



SARC 2024-25 School Accountability Report Card
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Stoneman Elementary School

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Grades TK-5 ▪ CDS Code 07-61788-6109383



Pittsburg Unified School District

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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.

At Stoneman, we strive to create a school community where all scholars feel seen, heard, celebrated, and loved. To do this, we focus on the education of the whole child, including academic, social, emotional, and behavioral needs. We want our scholars to know that they belong and that they have a voice. Additionally, we want the same for our families. We partner with families to support our scholars and want our families to also feel that they belong and that they have a voice.

Stoneman has four schoolwide goals for the 2025-26 school year. These goals will be evaluated throughout the year through an ongoing process of data analysis. These goals are:

- 1. CULTURE/CLIMATE**—Cultivate and nurture affirming relationships and opportunities for voice with scholars, staff, and families (the Stoneman community)
- 2. ENGLISH LANGUAGE ARTS (ELA)**—Based on iReady benchmark data, a minimum of 70% of scholars in each class will meet “stretch” growth from Benchmark 1 to Benchmark 3.
- 3. MATH**—Through intentional usage of iReady math lessons, iReady Math standards mastery, and consistent access of Illustrative Math, a minimum of 70% of scholars in each class will meet “typical” growth or maintain grade level proficiency from Benchmark three
- 4. MULTILINGUAL LEARNERS (MLL)/NEWCOMERS**— Foster a culturally affirming environment that supports MLLs in their reclassification journey while celebrating their cultural and linguistic assets through explicit strategies and robust family engagement.

Several supports are in place to support scholars in order to support scholar success toward these goals. 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.

We are proud of successes and progress Stoneman has been making. During the 2022-23 school year, Stoneman was exited from Comprehensive Support & Improvement (CSI) 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! Additionally 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.

Beginning in the 2024-25 school year, Stoneman Elementary School is now a Full-Service Community School. As a Community School, Stoneman's Steering Committee (made up of community members, families, certified staff, classified staff, scholars, and administrators) will conduct an Assets & Needs Assessment to hear from all educational partners about the perceived needs for the Stoneman community. This assessment will drive funding and plans for the Stoneman community.

The 2025 California Dashboard has also shown improvement at Stoneman with “green” indicators for both suspension rate and English learner progress.

School Mission Statement

Stoneman Elementary School strives to support all scholars in their academic journey toward excellence by building relationships with our community to create a welcoming, affirming, safe, and inclusive educational environment where everyone's presence and voice is valued.

This mission statement was revised in 2025 after collecting feedback throughout the 2024-25 school year from scholars, families, and staff.

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

School Vision Statement

An affirming, diverse community where we are learning, collaborating, and growing together to support all of our scholars.

This vision statement was revised in 2025 after collecting feedback throughout the 2024-25 school year from scholars, families, and staff.

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. Heliodoro Moreno, President

Ms. Taylor Sims, Vice President

Mr. George Miller, Trustee

Mr. De'Shawn Woolridge, Trustee

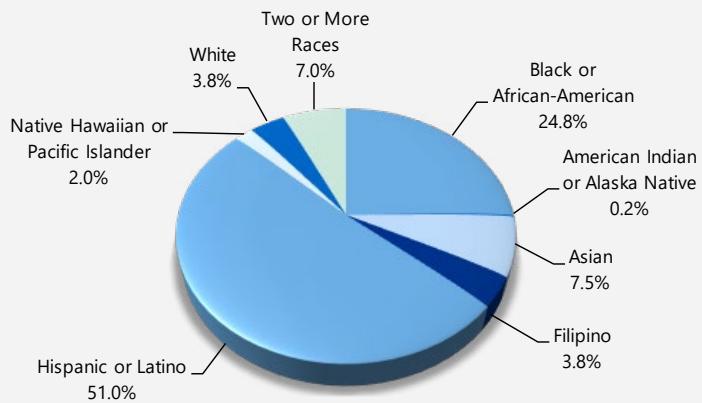
Ms. Destiny Briscoe, Trustee



Enrollment by Student Group

The total enrollment at the school was 602 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

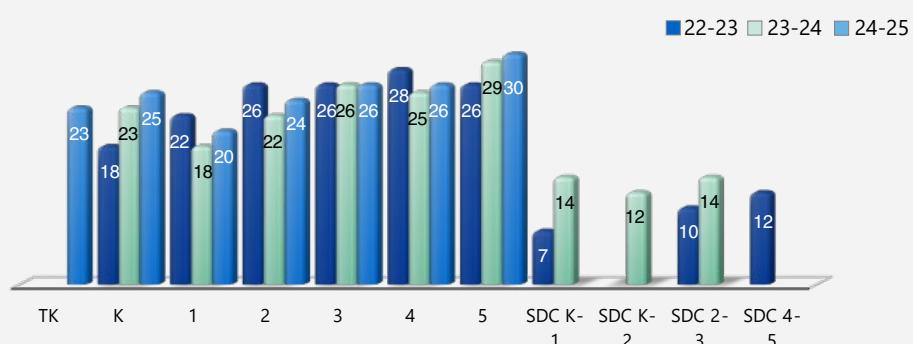
Demographics (2024-25 School Year)



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)



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK							2		
K	4				3		1	3	
1		4		4			4	1	
2		4			4		1	4	
3		4			4		1	4	
4		3			4		1	4	
5		4			3		1	3	
SDC K-1	1			1					
SDC K-2				1					
SDC 2-3	1			1					
SDC 4-5	1								

Enrollment by Student Group

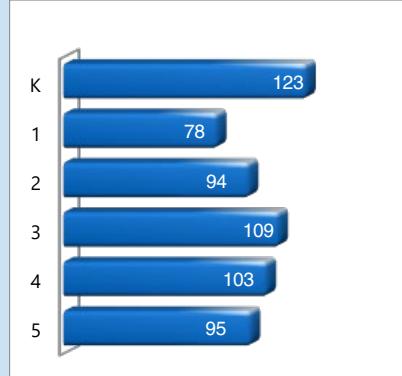
Demographics	
2024-25 School Year	
Female	46.20%
Male	53.80%
Non-Binary	0.00%
English Learners	24.90%
Foster Youth	0.50%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disadvantaged	81.90%
Students with Disabilities	15.30%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



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.

Suspension and Expulsion Rates (Three-Year Data)									
	Stoneman ES			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	3.90%	1.80%	4.30%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	4.30%	0.00%
Female	2.30%	0.00%
Male	5.90%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.80%	0.00%
Black or African American	10.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	6.80%	0.00%
White	3.70%	0.00%
English Learners	3.10%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.60%	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

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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. 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	92.90%	94.90%	94.90%	96.00%	97.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	683	655	237	36.20%
Female	311	299	108	36.10%
Male	372	356	129	36.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	53	53	10	18.90%
Black or African American	172	165	62	37.60%
Filipino	24	24	4	16.70%
Hispanic or Latino	350	332	123	37.00%
Native Hawaiian or Pacific Islander	12	12	4	33.30%
Two or More Races	44	43	21	48.80%
White	27	25	13	52.00%
English Learners	194	187	56	29.90%
Foster Youth	❖	❖	❖	❖
Homeless	22	20	11	55.00%
Socioeconomically Disadvantaged	579	553	203	36.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	121	116	51	44.00%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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).

Subject	Stoneman ES		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	7.92%	21.43%	15.87%	16.31%	30.73%	32.33%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3—Alternate) 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 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.

Subject	Stoneman ES		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	24%	25%	28%	33%	46%	48%
Mathematics	15%	17%	15%	17%	34%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	98	98.99%	1.01%	21.43%
Female	40	39	97.50%	2.50%	23.08%
Male	59	59	100.00%	0.00%	20.34%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	18	18	100.00%	0.00%	16.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	53	52	98.11%	1.89%	19.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	24	23	95.83%	4.17%	4.35%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	82	81	98.78%	1.22%	20.99%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	5.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

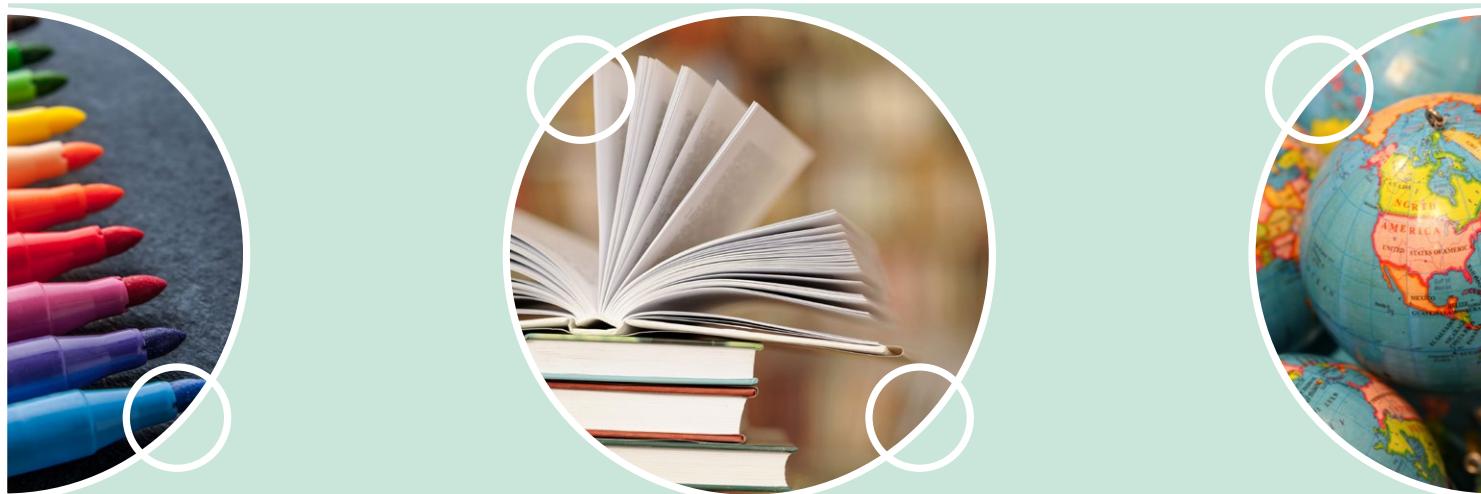


CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	317	305	96.21%	3.79%	24.67%
Female	154	148	96.10%	3.90%	25.68%
Male	163	157	96.32%	3.68%	23.72%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	24	96.00%	4.00%	29.17%
Black or African American	82	79	96.34%	3.66%	24.05%
Filipino	13	13	100.00%	0.00%	46.15%
Hispanic or Latino	155	148	95.48%	4.52%	23.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	21	21	100.00%	0.00%	19.05%
White	14	13	92.86%	7.14%	15.38%
English Learners	80	73	91.25%	8.75%	10.96%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	273	262	95.97%	4.03%	23.75%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	52	96.30%	3.70%	7.69%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	317	309	97.48%	2.52%	16.67%
Female	154	149	96.75%	3.25%	16.22%
Male	163	160	98.16%	1.84%	17.09%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	25	100.00%	0.00%	28.00%
Black or African American	82	79	96.34%	3.66%	15.19%
Filipino	13	13	100.00%	0.00%	30.77%
Hispanic or Latino	155	151	97.42%	2.58%	14.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	21	21	100.00%	0.00%	19.05%
White	14	14	100.00%	0.00%	7.14%
English Learners	80	77	96.25%	3.75%	2.60%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	273	265	97.07%	2.93%	14.89%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	52	96.30%	3.70%	5.88%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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 (2025-26 School Year)		
Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
Mathematics	Illustrative Math, Imagine Learning (K-5)	2024
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

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 Mariel Duran, community school coordinator, at mduran@pittsburgusd.net or (925) 473-2430 Ext. 8605.

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)			
	2023-24	2024-25	2025-26
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	
2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◊
Health	◊

◊ 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	
2025-26 School Year	
Data collection date	9/10/2025

Quality of Textbooks

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

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 (2025-26 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	8/20/2025

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 (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Room 100-10 Ceiling tiles has water stains; Room 104 Ceiling tiles are broken; Room 100-53 Cracks in linoleum flooring; Room 210 Wall tile is missing; Room 100-42 Paint is peeling on interior wall; Room 100-56 Paper towel dispenser is broken; Room 100-25 Floor tiles are broken (Hallway). Repairs complete.
Cleanliness	Room 104 Area of room is overly cluttered; Room 502, 506, 502, 402, 404, 207, 205, 304, 310, 309, 305 Unsecured items are stored too high; Room 205 Active wasp nests on gutter/roof; Room 100-23 Room has a strong odor; Room 100-24 Dirty Vent. Repairs complete.
Electrical	Room 502 Electrical appliances are in close proximity to a water source; Room 506 Plug in air freshener; Room 404 Surge protectors are daisy chained. Electrical cover is missing; Room 207 Fire extinguisher is missing; Room 100-23 Can light is out (Hallway); Room 100-46 Light diffuser is missing. Repairs complete.
Restrooms/fountains	Room 100-06 Faucet handle is broken; Room 100-53 Faucet is deteriorating. Sink leaks onto floor; Room 210, 23, 57 Menstrual products are not readily available (PADS ONLY); Room 100-56 Faucet leaks at handle; Room 100-23 Sink cap is missing. Faucet has a drip; Room 100-57 toilet pipe covers are broken; Room 100-58 Toilet leaks at base. Repairs complete.
Safety	Room 100-11, 13, 10 No room ID; Room 100-13 Plug-in Candle Warmer; Room 102 Fire alarm is in pulled position; Room 102, 104, 502, 506, 404, 305 Improperly stored cleaning supplies; Room 402 Paint is peeling on ramp railing. Aerosol air freshener; Room 404 Paint is peeling on ramp railing; Room 207, 205, 304, 305 Fire extinguisher is missing; Room 100-57 Paint is peeling on interior wall. Repairs complete.
Structural	Room 100-11 Crack in Interior wall. Work Order has been placed for repair.
External	Room 205 Door closer cover is missing. Repair complete.

School Facilities

Stoneman Elementary School currently serves about 648 TK-5 scholars 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.

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 2026. We are currently having monthly fire drills and we have had fire drills.

Teacher Preparation and Placement

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 (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%

Teacher Preparation and Placement (2022-23 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)	24.1	85.8%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	3.6%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	7.1%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.4	5.5%	11,746.9	4.2%
Unknown	1.0	3.6%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	28.1	100.0%	502.1	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	25.0	89.3%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.6%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.8	5.5%	12,112.8	4.3%
Unknown	2.0	7.1%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	28.0	100.0%	505.4	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.1	2.0	0.0
Misassignments	0.0	0.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	2.0	1.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	3.7%
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%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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>.

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.

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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	648:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.6
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	1.5

Financial Data

The financial data displayed in this SARC is from the 2022-23 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 (2023-24 Fiscal Year)		
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$64,002	\$62,145
Midrange teacher salary	\$95,578	\$97,088
Highest teacher salary	\$118,776	\$120,435
Average elementary school principal salary	\$162,797	\$151,342
Average middle school principal salary	\$171,418	\$159,513
Average high school principal salary	\$187,679	\$177,260
Superintendent salary	\$281,623	\$294,804
Teacher salaries: percentage of budget	29.73%	29.95%
Administrative salaries: percentage of budget	5.88%	5.40%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Stoneman ES	\$9,619	\$98,588
Pittsburg USD	\$12,542	\$101,038
California	\$11,146	\$100,065
School and district: percentage difference	-23.3%	-2.4%
School and California: percentage difference	-13.7%	-1.5%

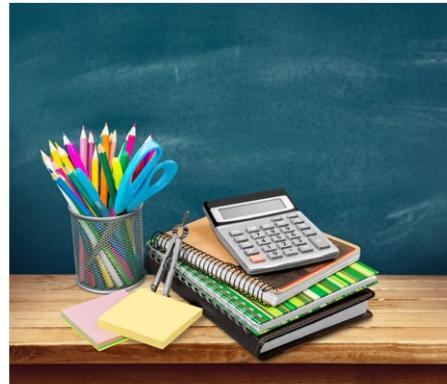
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$12,677
Expenditures per pupil from restricted sources	\$3,058
Expenditures per pupil from unrestricted sources	\$9,619
Annual average teacher salary	\$98,588



Expenditures Per Pupil

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

School Accountability Report Card

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