

# Pulliam Elementary

230 Presidio Way • Stockton, CA 95207 • (209) 933-7265 • Grades K-8

Suzanne Anderson, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

### **District Governing Board**

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

### **District Administration**

Ms. Julie Penn  
**Superintendent**

### **School Description**

The staff, parents, and students of Pulliam Elementary, along with stakeholder support, will continue to work together to ensure ongoing student academic success. By partnering with one another as a team we increase our success rate of students reaching mastery of standards in their respective grade levels. We will also continue to instill an appreciation of the arts, help students achieve a healthy lifestyle, and gain a growing respect for their peers, as each student becomes a productive and contributing members of society.

Vision: Every Child, Every Day, Whatever It Takes!

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7265.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	118
Gr. 1	107
Gr. 2	97
Gr. 3	68
Gr. 4	68
Gr. 5	66
Gr. 6	63
Gr. 7	64
Gr. 8	55
<b>Total</b>	<b>706</b>

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	21.8
American Indian or Alaska Native	1.7
Asian	22.8
Filipino	5.8
Hispanic or Latino	35.4
Native Hawaiian/Pacific Islander	1.3
White	7.1
Two or More Races	4.1
Socioeconomically Disadvantaged	90.4
English Learners	21.5
Students with Disabilities	9.1

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Pulliam Elementary	12-13	13-14	14-15
Fully Credentialed	27	28	29
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Pulliam Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	3	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 23, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-8 Math, Algebra I &amp; Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 Scott Foresman</p> <p>Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past</p> <p>Adopted in 2006</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 7/11/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]		P 26: rips on walls. P 32: outlet missing cover
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	44	35	34	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	42	43	39	36	38	37	54	56	55
Math	45	44	39	34	34	34	49	50	50
HSS	35	35	30	26	27	27	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated 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.

SOURCE: California Department of Education

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	4	3	3

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.8	25.9	24.1
7	24.6	26.3	28.1

\* Percentages are not calculated 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.

SOURCE: California Department of Education

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	34
Male	39
Female	29
Black or African American	16
American Indian or Alaska Native	
Asian	43
Filipino	
Hispanic or Latino	31
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	9
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-12	8	-16
Black or African American		-24	31
American Indian or Alaska Native			
Asian	-1	8	-3
Filipino			
Hispanic or Latino	-19	13	-39
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-11	12	-13
English Learners	15	5	-26
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Each school recognizes that parents and the community play an important role in the educational success of students. We see value in having our school be an integral part of the community. Research shows that students whose parents are participatory in their education are more likely to find academic and social success. Pulliam has worked diligently to form an alliance with local businesses, universities, and parents who work within Stockton. We encourage students to be an integral part of our school site. Many times they are the conduit of information between their homes and school. We have also partnered with the San Joaquin County District Attorney's Office, the University of the Pacific, and the Rotary Club to assist our students in becoming more civic minded, aware of the world around them, technologically savvy and safe, academically connected, and supported through donations toward their academic needs. English Language Advisory Committee (ELAC) - Members of the Pulliam English Language Learners community are encouraged to meet at least once a month, or the minimum of four times per year.

ELAC meeting discussions include necessary curricular and academic supports to strengthen every student's acquisition of English. Parent Link voicemail and the translation option is used as a connection to increase our outreach to parents. Parenting Partners - Pulliam parents attend a monthly parent coffee meeting to discuss activities to help raise money for assemblies, field trips, and student rewards and incentives. Parenting Partners teaches parents how to support our educational efforts at school. Parents are learning how to spend quality time with their children, assist with their schoolwork, and instill skills for lifelong learning. Parent Resource Center - Room 17B at Pulliam has been designated for our parents. We hold PTO/Parent Coffee Connection, Parenting Partner sessions, SSC, SAC and ELAC meetings within this room. Our program specialist and administration opens the doors to parents to come in for coffee, express their concerns, get assistance in helping their children with homework, work side by side with their neighbors to prepare classroom materials, and receive information and services from community agencies. Student Academic Conferences are held prior to CST's to show students their current academic band, and how many points need to achieve Proficient or Advanced. Parent letters are also sent home by teachers to increase the school to home connection. School Site Council (SSC) - Parent nominations are held at the beginning of each year to build our schoolhome relationship.

This group collaborates on the best way to budget our categorical funds. The school believes that the parents and guardians can support the learning environment of the school and their students by: Monitoring student attendance. Calls are made to clear absences and meet with parents when their child's attendance is falling below acceptable. Monitoring completion of student homework and signing these documents prior to their return to the classroom teacher. Monitoring and regulating television viewing and encouraging students to read local and world newspapers and watch newscasts. With the implementation of Common Core State Standards we are moving into more project based learning, so discussing media and current events will assist in the focus of our student's attention to media and how to better express their understanding. Participating in the decision making process in school organizations and committees. Planning and participating in activities at home that support classroom learning. Volunteering in the classroom. Parents and community members who wish to become a part of the school community and participate should call the school's office at 933-7265.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Pulliam School prioritizes the safety of students and staff. Students attend a behavior assembly the first week of school to review school rules and the importance of appropriate interactions with peers. Pulliam Panda Parent Newsletters are sent home monthly with helpful hints and reminders to keep students safe and accountable for their behavior. We work closely with district departments and Stockton agencies that provide safety tips for a city that is known for its high crime rate and gang activity, but a city with great hope and history. We have faith that the daily living skills we provide our students keep them smart, protected, and looking forward to a positive future. Parents are encouraged to get fingerprinted and TB tested to help out on campus. The more parents are involved, the more students see the importance of education and their success. We continue to increase our volunteer base every year. The greater the parent involvement, the more successful our students become. Visitors are required to check in, receive clearance from the front office, and then proceed to their on-site destination via Campus Security Assistant, or a member of the administration. Gates are closed each day after the bell rings. Our CSA frequently checks classrooms, gates and restrooms to ensure that our campus is free from unwanted visitors. When parents wish to speak with administration or teaching staff we recommend they call the office to make an appointment to schedule a time to give them our complete attention to listen to their concerns and questions. The school's custodial team effectively communicates with administration to maintain a safe and clean campus. The school facilities are in compliance with all federal and state health and safety regulations. Pulliam underwent a re-modernization which gave staff and students a clean, updated school in which to work and learn. In the event of an emergency, the principal notifies appropriate site and district personnel to partner in managing and resolving all emergencies, and safely secure or evacuate students. A site review with the district Internal Evaluation Instrument occurs annually. Daily communication with custodial staff and review of staff request gives a snapshot of what is needed, where we can improve, and keeps Pulliam one of the most aesthetically pleasing campuses in our district. A comprehensive School Safety Plan helps to provide a secure, peaceful, and clean environment for the school community. The school's Readiness and Emergency Management for Schools (REM's) is updated each year. Tabletop discussions with staff are held throughout the year to ensure that staff members know their roles in an emergency. Emergency drills are conducted regularly. This plan was updated August of 2013. Pulliam staff endeavors to be as prepared as possible in the unlikely event that an emergency occurs. An updated bulletin board is kept in the staff lounge so staff members are exposed to safety tips and information needed to carry out emergency drills, evacuations, etc., so that we are prepared at any given moment to the best of our ability. We include students in the process by helping them become the best citizens they can be by following school rules and maintain a healthy respect for the adults. We are less likely to have injured students in an emergency because we have helped them become good listeners and positive reactors to emergency situation. They understand that preventative maintenance is the key to avoiding emergency situations in the first place.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.9	11.5	10.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**SOURCE: California Department of Education**

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.50
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	1.6
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	30	14	9	0	8	17	4			0		
Gr. 1	27.3	16	12	0	3	8	3	3	3	0		
Gr. 2	23	17	9	1	2	11	3	2	3	0		
Gr. 3	31.5	23	15	0	1	4	2	2	2	0		
Gr. 4	23.7	22	14	1	1	4	2	1	1	0	1	1
Gr. 5	32	28	20	0		2	1	2		1		2
Gr. 6	26.5	33	18	0		2	2		1	0	2	1
Other	0			2			0			0		
English	27.3	23	13	1	2	2	4	2		2		
Math	27	30	31	1			5	6	1	1		
Science	31.5	30		0			3	4		1		
SS	25.4	28		1			3	2		1		

\* 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.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

SOURCE: California Department of Education



**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,191	\$2,563	\$3,628	\$59,553
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-27.1	-2.7
Percent Difference: School Site/ State			-22.6	-15.8

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at Pulliam Elementary**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Professional Development provided for Teachers at Pulliam Elementary**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.