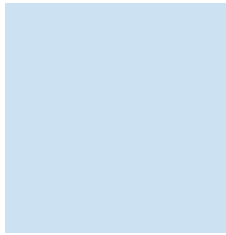# SARC

School Accountability Report Card 2018-19
Published in 2019-20
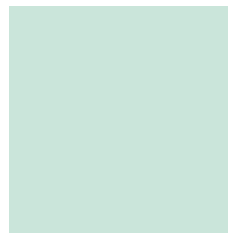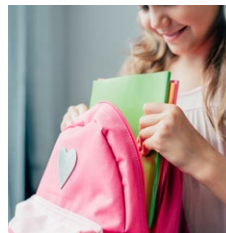
Stoneman Elementary School

Grades TK-5
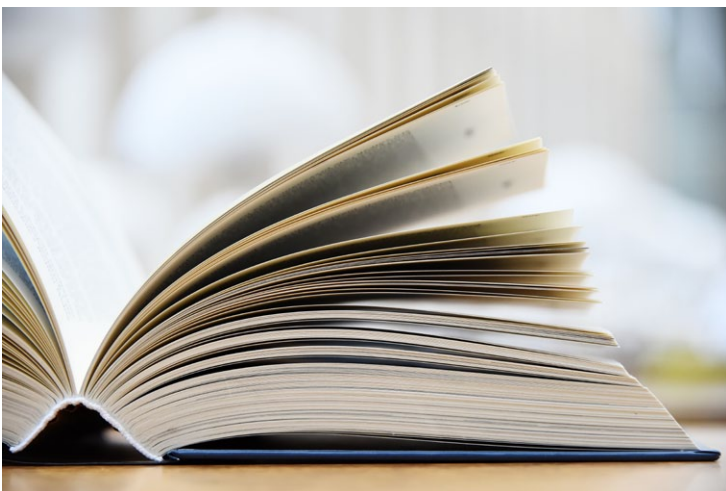CDS Code 07-61788-6109383

Jennifer A. Clark
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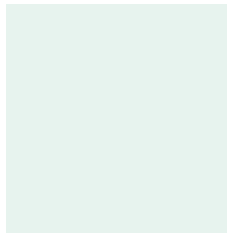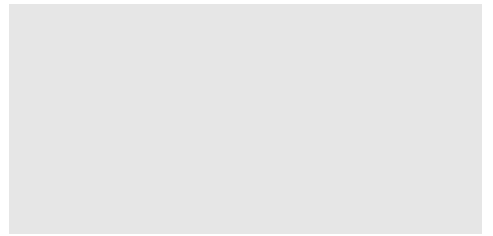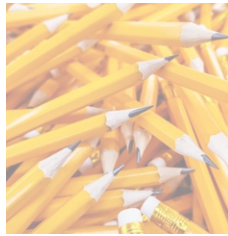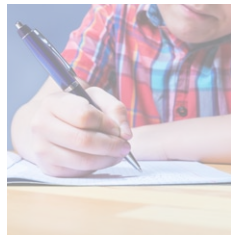
Para español, visita www.pittsburg.k12.ca.us

Pittsburg Unified School District

2000 Railroad Avenue ▪ Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us
Janet Schulze, Superintendent ▪ jschulze@pittsburg.k12.ca.us ▪ (925) 473-2300
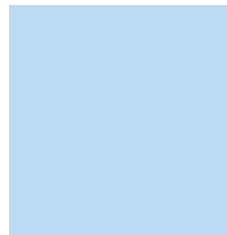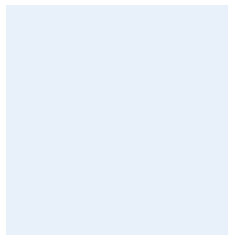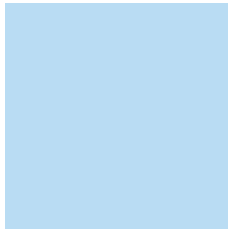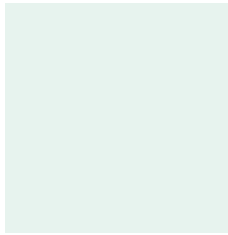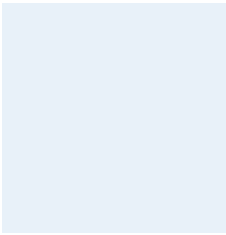
Principal's Message

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.

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 Vision Statement

A positive, diverse community of students, families, teachers, and staff working and learning together to achieve our best.
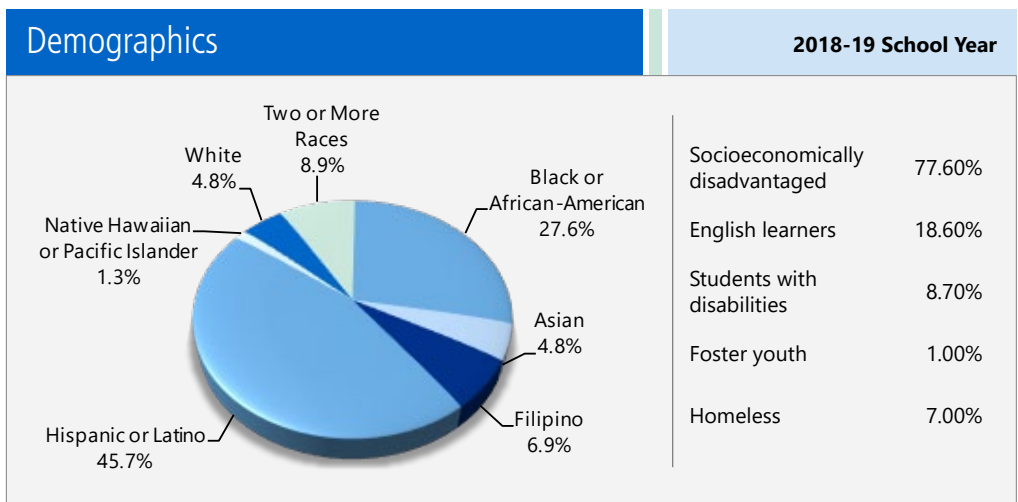
Parental Involvement

Parents and guardians are encouraged to participate in all of our committees and our events. Collaborative efforts by parents, teachers, administrators and the community at-large ensure the educational success of every child.

Stoneman Elementary has an active Parent Faculty Club, School Site Council (SSC) and English Learner Advisory Committee (ELAC). Movie Nights, Back-to-School Night, conferences, open house, Family Literacy Night, Family Math Night, Science Night, Concerts, and Carnival are a few of Stoneman's highly attended family events held throughout the school year. We also have Coffee with Clark monthly, providing opportunities for conversation and sharing of ideas.

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

Enrollment by Student Group

The total enrollment at the school was 598 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2018-19 School Year
Socioeconomically disadvantaged	77.60%
English learners	18.60%
Students with disabilities	8.70%
Foster youth	1.00%
Homeless	7.00%

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. George Miller, vice president

Dr. Laura Canciamilla, trustee

Mr. Joseph Arenivar, trustee

Mr. De'Shawn Woolridge, trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.
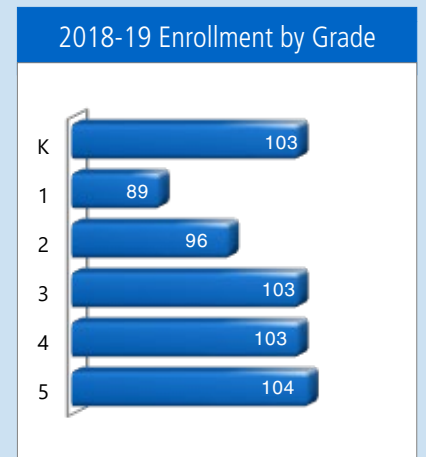
Board Goals

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
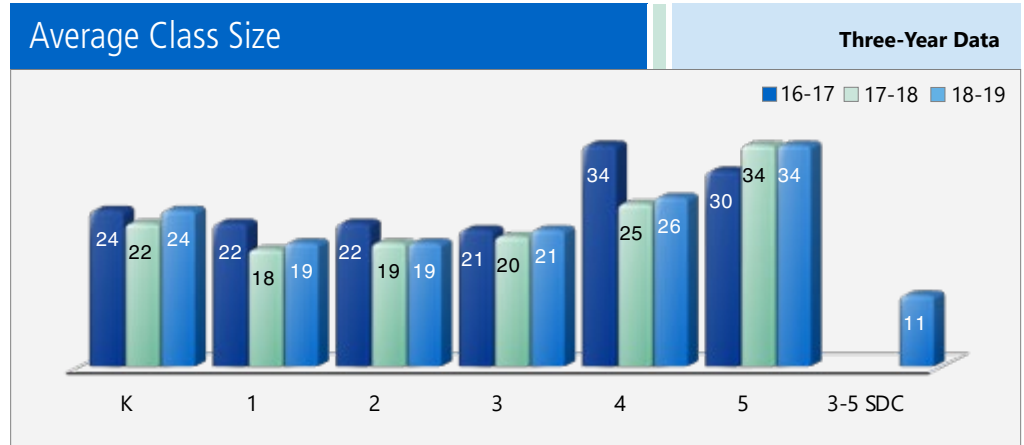
6. Meaningful Collaboration, Partnership and Parental Engagement
- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication
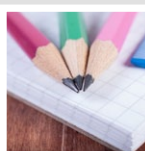
Class Size Distribution

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: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
K	24	22	24
1	22	18	19
2	22	19	19
3	21	20	21
4	34	25	26
5	30	34	34
3-5 SDC			11

Number of Classrooms by Size — Three-Year Data

Grade	2016-17 Number of Students			2017-18 Number of Students			2018-19 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		5		5			5		
2		5		5			5		
3	1	4			5		2	3	
4			3		4			4	
5		3				3			3
3-5 SDC				1			1		

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

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.

Suspensions and Expulsions — Three-Year Data

	Stoneman ES			Pittsburg USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	4.3%	5.3%	9.4%	7.0%	7.7%	8.8%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Stoneman ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Stoneman ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	36%	36%	34%	35%	50%	51%
Mathematics	22%	19%	20%	21%	38%	40%

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	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Stoneman ES
	Grade 5
Four of six standards	23.1%
Five of six standards	13.5%
Six of six standards	13.5%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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.
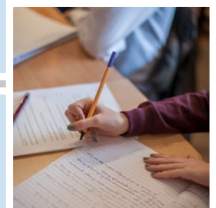
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy 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 CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	319	314	98.43%	1.57%	36.31%
Male	162	160	98.77%	1.23%	28.75%
Female	157	154	98.09%	1.91%	44.16%
Black or African-American	98	97	98.98%	1.02%	22.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.00%	0.00%	61.54%
Filipino	25	24	96.00%	4.00%	62.50%
Hispanic or Latino	138	135	97.83%	2.17%	35.56%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	60.00%
Two or more races	26	26	100.00%	0.00%	42.31%
Socioeconomically disadvantaged	266	261	98.12%	1.88%	31.42%
English learners	111	108	97.30%	2.70%	36.11%
Students with disabilities	40	40	100.00%	0.00%	7.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	21	100.00%	0.00%	28.57%

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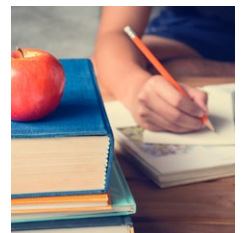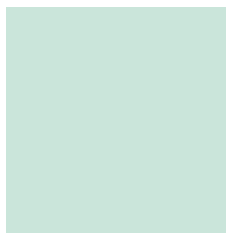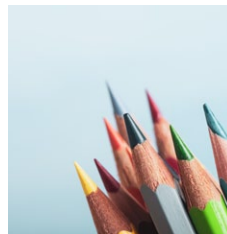
CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	319	317	99.37%	0.63%	18.93%
Male	162	161	99.38%	0.62%	19.88%
Female	157	156	99.36%	0.64%	17.95%
Black or African-American	98	97	98.98%	1.02%	5.15%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.00%	0.00%	53.85%
Filipino	25	25	100.00%	0.00%	40.00%
Hispanic or Latino	138	137	99.28%	0.72%	18.98%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	26.67%
Two or more races	26	26	100.00%	0.00%	26.92%
Socioeconomically disadvantaged	266	264	99.25%	0.75%	15.91%
English learners	111	111	100.00%	0.00%	21.62%
Students with disabilities	40	40	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	21	100.00%	0.00%	9.52%

❖ 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.
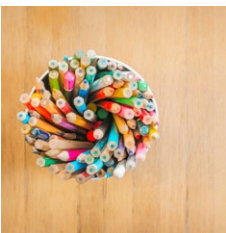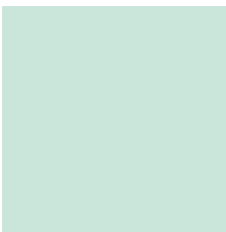
Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

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	
2019-20 School Year	
Data collection date	9/11/2019

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		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Reading Wonders*, Macmillan McGraw Hill ELD *Reading Wonders*, Macmillan McGraw Hill (K-5)	2017
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-5)	2016
Science	*California Science*, Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

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	2019-20 School Year
Stoneman ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	✧

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.

✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Poor
Overall summary of facility conditions	Fair
Date of the most recent school site inspection	4/18/2019
Date of the most recent completion of the inspection form	4/18/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Hole in wall by doors into office; minor repair needed to counters in front office and back by copy machine. Work order placed for repairs.	5/8/2019
Safety	Need swinging door added; in the front of the school on the south side of the building, there's a tree stump that is a tripping hazard; pavers uneven. Work order placed for repairs and installation. Field is extremely uneven and unsafe, potholes everywhere, needs leveling. Work order placed for repairs.	Ongoing & 7/11/2019
External	When exiting school from north parking lot, blacktop and curb are uneven. Work order placed for repairs.	Ongoing

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. We are activating a Safety Team to support the different needs of safety that are not practiced.

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 last reviewed, updated and discussed with the school faculty in September 2019.

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 Facilities

Stoneman Elementary School currently serves approximately 680 students in grades PK-5 in 32 classrooms. Additional rooms are allocated for such services as counseling, special education and a computer lab. 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 at the front 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 school, 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. We clean restrooms on a routine basis, note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

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	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	500	32	31	29
Without a full credential	34	0	0	1
Teaching outside subject area of competence (with full credential)	6	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	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Professional Development

The Local Control Accountability Plan (LCAP), LCAP Addendum and the sites' School 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. Compensation is provided to teachers who attend professional development outside the workday.

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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	0.3
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

Professional Development Days	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

| Salary Data		2017-18 Fiscal Year
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$50,299	$51,374
Midrange teacher salary	$75,114	$80,151
Highest teacher salary	$93,344	$100,143
Average elementary school principal salary	$114,293	$126,896
Average middle school principal salary	$120,555	$133,668
Average high school principal salary	$133,083	$143,746
Superintendent salary	$230,725	$245,810
Teacher salaries: percentage of budget	33%	35%
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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Stoneman ES	$6,633	$75,353
Pittsburg USD	$9,272	$72,942
California	$7,507	$82,031
School and district: percentage difference	-28.5%	+3.3%
School and California: percentage difference	-11.6%	-8.1%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,124
Expenditures per pupil from restricted sources	$491
Expenditures per pupil from unrestricted sources	$6,633
Annual average teacher salary	$75,353
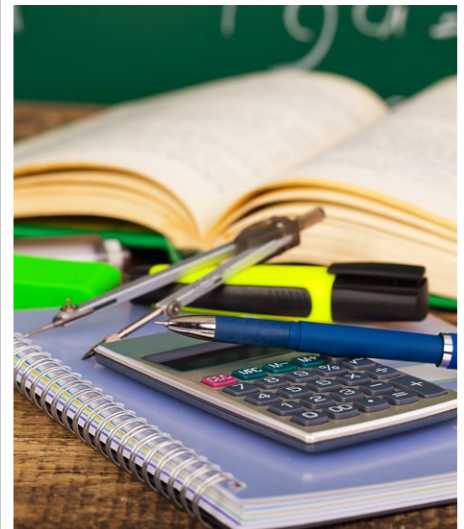
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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