

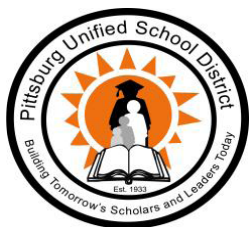
Stoneman Elementary School

Grades TK-5
CDS Code 07-61788-6109383

Dr. Jeannine Megia, Principal
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2929 Loveridge Road
Pittsburg, CA 94565
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Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us
Janet Schulze, Superintendent ▪ jschulze@pittsburgusd.net ▪ (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, including Expanded Learning, 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. 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 socio-emotional needs of all students.

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 the proud recipients of the Leader in Me grant for the next few years!

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. As we move forward with the Stoneman Vision, we are beginning the process of including the Leader in Me and the 7 Effective Habits into our site's vision and our daily classroom efforts.

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.

During a traditional school year, 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. In the midst of the Covid-19 Pandemic situation, we are including as many of our meetings with parents and community in a virtual venue.

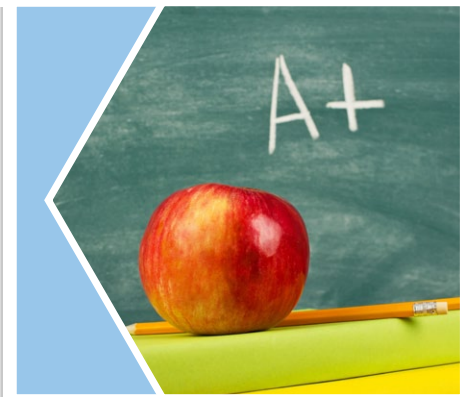
For more information on how to become involved at the school, please contact Angela Carmouche, parent/family liaison, at 925-473-8148.

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 March 2022. We are currently having monthly fire drills and we have had fire drills during the months of August and September.



School Accountability Report Card

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

District Mission Statement

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

Governing Board

Mr. Duane Smith, president

Mr. De'Shawn Woolridge, vice president

Ms. Taylor Sims, trustee

Mr. Joseph Arenivar, trustee

Mr. George Miller, trustee



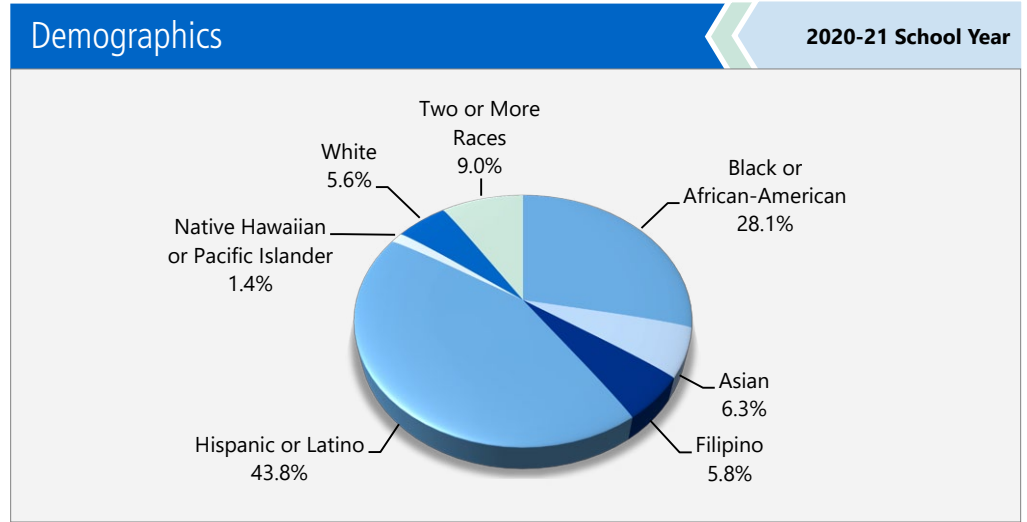
"We are a school site that is committed to serve the academic and emotional needs of all of students (scholars)."

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	47.90%
Male	52.10%
Non-Binary	0.00%
English learners	21.10%
Foster youth	0.90%
Homeless	2.60%
Migrant	0.00%
Socioeconomically Disadvantaged	75.60%
Students with Disabilities	10.20%

Enrollment by Student Group

The total enrollment at the school was 587 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

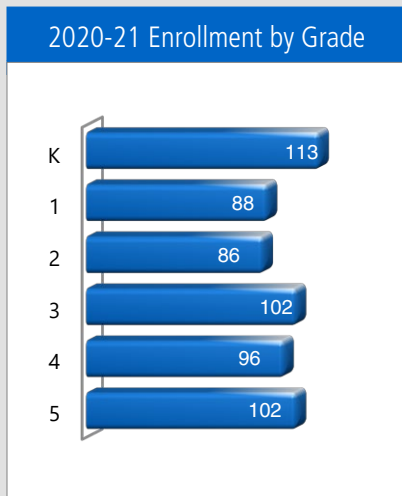


Class Size Distribution

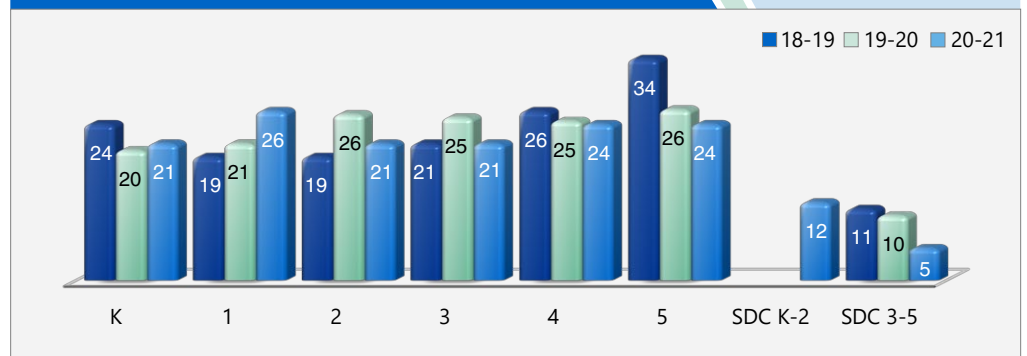
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Average Class Size



Number of Classrooms by Size

Grade	Three-Year Data								
	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		2	3			4	
1	5			1	3			4	
2	5				4		2	2	
3	2	3			4			4	
4		4			4			4	
5					4			4	
SDC K-2							1		
SDC 3-5	1			1			1		



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.

Suspensions and Expulsions		Two-Year Data				
	Stoneman ES		Pittsburg USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	9.4%	0.0%	8.8%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Stoneman ES	Pittsburg USD	California	
	2019-20	2019-20	2019-20	
Suspension rates	4.6%	5.7%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

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, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goals and commitment is to achieve a 100% graduation rate

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



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

Number of school days dedicated to staff development and continuous improvement

2019-20	3
2020-21	3
2021-22	3

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Stoneman ES
	Grade 5
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	604	124	20.50%
Female	294	289	56	19.40%
Male	324	315	68	21.60%
American Indian or Alaska Native	0	0	0	0.00%
Asian	40	39	1	2.60%
Black or African American	173	166	53	31.90%
Filipino	34	34	0	0.00%
Hispanic or Latino	272	269	49	18.20%
Native Hawaiian or Pacific Islander	11	10	4	40.00%
Two or More Races	55	54	10	18.50%
White	33	32	7	21.90%
English Learners	134	134	15	11.20%
Foster Youth	8	7	4	57.10%
Homeless	19	19	9	47.40%
Socioeconomically Disadvantaged	495	483	115	23.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	75	71	22	31.00%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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	
Subject	Stoneman ES		Pittsburg USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* [‡]	■	* [‡]	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
Subject	Stoneman ES		Pittsburg USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* [‡]	■	* [‡]	■	* [‡]
Mathematics	■	* [‡]	■	* [‡]	■	* [‡]

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

*[‡] This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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 ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or more races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically disadvantaged	*	*	*	*	*
Students receiving Migrant Education services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

* This school did not test students using the CAASPP for Science.



Local Assessment Test Results by Student Group: English Language Arts (grades 3-5)

Assessment Name: iReady ELA

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	297	294	99.0%	1.0%	19.0%
Female	148	147	99.3%	0.7%	24.0%
Male	149	147	98.7%	1.3%	14.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.0%	0.0%	30.0%
Black or African American	85	85	100.0%	0.0%	14.0%
Filipino	15	15	100.0%	0.0%	53.0%
Hispanic or Latino	130	127	97.7%	2.3%	17.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	25	25	100.0%	0.0%	20.0%
White	14	14	100.0%	0.0%	14.0%
English Learners	49	48	98.0%	2.0%	0.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	32	32	100.0%	0.0%	13.0%
Socioeconomically disadvantaged	234	233	99.6%	0.4%	14.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	47	97.9%	2.1%	9.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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

Assessment Name: iReady Math

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	297	294	99.0%	1.0%	10.0%
Female	148	147	99.3%	0.7%	13.0%
Male	149	147	98.7%	1.3%	7.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.0%	0.0%	15.0%
Black or African American	85	85	100.0%	0.0%	4.0%
Filipino	15	15	100.0%	0.0%	60.0%
Hispanic or Latino	130	127	97.7%	2.3%	6.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	25	25	100.0%	0.0%	12.0%
White	14	14	100.0%	0.0%	14.0%
English Learners	49	48	98.0%	2.0%	0.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	32	32	100.0%	0.0%	6.0%
Socioeconomically disadvantaged	234	233	99.6%	0.4%	6.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	47	97.9%	2.1%	2.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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		2021-22 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	Fair	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/20/2021	

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			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Safety	Parking Lot-Repeat of work order submitted last year: When exiting the school from north parking lot, black top and curb are uneven(See work order #s 39346,46065); Front of school-Many gopher holes in the dirt, see work order#48599. Several uneven pavers that are tripping hazards, see work order #48600; Sports Fields-Field is much better than last year, but still several uneven and unsafe areas and holes in the ground, see work order #46484; Playground-Cracks all over asphalt, see work order#46063; Holes in rubber cushioning under play structure, see work order #46483	Parking lot: 5/4/2021 Pest: Ongoing Pavers: Ongoing Field: Ongoing Playground: 9/9/2021 Play Structure Holes: 9/9/2021	
External	Kitchen-Kitchen inspected by health Department 3-17-2021. Outside window has crack/BB hole. Work order has been placed for repairs wo#47902	3/19/2021	

School Facilities

Stoneman Elementary School currently serves approximately 584 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 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 during the COVID-19 crisis.

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

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School Facilities

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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.



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

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
2021-22 School Year	
Data collection date	9/8/2021

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		2021-22 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		2021-22 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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays 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	100.0%	521.5	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Stoneman ES	
Permits and Waivers	1.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	1.0	

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/calpadsup-dflash201.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>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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 2020-21 School Year

Indicator	Stoneman ES
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	1,168:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.81
Psychologist	0.50
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments 2020-21 School Year

Indicator	Stoneman ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%

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/calpads-sup-dflash201.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>.



Financial Data

The financial data displayed in this SARC is from the 2019-20 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		2019-20 Fiscal Year	
	Pittsburg USD	Similar Sized District	
Beginning teacher salary	\$51,946	\$52,562	
Midrange teacher salary	\$77,574	\$83,575	
Highest teacher salary	\$96,401	\$104,166	
Average elementary school principal salary	\$126,017	\$131,875	
Average middle school principal salary	\$135,387	\$137,852	
Average high school principal salary	\$138,600	\$150,626	
Superintendent salary	\$240,000	\$260,243	
Teacher salaries: percentage of budget	33%	34%	
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		2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Stoneman ES	\$6,564	\$79,640	
Pittsburg USD	\$9,115	\$78,002	
California	\$8,444	\$86,376	
School and district: percentage difference	-28.0%	+2.1%	
School and California: percentage difference	-22.3%	-7.8%	

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$7,614
Expenditures per pupil from restricted sources	\$1,050
Expenditures per pupil from unrestricted sources	\$6,564
Annual average teacher salary	\$79,640

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.



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.

Stoneman Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	5,730	17	0.30%	99.70%	5.88%
Female	2,809	7	0.25%	99.75%	--
Male	2,920	10	0.34%	99.66%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58%	99.42%	--
Black or African American	887	2	0.23%	99.77%	--
Filipino	251	2	0.80%	99.20%	--
Hispanic or Latino	3,765	11	0.29%	99.71%	9.09%
Native Hawaiian or Pacific Islander	60	0	0.00%	100.00%	--
Two or more races	298	0	0.00%	100.00%	--
White	289	1	0.35%	99.65%	--
English Learners	1,393	6	0.43%	99.57%	--
Foster Youth	37	0	0.00%	100.00%	--
Homeless	102	0	0.00%	100.00%	--
Military	303	0	0.00%	100.00%	--
Socioeconomically disadvantaged	2,357	4	0.17%	99.83%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	670	17	2.54%	97.46%	5.88%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	5,730	17	0.30%	99.70%	5.88%
Female	2,809	7	0.25%	99.75%	--
Male	2,920	10	0.34%	99.66%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58%	99.42%	--
Black or African American	887	2	0.23%	99.77%	--
Filipino	251	2	0.80%	99.20%	--
Hispanic or Latino	3,765	11	0.29%	99.71%	9.09%
Native Hawaiian or Pacific Islander	60	0	0.00%	100.00%	--
Two or more races	298	0	0.00%	100.00%	--
White	289	1	0.35%	99.65%	--
English Learners	1,393	6	0.43%	99.57%	--
Foster Youth	37	0	0.00%	100.00%	--
Homeless	102	0	0.00%	100.00%	--
Military	303	0	0.00%	100.00%	--
Socioeconomically disadvantaged	2,357	4	0.17%	99.83%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	670	17	2.54%	97.46%	5.88%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,723	5,250	91.7%	8.3%	16%
Female	2,811	2,611	92.9%	7.1%	18%
Male	2,911	2,638	90.6%	9.4%	14%
American Indian or Alaska Native	--	--	--	--	--
Asian	174	169	97.1%	2.9%	30%
Black or African American	876	776	88.6%	11.4%	11%
Filipino	255	242	94.9%	5.1%	37%
Hispanic or Latino	3,773	3,471	92.0%	8.0%	13%
Native Hawaiian or Pacific Islander	64	56	87.5%	12.5%	14%
Two or more races	270	254	94.1%	5.9%	22%
White	287	263	91.6%	8.4%	26%
English Learners	1,383	1,251	90.5%	9.5%	2%
Foster Youth	--	--	--	--	--
Homeless	46	42	91.3%	8.7%	10%
Military	863	774	89.7%	10.3%	13%
Socioeconomically disadvantaged	4,524	4,164	92.0%	8.0%	13%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	803	684	85.2%	14.8%	7%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,723	5,034	88.0%	12.0%	11%
Female	2,811	2,504	89.1%	10.9%	12%
Male	2,911	2,529	86.9%	13.1%	9%
American Indian or Alaska Native	--	--	--	--	--
Asian	174	157	90.2%	9.8%	20%
Black or African American	876	756	86.3%	13.7%	7%
Filipino	255	233	91.4%	8.6%	35%
Hispanic or Latino	3,773	3,318	87.9%	12.1%	9%
Native Hawaiian or Pacific Islander	64	54	84.4%	15.6%	7%
Two or more races	270	250	92.6%	7.4%	17%
White	287	247	86.1%	13.9%	14%
English Learners	1,383	1,198	86.6%	13.4%	3%
Foster Youth	--	--	--	--	--
Homeless	46	40	87.0%	13.0%	3%
Military	863	740	85.7%	14.3%	10%
Socioeconomically disadvantaged	4,524	3,992	88.2%	11.8%	9%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	803	662	82.4%	17.6%	5%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

