African-American 28.2%
Filipino 7.4%
Native Hawaiian or Pacific Islander 1.2%
Asian 4.8%
American Indian or Alaska Native 0.3%
Hispanic or Latino 45.9%

Socioeconomically disadvantaged	79.10%	English learners	33.00%	Students with disabilities	5.70%	Foster youth	0.30%

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	
	Stoneman 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 currently in Program Improvement		8
Percentage of schools currently in Program Improvement		72.70%

✧ Not applicable. The school is not in Program Improvement.

Enrollment by Grade

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

2015-16 Enrollment by Grade

Grade	Enrollment
K	121
1	107
2	103
3	89
4	117
5	108
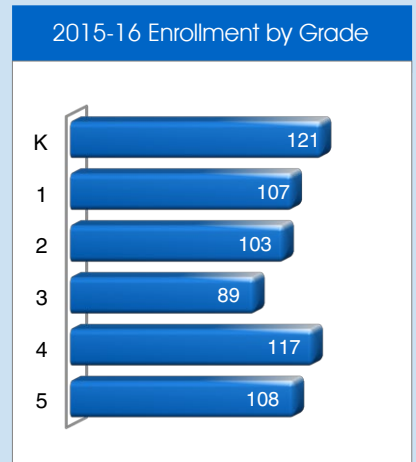
Suspensions and Expulsions

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			
Stoneman ES			
	13-14	14-15	15-16
Suspension rates	3.1%	7.6%	4.6%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	13-14	14-15	15-16
Suspension rates	10.4%	10.8%	8.0%
Expulsion rates	0.1%	0.1%	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 CAASSP 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 3-5.

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		
	Stoneman ES			Pittsburg USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	41%	35%	36%	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	107	107	100.00%	36.45%
Male	53	53	100.00%	37.74%
Female	54	54	100.00%	35.19%
Black or African-American	31	31	100.00%	22.58%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	46	46	100.00%	36.96%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	82	82	100.00%	32.93%
English learners	28	28	100.00%	32.14%
Students with disabilities	❖	❖	❖	❖
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
	Stoneman ES		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	33%	44%	30%	34%	44%	48%
Mathematics	26%	28%	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 3

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	91	100.00%	41.10%
Male	45	45	100.00%	35.60%
Female	46	46	100.00%	46.70%
Black or African-American	38	38	100.00%	42.10%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	36	100.00%	34.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	81	81	100.00%	35.00%
English learners	32	32	100.00%	32.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	91	100.00%	31.90%
Male	45	45	100.00%	33.30%
Female	46	46	100.00%	30.40%
Black or African-American	38	38	100.00%	26.30%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	36	100.00%	30.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	81	81	100.00%	29.60%
English learners	32	32	100.00%	28.10%
Students with disabilities	❖	❖	❖	❖
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 4

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	121	121	100.00%	42.20%
Male	62	62	100.00%	43.60%
Female	59	59	100.00%	40.70%
Black or African-American	34	34	100.00%	61.80%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	12	12	100.00%	50.00%
Hispanic or Latino	57	57	100.00%	26.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	106	106	100.00%	38.70%
English learners	38	38	100.00%	23.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	121	121	100.00%	30.60%
Male	62	62	100.00%	38.70%
Female	59	59	100.00%	22.00%
Black or African-American	34	34	100.00%	38.20%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	12	12	100.00%	33.30%
Hispanic or Latino	57	57	100.00%	22.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	106	106	100.00%	30.20%
English learners	38	38	100.00%	18.40%
Students with disabilities	❖	❖	❖	❖
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 5

| Percentage of Students Meeting or Exceeding State Standards | | | 2015-16 School Year |

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	109	106	97.30%	50.00%
Male	54	52	96.30%	46.20%
Female	55	54	98.20%	53.70%
Black or African-American	32	32	100.00%	34.40%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	72.70%
Hispanic or Latino	46	45	97.80%	55.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	82	97.60%	47.60%
English learners	28	27	96.40%	33.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	109	108	99.10%	22.90%
Male	54	53	98.20%	23.50%
Female	55	55	100.00%	22.20%
Black or African-American	32	32	100.00%	12.90%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	36.40%
Hispanic or Latino	46	46	100.00%	22.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	83	98.80%	17.50%
English learners	28	28	100.00%	22.20%
Students with disabilities	❖	❖	❖	❖
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	✧

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**
Reading/language arts	*Treasures*, Macmillan/McGraw-Hill (K-5)	2010
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-5)	2016
Science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Scott Foresman (K-5)	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

Collaborative efforts from parents, teachers, administrators and the community at large are required to ensure the educational success of every child. Stoneman Elementary is a member of the National Network of Partnership Schools, which provides a foundation and process for engaging parent and community involvement in schools. Parents and guardians are encouraged to participate in one or more of our committees and our events.

Stoneman Elementary has an active School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Faculty Club. Back-to-School Night, conferences, open house, Family Literacy Night, Family Math Night and Field Day are a few of Stoneman's highly attended family events held throughout the school year. Monthly Coffee with the Principal events are also held, providing opportunities for conversation.

For more information on how to become involved at the school, please contact Rose Aguilar, parent coordinator, at (925) 473-2430.

✧ Not applicable.

"Stoneman celebrates our diversity and our partnerships with our parent community."

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**	Fair
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			10/19/2016
Date of the most recent completion of the inspection form			10/19/2016

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**
Restrooms/fountains	200 wing restroom; cafeteria restroom. *Replace broken tile and recaulk. Repair is currently scheduled.*

School Facilities

Stoneman Elementary School currently serves approximately 650 students in 33 classrooms. Additional rooms are allocated for such services as counseling, special education and two computer labs. Special features include an enclosed courtyard and a spacious parking lot. The school was built in 1990.

A regular custodial team maintains the campus and its structures. Large projects are arranged on a yearly schedule to ensure regular maintenance.

Stoneman is a closed campus. All visitors are required to register with the principal's office. In the office, identification is confirmed, and guests sign in and are given a badge to use while on campus.

Supervision is provided 15 minutes before and after school and during the school day to ensure the safety of all students during school hours.

Every site is inspected according to the guidelines generated by the Williams case decision. At this time, we have no safety-related discrepancies. The site administrator and the custodial staff address school cleanliness daily. 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. Deferred maintenance items are scheduled and completed in a timely manner.

"Stoneman Elementary School is a learning institution where students succeed, families are welcome and professionals thrive."

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	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.80
Resource specialist (nonteaching)	0.00
Other	**FTE**
Reading intervention specialist	0.50
Media center paraprofessional	1.00
DIBELS reading data coach	1.00

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	Stoneman ES		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	467	32	29	27
Without a full credential	41	0	0	1
Teaching outside subject area of competence (with full credential)	3	0	0	0

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		
	Stoneman ES		
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	1

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**
Stoneman ES	100.00%	0.00%
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**
Stoneman ES	$4,706	$60,484
Pittsburg USD	$6,418	$60,508
California	$5,677	$74,216
School and district: percentage difference	-26.7%	-0.0%
School and California: percentage difference	-17.1%	-18.5%

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	$4,987
Expenditures per pupil from restricted sources	$282
Expenditures per pupil from unrestricted sources	$4,706
Annual average teacher salary	$60,484

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.