



Pulliam Elementary

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen
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Kathleen Garcia
Colleen Keenan
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Angela Phillips
Steve Smith

District Administration

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

School Description

Pulliam elementary advocates for every child by creating the conditions in which all students can grow and learn while maintaining a safe and student-centered environment. Teachers will provide support so that all students have the opportunity to fulfill their potential. Goals for this school year include and are not limited to the following:

1. Achievement data will rise 10%. The Smarter Balance Assessment will be used to measure growth.
2. Staff will create and implement a school-wide Positive Behavior Intervention System. A team has been developed and will meet regularly to create a systems-based approach to building positive relationships with students and apply strategies to ensure that all students are connected to school.
3. Rewrite the school's mission and vision statement in order to fully implement Professional Learning Communities. All stakeholders will be provided the opportunity to give input so that mission and vision is shared by the Pulliam community.
4. Develop a school-wide Learning Center to provide Tier II support of the school's Multi-Tiered System of Support. The Learning Center will be designed to include all students who are in need of additional academic support.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	133
Grade 1	91
Grade 2	92
Grade 3	81
Grade 4	91
Grade 5	71
Grade 6	67
Grade 7	59
Grade 8	60
Total Enrollment	745

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	23
American Indian or Alaska Native	1.1
Asian	23.4
Filipino	5.2
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	0.8
White	7.1
Two or More Races	4.3
Socioeconomically Disadvantaged	73.8
English Learners	21.7
Students with Disabilities	9
Foster Youth	1.7

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	14-15	15-16	16-17
With Full Credential	29	26	22
Without Full Credential	2	6	10
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pulliam Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	3	1

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	95.6	4.4
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 7/13/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				boys and girls restroom: missing vent cover boys restroom by rm 16 & multipurpose.
Interior: Interior Surfaces		X			p-18: rips on walls. p-31: rips on walls & ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				p-25: missing outlet cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				rm 4: cracks & bubbles under flooring.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				overall: asphalt around trees lifting trip hazard.
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	23	23	24	25	44	48
Math	18	18	18	21	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	33	37	26	31	29	30	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.3	7.8	14.1
7	26.7	18.3	6.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	126	124	98.4	25.8
Male	60	58	96.7	32.8
Female	66	66	100.0	19.7
Black or African American	30	28	93.3	10.7
Asian	34	34	100.0	26.5
Filipino	16	16	100.0	25.0
Hispanic or Latino	33	33	100.0	36.4
Socioeconomically Disadvantaged	80	78	97.5	15.4
English Learners	17	17	100.0	5.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	86	86	100.0	20.9
	4	96	94	97.9	14.0
	5	69	68	98.5	20.6
	6	71	66	93.0	22.7
	7	65	60	92.3	31.7
	8	56	56	100.0	33.9
Male	3	42	42	100.0	21.4
	4	51	51	100.0	6.0
	5	37	36	97.3	19.4
	6	30	27	90.0	22.2
	7	33	30	90.9	26.7
	8	23	23	100.0	21.7
Female	3	44	44	100.0	20.4
	4	45	43	95.6	23.3
	5	32	32	100.0	21.9
	6	41	39	95.1	23.1
	7	32	30	93.8	36.7
	8	33	33	100.0	42.4
Black or African American	3	21	21	100.0	4.8
	4	26	25	96.2	
	5	13	12	92.3	
	6	18	15	83.3	26.7
	7	18	15	83.3	40.0
	8	16	16	100.0	18.8
Asian	3	17	17	100.0	29.4
	4	28	28	100.0	17.9
	5	23	23	100.0	30.4
	6	15	13	86.7	23.1
	7	11	10	90.9	
	8	11	11	100.0	54.5
Filipino	5	11	11	100.0	18.2
Hispanic or Latino	3	37	37	100.0	16.2
	4	24	23	95.8	22.7
	5	13	13	100.0	38.5
	6	24	24	100.0	16.7
	7	27	26	96.3	46.1
	8	20	20	100.0	30.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	4	11	11	100.0	18.2
Socioeconomically Disadvantaged	3	53	53	100.0	20.8
	4	69	67	97.1	15.2
	5	46	45	97.8	15.6
	6	41	38	92.7	23.7
	7	42	39	92.9	28.2
	8	34	34	100.0	26.5
English Learners	3	18	18	100.0	5.6
	4	23	23	100.0	
	5	13	13	100.0	7.7

ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	86	86	100.0	27.9
	4	96	94	97.9	11.7
	5	70	69	98.6	8.7
	6	71	66	93.0	16.7
	7	65	61	93.8	25.0
	8	65	61	93.8	25.0
Male	3	42	42	100.0	28.6
	4	51	51	100.0	5.9
	5	38	37	97.4	13.5
	6	30	27	90.0	18.5
	7	33	31	93.9	26.7
	8	33	31	93.9	26.7
Female	3	44	44	100.0	27.3
	4	45	43	95.6	18.6
	5	32	32	100.0	3.1
	6	41	39	95.1	15.4
	7	32	30	93.8	23.3
	8	32	30	93.8	23.3

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	21	21	100.0	14.3
	4	26	25	96.2	4.0
	5	14	13	92.9	
	6	18	15	83.3	13.3
	7	18	15	83.3	20.0
	8	18	15	83.3	20.0
Asian	3	17	17	100.0	47.1
	4	28	28	100.0	14.3
	5	23	23	100.0	13.0
	6	15	13	86.7	30.8
	7	11	10	90.9	30.0
	8	11	10	90.9	30.0
Filipino	5	11	11	100.0	9.1
Hispanic or Latino	3	37	37	100.0	24.3
	4	24	23	95.8	17.4
	5	13	13	100.0	15.4
	6	24	24	100.0	12.5
	7	27	27	100.0	34.6
	8	27	27	100.0	34.6
White	4	11	11	100.0	
Socioeconomically Disadvantaged	3	53	53	100.0	24.5
	4	69	67	97.1	14.9
	5	47	46	97.9	4.3
	6	41	38	92.7	18.4
	7	42	40	95.2	20.5
	8	42	40	95.2	20.5
English Learners	3	18	18	100.0	
	4	23	23	100.0	
	5	13	13	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

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 (School Year 2016-17)

New leadership at Pulliam is working to improve the communication between school and home. Student's families play an integral role in their daily success as a student and to that end there are several opportunities for parents and guardians to collaborate with staff and express their ideas, questions and concerns. For example, The English Language Parent Involvement Committee (ELPIC) is designed for the parents of English Language Learners to discuss curricular and academic supports to strengthen every student's acquisition of English. Pulliam is also working to revitalize the Parent Teacher Advisory (PTA) in order to create and implement extracurricular activities for students to stay connected to school. School Site Council (SSC) - Parent nominations are held at the beginning of each year to build our school-home relationship. This team collaborates to ensure that budget is designed to meet the needs of all students. Parent/teacher conferencing will be held twice a year for parents to meet with individual teachers regarding their student's progress. 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. Parents are also free to make an appointment to meet with the teachers and/or principal when the needed.

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

A comprehensive School Safety Plan is implemented to provide a secure, calm, and clean environment for the school community. The school's Readiness and Emergency Management of Schools (REMS) 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 September 2016. Pulliam staff is prepared in the unlikely event that an emergency occurs. Safety professional development is provided to staff at faculty meetings and email reminders are sent regularly. The principal holds monthly safety meetings and works collaboratively with Stockton Unified Police Department. Restorative Justice and Plus will be a focus to empower students to solve problems and maintain a safe campus.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.1	15.0	16.9
Expulsions Rate	0.0	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.50
Social Worker	0.09
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	12	14	24	13	5	0		5	4			0
1	16	21	28	3	3	0	2	3	3			0
2	17	18	30	4	3	0	3	3	3			0
3	21	14	27	2	8	0	2	3	3			0
4	15	19	29	4	2	0	1		3	1	2	0
5	20	19	33	2	2	0		1	1	2	1	1
6	18	16	33	2	2	0	1	2	1	1		0
Other	13	10		3	3		1					

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	13	19	19	2	1	1						
Mathematics	31						1					
Science												
Social Science												

* 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.

Professional Development provided for Teachers

Each biweekly faculty meeting is designed to provide teachers professional development regarding the design and implementation of Professional Learning Communities (PLC) and the analysis of student data to inform instruction. Teachers collaborate to identify what students need to learn and what skills need to be retaught in order for all students to improve. The leadership team will be invited to the PLC conference in June of 2017 to learn at a deeper level and will bring the information back to their colleagues. Teachers will also be invited to attend the AVID summer institute in the summer of 2017 to learn new strategies that will eventually be expected to be implemented school wide. New teachers are provided support through the biweekly new teacher induction program on site and from the SUSD curriculum department that provides individual support. Teachers are encouraged to attend SUSD workshops and for teachers who need additional support will observe other classrooms alongside the principal to have a model of sound instruction. Finally, the onsite instructional coach will use performance data to coach teachers by using the ALS coaching cycle as an additional layer of support.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6060.70	1716.29	4344.40	69664.20
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-37.2	-9.9
Percent Difference: School Site/ State			-30.7	-17.0

* Cells with ♦ do not require data.

Types of Services Funded

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)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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).

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.