Pittsburg Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Stoneman Elementary School

Grades TK-5
CDS Code 07-61788-6109383

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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.

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. In order to support success for scholars, especially in the acquisition of reading skills, intervention services are available. 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 the proud recipients of the Leader in Me grant for the next few years!

Stoneman has three schoolwide goals for the 2022-23 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 (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, all scholars will meet typical growth or maintain grade-level proficiency.

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.

School Vision Statement

A positive, diverse community of scholars, 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.

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 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 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.
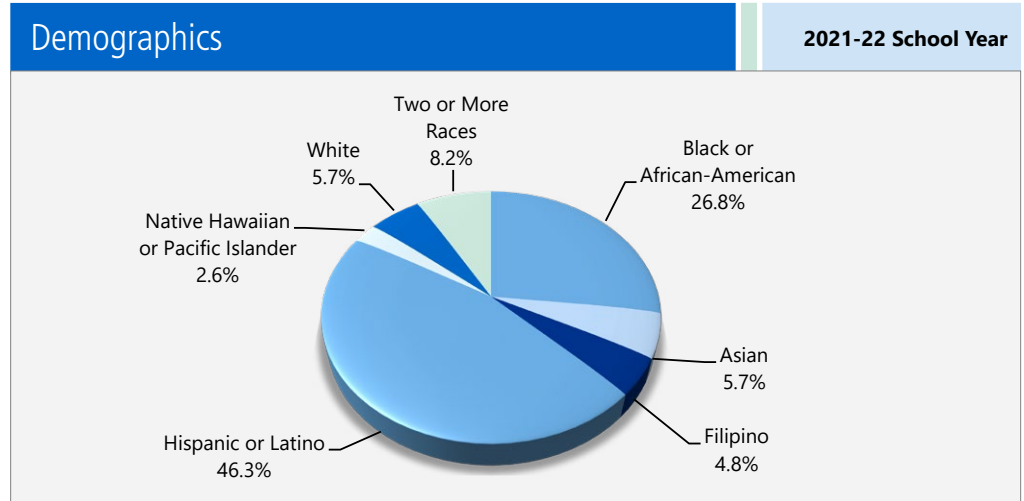
Governing Board

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.40%
Male	50.60%
Non-Binary	0.00%
English learners	22.30%
Foster youth	0.50%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	72.90%
Students with Disabilities	11.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

Grade	Students
K	100
1	109
2	89
3	86
4	103
5	96

Enrollment by Student Group

The total enrollment at the school was 583 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

- Two or More Races 8.2%
- White 5.7%
- Native Hawaiian or Pacific Islander 2.6%
- Hispanic or Latino 46.3%
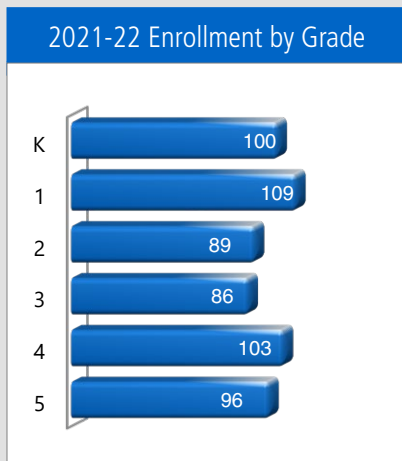- Black or African-American 26.8%
- Asian 5.7%
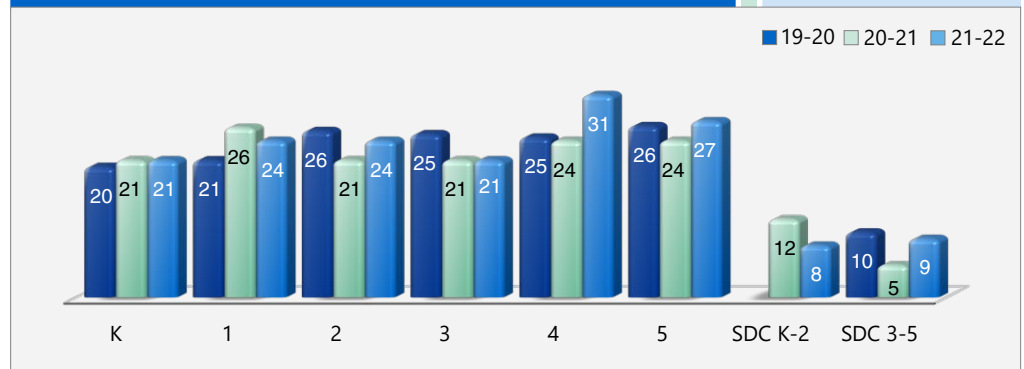- Filipino 4.8%

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: 19-20, 20-21, 21-22

Grade	19-20	20-21	21-22
K	20	21	21
1	21	26	24
2	26	21	24
3	25	21	21
4	25	24	31
5	26	24	27
SDC K-2		12	8
SDC 3-5	10	5	9

Number of Classrooms by Size — Three-Year Data

Grade	2019-20 Number of Students			2020-21 Number of Students			2021-22 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	3			4		2	2	
1	1	3			4			4	
2		4		2	2			4	
3		4			4		1	3	
4		4			4			3	
5		4			4			4	
SDC K-2				1			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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	7.4%	0.0%	5.8%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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
	19-20	19-20	19-20
Suspension rates	5.1%	6.0%	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		2021-22 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	7.4%	0.0%
Female	3.8%	0.0%
Male	10.9%	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	15.6%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	4.0%	0.0%
Native Hawaiian or Pacific Islander	6.7%	0.0%
Two or More Races	5.8%	0.0%
White	11.1%	0.0%
English Learners	1.3%	0.0%
Foster Youth	0.0%	0.0%
Homeless	36.4%	0.0%
Socioeconomically Disadvantaged	7.3%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	14.1%	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

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 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					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	**Component 1:** Aerobic Capacity	**Component 2:** Abdominal Strength and Endurance	**Component 3:** Trunk Extensor and Strength and Flexibility	**Component 4:** Upper Body Strength and Endurance	**Component 5:** Flexibility
5	82.1%	87.4%	89.5%	87.4%	89.5%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	649	636	345	54.20%
Female	320	315	163	51.70%
Male	329	321	182	56.70%
American Indian or Alaska Native	1	1	0	0.00%
Asian	38	37	10	27.00%
Black or African American	179	173	101	58.40%
Filipino	29	28	10	35.70%
Hispanic or Latino	299	296	173	58.40%
Native Hawaiian or Pacific Islander	15	15	10	66.70%
Two or More Races	52	50	23	46.00%
White	36	36	18	50.00%
English Learners	158	155	69	44.50%
Foster Youth	5	5	3	60.00%
Homeless	11	11	9	81.80%
Socioeconomically Disadvantaged	548	541	301	55.60%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	92	91	55	60.40%

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	
2020-21	3
2021-22	3
2022-23	3

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	
	Stoneman ES		Pittsburg USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	10.75%	▲	14.89%	28.50%	29.47%

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	
	Stoneman ES		Pittsburg USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	✱	31%	✱	33%	✱	47%
Mathematics	✱	15%	✱	15%	✱	33%

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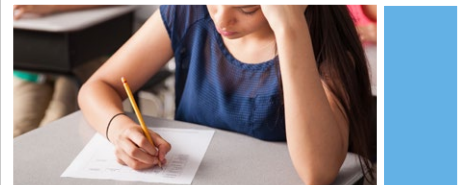
CAASPP by Student Group: Science, English Language Arts and Mathematics

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 Standards				2021-22 School Year	
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	94	94.95%	5.05%	10.75%
Female	56	54	96.43%	3.57%	13.21%
Male	43	40	93.02%	6.98%	7.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	27	23	85.19%	14.81%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	44	97.78%	2.22%	11.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	18	18	100.00%	0.00%	5.56%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	74	70	94.59%	5.41%	13.04%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	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.
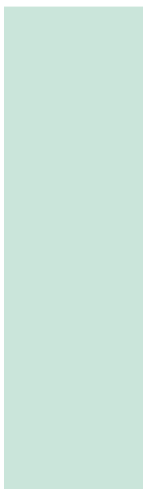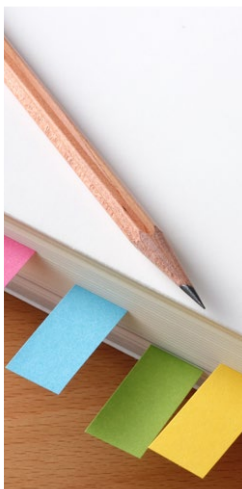
CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	296	282	95.27%	4.73%	30.60%
Female	149	144	96.64%	3.36%	38.46%
Male	147	138	93.88%	6.12%	22.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	15	93.75%	6.25%	46.67%
Black or African American	90	84	93.33%	6.67%	25.30%
Filipino	12	11	91.67%	8.33%	72.73%
Hispanic or Latino	131	125	95.42%	4.58%	24.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	21	100.00%	0.00%	57.14%
White	15	15	100.00%	0.00%	26.67%
English Learners	61	58	95.08%	4.92%	13.79%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	22	20	90.91%	9.09%	30.00%
Socioeconomically disadvantaged	233	224	96.14%	3.86%	30.49%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	44	42	95.45%	4.55%	9.52%

❖ 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 Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	296	285	96.28%	3.72%	14.74%
Female	149	146	97.99%	2.01%	17.12%
Male	147	139	94.56%	5.44%	12.23%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	15	93.75%	6.25%	13.33%
Black or African American	90	82	91.11%	8.89%	14.63%
Filipino	12	12	100.00%	0.00%	41.67%
Hispanic or Latino	131	130	99.24%	0.76%	10.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	20	95.24%	4.76%	25.00%
White	15	15	100.00%	0.00%	13.33%
English Learners	61	60	98.36%	1.64%	5.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	22	20	90.91%	9.09%	15.00%
Socioeconomically disadvantaged	233	227	97.42%	2.58%	15.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	44	42	95.45%	4.55%	4.76%

❖ 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.
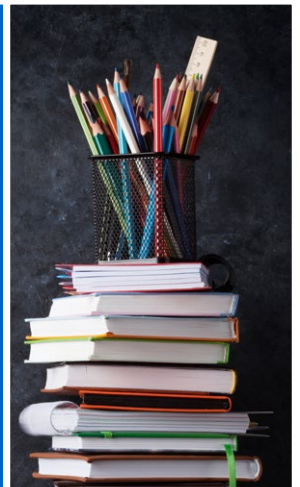
Textbooks and Instructional Materials

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		2022-23 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

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	2022-23 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	✧

Quality of Textbooks

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

Quality of Textbooks	2022-23 School Year
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

✧ Not applicable.

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	
2022-23 School Year	
Data collection date	9/16/2022

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.

School Facilities

Stoneman Elementary School currently serves approximately 598 students 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 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.

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

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	2022-23 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	5/12/2022

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		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Safety	Several uneven pavers that are tripping hazards. Cracks-asphalt; play structure rubber damaged; blacktop and curb uneven. Work order has been placed for repairs.	Ongoing
External	Kitchen: outside window frame missing and bent. BB hole window puncture. Work order has been 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 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 February 2023. We are currently having monthly fire drills and we have had fire drills during the months of August and September.

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

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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%

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%

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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.

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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.75
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2020-21 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	2020-21 Fiscal Year	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$53,504	$54,370
Midrange teacher salary	$79,901	$82,681
Highest teacher salary	$99,293	$106,610
Average elementary school principal salary	$135,148	$135,283
Average middle school principal salary	$143,300	$141,244
Average high school principal salary	$156,894	$152,955
Superintendent salary	$240,000	$264,367
Teacher salaries: percentage of budget	33%	33%
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	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Stoneman ES	$7,447	$82,066
Pittsburg USD	$8,879	$78,313
California	$6,594	$88,358
School and district: percentage difference	-16.1%	+4.8%
School and California: percentage difference	+12.9%	-7.1%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	$9,227
Expenditures per pupil from restricted sources	$1,780
Expenditures per pupil from unrestricted sources	$7,447
Annual average teacher salary	$82,066
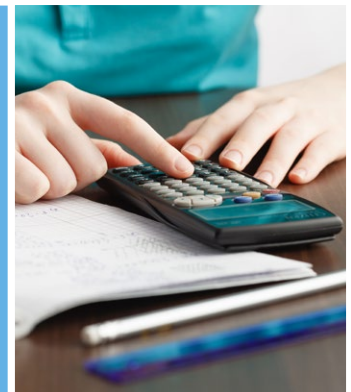
Expenditures Per Pupil

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.

Stoneman Elementary School