SARC

2022-23

School Accountability
Report Card
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Stoneman Elementary School

Grades TK-5
CDS Code 07-61788-6109383

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We are SCHOLARS, we are LEADERS, we are NEIGHBORS, we are DOLPHINS!

Principal's Message

Stoneman Elementary School is a learning institution where scholars succeed, families are welcome and professionals thrive. We believe all scholars are capable of success, and strive to make each scholar feel seen, valued, heard and supported. Instruction focuses on the goal that all scholars 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.

A theme was established for the 2023-24 school year: At Stoneman we are Scholars, we are Leaders, we are Neighbors, we are Dolphins! This motto/theme is an illustration of the work being done to support the whole child at Stoneman. Priority is given to developing students academically as SCHOLARS, as developing LEADERS with a voice within the Stoneman community and in their broader communities, as NEIGHBORS as they contribute positively to the diverse Stoneman space, and as DOLPHINS (the Stoneman mascot) as Stoneman is an inclusive place that welcomes everyone, where the goal is for everyone to feel welcomed, seen, heard, valued and celebrated. The site goals and work being done at Stoneman all align to this theme.

Several supports are in place to support scholars in order to support scholar success. After-school programs, including Expanded Learning, are offered for scholars in need of additional assistance with homework as well as a safe place for students after school. Reading intervention support is also provided during the school day for scholars who are reading below grade level. Mental-health support is provided through the district psychologist, school counselor and Lincoln Child Center. Scholars with Individualized Education Plans (IEPs) receive assistance through a Learning Center model. Positive Behavioral Interventions and Supports (PBIS) practices and restorative justice practices are also being implemented schoolwide. We also have a wide range of outside providers that support the social-emotional needs of all scholars.

Stoneman celebrates our diversity and our partnerships with our parent community. We are embarking on creating positive leaders in our school by implementing the Leader in Me, a whole school transformation.

We are proud of successes and progress Stoneman has been making. During the 2022-23 school year, Stoneman was exited from CSI (Comprehensive Support & Improvement) designation due to improvement in academic, discipline and attendance data. Stoneman saw decreased suspension rates and increased attendance rates. This means our scholars are in classrooms learning more! In addition, in 2023, Stoneman was recognized as a Unified Champion School for inclusivity for students with special needs. We are proud of this award, as we strive to make Stoneman an inclusive community that sees, celebrates, and values each of our individual scholars.

Stoneman has four schoolwide goals for the 2023-24 school year. These goals will be evaluated throughout the year through an ongoing process of data analysis. These goals are:

1. **CULTURE/CLIMATE—**Establish and maintain trusting relationships with scholars, staff and families (the Stoneman community).
2. **ENGLISH LANGUAGE ARTS (ELA)—**Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve "typical" to "well-above typical" growth from Benchmark one to Benchmark three.
3. **MATH—**Based on iReady Benchmark data, a minimum of 70% of scholars will meet typical growth or maintain grade level proficiency from Benchmark one to Benchmark three.
4. **LEADER IN ME—**This year, all teachers will: (a) Create individual scholar Leadership Portfolios; (b) Make and post class mission statements; and (c) Teach lessons consistently one to two times per week.

School Mission Statement

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

Every classroom also has a class mission statement that is co-created with scholars and teachers.

## School Vision Statement

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

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 currently activating the Stoneman Safety Team to address the safety of all our students and staff.

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 and updated in August 2023. We are currently having monthly fire drills and we have had fire drills.
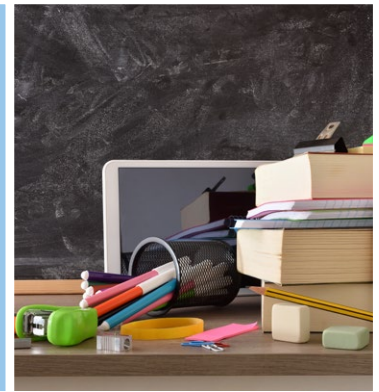
School Accountability Report Card

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.
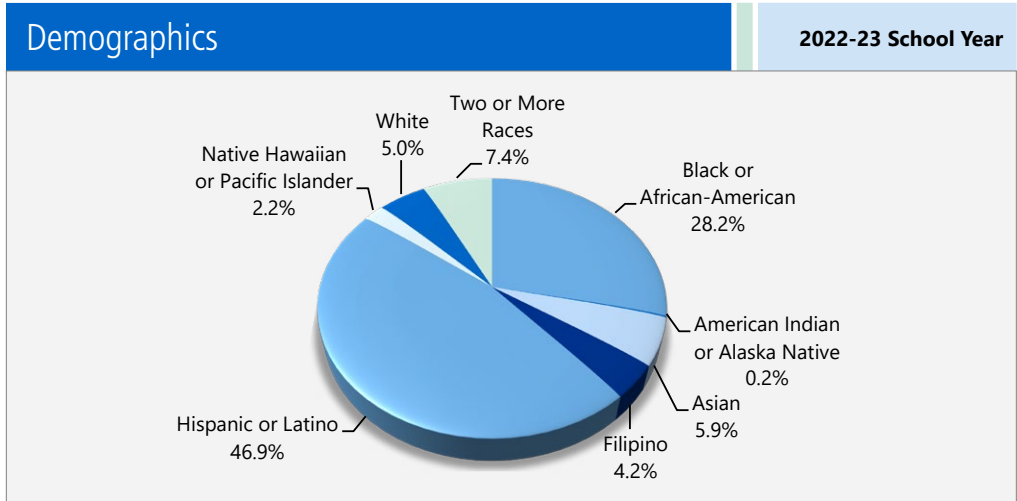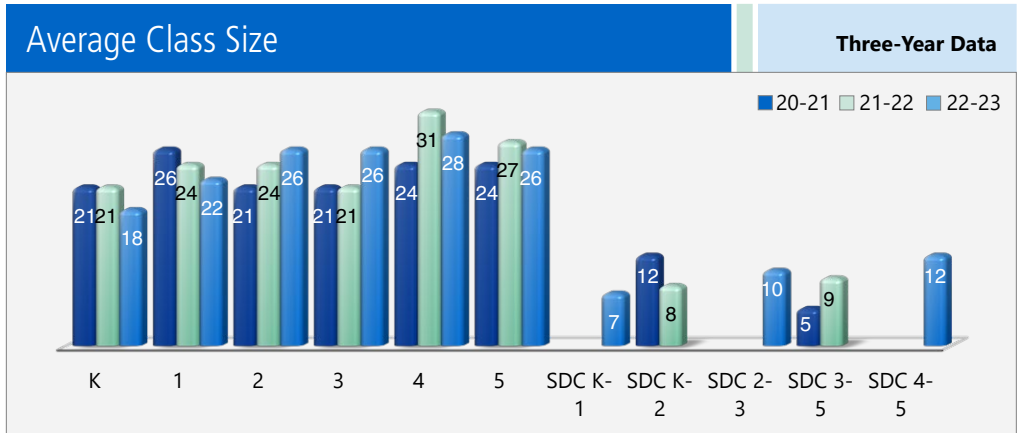
Governing Board

Enrollment by Student Group

The total enrollment at the school was 595 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2022-23 School Year

- Two or More Races 7.4%
- White 5.0%
- Native Hawaiian or Pacific Islander 2.2%
- Black or African-American 28.2%
- American Indian or Alaska Native 0.2%
- Asian 5.9%
- Filipino 4.2%
- Hispanic or Latino 46.9%

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: 20-21, 21-22, 22-23

Grade	20-21	21-22	22-23
K	21	21	18
1	26	24	22
2	21	24	26
3	21	21	26
4	24	31	28
5	24	27	26
SDC K-1			7
SDC K-2	12	8	
SDC 2-3			10
SDC 3-5	5	9	
SDC 4-5			12

Number of Classrooms by Size — Three-Year Data

Grade	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		2	2		4		
1		4			4			4	
2	2	2			4			4	
3		4		1	3			4	
4		4			3			3	
5		4			4			4	
SDC K-1							1		
SDC K-2	1			1					
SDC 2-3							1		
SDC 3-5	1			1					
SDC 4-5							1		

Enrollment by Student Group

Demographics — 2022-23 School Year

Female	48.90%
Male	51.10%
Non-Binary	0.00%
English learners	24.50%
Foster youth	0.30%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disadvantaged	83.50%
Students with Disabilities	10.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Students
K	107
1	98
2	97
3	89
4	92
5	112
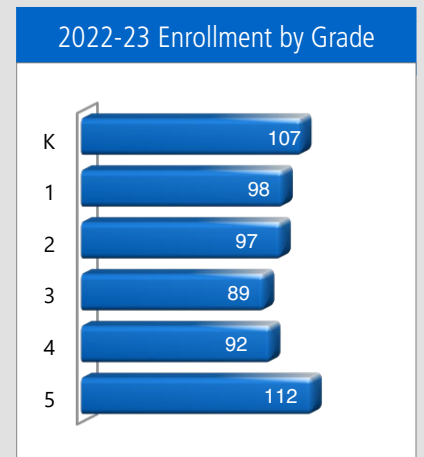
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions								Three-Year Data	
	Stoneman ES			Pittsburg USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	7.40%	3.90%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90%	0.00%
Female	0.90%	0.00%
Male	6.70%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.60%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.90%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.30%	0.00%
White	0.00%	0.00%
English Learners	1.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.90%	0.00%
Socioeconomically Disadvantaged	4.30%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.40%	0.00%

Board Goals

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

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

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

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

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

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

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

California Physical Fitness Test				2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
Grade	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	87.3%	83.3%	82.5%	84.9%	84.9%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	664	648	307	47.40%
Female	322	314	143	45.50%
Male	342	334	164	49.10%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	3	3	0	0.00%
Asian	35	35	5	14.30%
Black or African American	186	184	101	54.90%
Filipino	27	26	11	42.30%
Hispanic or Latino	314	302	139	46.00%
Native Hawaiian or Pacific Islander	15	15	10	66.70%
Two or More Races	48	48	21	43.80%
White	36	35	20	57.10%
English Learners	173	171	61	35.70%
Foster Youth	2	2	1	50.00%
Homeless	17	15	11	73.30%
Socioeconomically Disadvantaged	556	543	265	48.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	83	83	46	55.40%

Board Goals

Continued from page 4

- Commitment to the environment through sustainable and green practices

6. Meaningful Collaboration, Partnership and Parental Engagement

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

Types of Services Funded

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

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development ELD and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
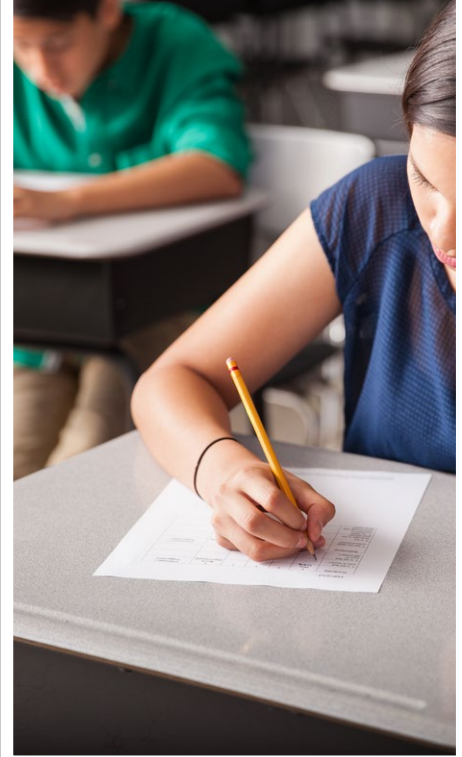
Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Stoneman ES		Pittsburg USD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
Science	10.75%	15.38%	14.89%	16.17%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Stoneman ES		Pittsburg USD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
English language arts/literacy	31%	26%	33%	28%	47%	46%
Mathematics	15%	15%	15%	15%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	118	118	100.00%	0.00%	15.38%
Female	55	55	100.00%	0.00%	18.18%
Male	63	63	100.00%	0.00%	12.90%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	42	42	100.00%	0.00%	14.63%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	45	100.00%	0.00%	11.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	16	16	100.00%	0.00%	6.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	98	98	100.00%	0.00%	16.49%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	18	100.00%	0.00%	0.00%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
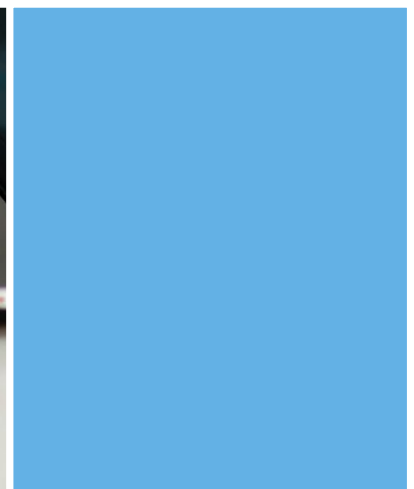
CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard				2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	308	301	97.73%	2.27%	25.91%
Female	147	144	97.96%	2.04%	25.00%
Male	161	157	97.52%	2.48%	26.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	18	18	100.00%	0.00%	55.56%
Black or African American	90	90	100.00%	0.00%	22.22%
Filipino	13	13	100.00%	0.00%	46.15%
Hispanic or Latino	139	134	96.40%	3.60%	20.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	20	95.24%	4.76%	35.00%
White	15	14	93.33%	6.67%	28.57%
English Learners	70	67	95.71%	4.29%	10.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	20	20	100.00%	0.00%	25.00%
Socioeconomically disadvantaged	258	254	98.45%	1.55%	24.80%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	41	97.62%	2.38%	2.44%

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

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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	308	303	98.38%	1.62%	14.90%
Female	147	144	97.96%	2.04%	11.89%
Male	161	159	98.76%	1.24%	17.61%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	18	18	100.00%	0.00%	22.22%
Black or African American	90	89	98.89%	1.11%	8.99%
Filipino	13	13	100.00%	0.00%	53.85%
Hispanic or Latino	139	136	97.84%	2.16%	13.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	20	95.24%	4.76%	25.00%
White	15	15	100.00%	0.00%	20.00%
English Learners	70	69	98.57%	1.43%	2.90%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	20	20	100.00%	0.00%	20.00%
Socioeconomically disadvantaged	258	257	99.61%	0.39%	13.28%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	41	97.62%	2.38%	2.50%

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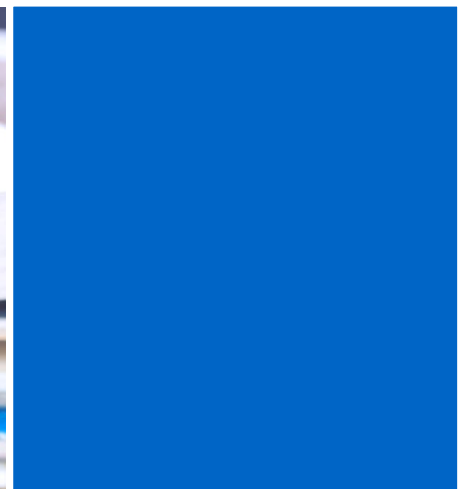
Textbooks and Instructional Materials

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		2023-24 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	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

Quality of Textbooks

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

Quality of Textbooks	2023-24 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days			Three-Year Data
	2021-22	**2022-23**	**2023-24**
Number of school days dedicated to staff development and continuous improvement	3	3	3

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
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	
2023-24 School Year	
Data collection date	9/13/2023

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ 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	2023-24 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	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	8/1/2023

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		2023-24 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Classroom 204, 402, 504, 506: Glade plug-in; Classroom 401, 402, 404: Ceiling tile; Classroom 501: Sagging ceiling tile; Classroom 508: Adjust ceiling tiles. Repairs in progress.	In progress
Restrooms/fountains	Restroom 100-09: Broken toilet; Workroom 100-51: Loose Faucet; Restroom 100-56: Urinal drain cover missing; Restroom 210: Missing tile. Repairs completed.	November 2023

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 (PFC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Stoneman has at least one family event each month, such as: Welcome Back Ice Cream Social, Back-to-School Night, conferences, open house, Family Reading Night, Family Math Night, Family STEAM Night, Concerts and Career Day.

We seek parent/guardian input through surveys twice each school year. In addition, parent/guardians are invited to Mornings with Megia, which is a monthly open form with the principal to share ideas, ask questions and socialize with other Stoneman families. We also have our Dolphin Dads group, which is a monthly group for fathers and father-figures to engage in the Stoneman community.

We welcome parent/family volunteers in the classroom and around campus. Those interested can complete the application process through Beamentor.org.

For more information on how to become involved at the school, please contact Angela Carmouche, parent/family liaison, at (925) 473-8148.

School Facilities

Stoneman Elementary School currently serves about 635 scholars in grades PK-5 in 32 classrooms. Additional rooms are allocated for such services as counseling, special education and an intervention room. Special features include an enclosed courtyard and a spacious parking lot with solar panels. 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 high-quality maintenance. Daily and in-depth cleaning is done to promote the safety of all students and staff in the post-COVID-19 pandemic.

All classroom and site buildings are maintained by our staff and district support staff. Repairs are made in a timely fashion.

Every site is inspected according to the guidelines generated by the Williams case decision and the current COVID-19 cleaning requirements. At this time, we have no safety-related discrepancies. The site administrators 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 enrollment assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Custodial staff have been trained and have implemented cleaning procedures aligned with COVID-19 pandemic cleaning protocols. Stoneman has administration, teachers and part-time supervisors that are responsible to ensure the safety of all students.
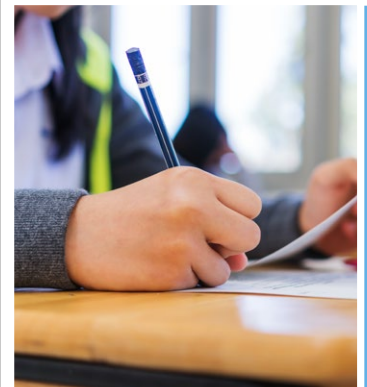
Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.0	96.6%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.4%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	15.9	3.0%	12,115.8	4.4%
Unknown	0.0	0.0%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	29.0	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement — 2021-22 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.6	92.8%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	3.4%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.3%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	1.0	3.4%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	29.8	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
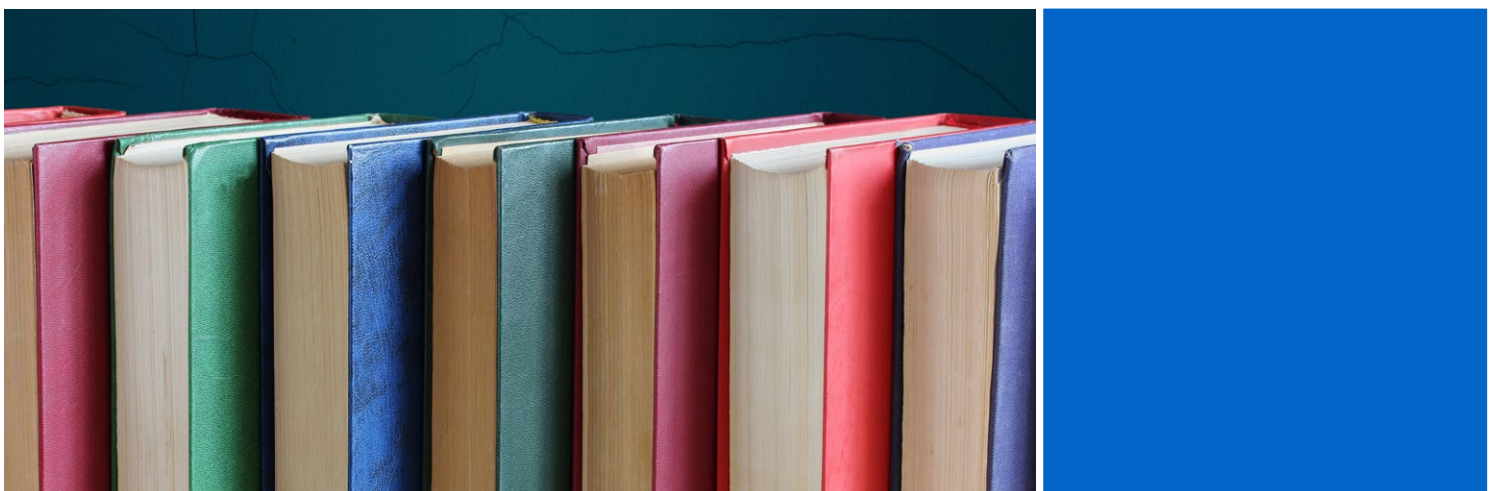
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		1.0	0.1
Misassignments		0.0	0.0
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		1.0	0.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		0.0	0.0
Total Out-of-Field Teachers		0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	635:1
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	0.7
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$56,179	$54,190
Midrange teacher salary	$83,896	$85,111
Highest teacher salary	$104,258	$104,998
Average elementary school principal salary	$141,149	$132,492
Average middle school principal salary	$150,465	$140,986
Average high school principal salary	$164,739	$153,884
Superintendent salary	$247,200	$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	6.08%	5.25%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Stoneman ES	$8,981	$89,336
Pittsburg USD	$10,825	$85,780
California	$7,607	$87,362
School and district: percentage difference	-17.0%	+4.1%
School and California: percentage difference	+18.1%	+2.3%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	$10,792
Expenditures per pupil from restricted sources	$1,811
Expenditures per pupil from unrestricted sources	$8,981
Annual average teacher salary	$89,336

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.