



Pulliam Elementary

230 Presidio Way • Stockton, CA 95207 • (209) 933-7265 • Grades K-8
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District
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District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

Pulliam's Mission: Pulliam Elementary ensures a safe and positive environment so that all students learn at grade level or higher.

Pulliam's Vision: Pulliam Elementary will be a high performing school where staff, families and community members collaborate to ensure that all students engage in a rigorous instructional and enrichment program so that they will be successful in high school and post-secondary pursuits.

In order to work toward achieving Pulliam's vision, the staff has narrowed the focus to three categories. These categories are: student achievement, response to intervention and culture. The three initiatives to ensure that each decision is made based on the three categories are: Professional Learning Communities, Advancement Via Individual Determination (AVID) and Positive Behavior Intervention System (PBIS) In an effort to raise student achievement all teachers are provided professional development connected to the initiatives and support throughout the year from administration and the instructional coach. Students are recognized monthly for their academics and behavior and parents/families are invited to campus quarterly as the teachers showcase their student's demonstration of learning.

The SMART Goal for our PLC initiative is that 85% of collaborative teams will implement the PLC process with fidelity by the end of the 2017/2018 school year.

The SMART Goal for AVID is that 85% of teachers will implement organization of WICOR by using binders and planners by the end of the 2017/2018 school year and 100% of teachers that attended summer institute will use two or three column notes, leveled questioning and one collaborative structure by the end of the 21017/2018 school year.

The SMART Goal for PBIS is that 85% of Pulliam staff will implement the PAWS program with fidelity by the end of the 2017/2018 school year.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	129
Grade 1	98
Grade 2	91
Grade 3	90
Grade 4	77
Grade 5	86
Grade 6	70
Grade 7	62
Grade 8	62
Total Enrollment	765

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	21.7
American Indian or Alaska Native	0.7
Asian	24.3
Filipino	3.9
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.3
White	6
Two or More Races	4.6
Socioeconomically Disadvantaged	88
English Learners	23.3
Students with Disabilities	7.2
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	26	22	27
Without Full Credential	6	10	8
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pulliam Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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, 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

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: 6/21/2017

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	by M/P room Boys R/R: entrance door and frame-paint, handicap stall partition bumper-replace, partition carved into-replace by M/P room Girls R/R: entrance door and frame- paint, handicap stall partition bumper-install one, handicap stall crack tile-repair Multipurpose/ Kitchen: entrance door-paint, interior walls-paint, stage-sand and varnish, mirror-replace P-22: handrails and ramp-paint, west wall torn dumtar-repair, west wall-resecure data junction box to wall P-32: hand rails and ramp-paint, all four walls-repair dumtar, west wall-resecure data junction box to wall Rm-15: entrance door and frame-paint, north windows plastic(6)-replace with glass Rm-7: counter top by sink-repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			P-32: hand rails and ramp-paint, all four walls-repair dumtar, west wall-resecure data junction box to wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		by rm-16 Boys R/R: sink facuet - repair,handicap stall crack tile-repair by rm-16 Girls R/R: sink facuet flows to long-repair
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			rm 4: cracks & bubbles under flooring.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	by M/P room Boys R/R: entrance door and frame-paint, handicap stall partition bumper-replace, partition carved into-replace by M/P room Girls R/R: entrance door and frame- paint, handicap stall partition bumper-install one, handicap stall crack tile-repair Multipurpose/ Kitchen: entrance door-paint, interior walls-paint, stage-sand and varnish, mirror-replace P-22: handrails and ramp-paint, west wall torn dumtar-repair, west wall-resecure data junction box to wall P-32: hand rails and ramp-paint, all four walls-repair dumtar, west wall-resecure data junction box to wall Rm-1: entrance door-paint Rm-15: entrance door and frame-paint, north windows plastic(6)-replace with glass Rm-17: entrance door and frame-paint
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	23	18	25	26	48	48
Math	18	17	21	20	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	37	26	29	30	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	20	1.1
7	23.1	23.1	16.9

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	448	98.03	18.3
Male	232	226	97.41	14.6
Female	225	222	98.67	22.07
Black or African American	105	101	96.19	10.89
American Indian or Alaska Native	--	--	--	--
Asian	114	114	100	25.44
Filipino	23	23	100	43.48
Hispanic or Latino	167	165	98.8	15.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	24	88.89	8.33
Two or More Races	17	17	100	29.41
Socioeconomically Disadvantaged	407	398	97.79	17.59
English Learners	139	139	100	19.42
Students with Disabilities	38	36	94.74	2.78
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	450	98.47	16.67
Male	232	227	97.84	14.98
Female	225	223	99.11	18.39
Black or African American	105	102	97.14	8.82
American Indian or Alaska Native	--	--	--	--
Asian	114	114	100	20.18
Filipino	23	23	100	34.78
Hispanic or Latino	167	165	98.8	18.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	4
Two or More Races	17	17	100	17.65
Socioeconomically Disadvantaged	407	400	98.28	15.75
English Learners	139	139	100	16.55
Students with Disabilities	38	36	94.74	8.33
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

Pulliam is focusing on increasing 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. Pulliam teachers open their classrooms quarterly to families to showcase student work and answer parent questions or concerns. Parent coffee hour is also offered monthly and presentations such as attendance, parent resources, academic achievement data, etc. is provided. 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 State priority: School Climate (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 2017. 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 Peer Leaders Uniting Students (Plus) will be a focus to empower students to solve problems and maintain a safe campus.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	15.0	16.9	11.4
Expulsions Rate	0.2	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	0.00
Counselor (Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
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	2.00
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	14	12	15	5	14	10	5	10	9			
1	21	21	22	3	3	3	3	7	6			
2	18	23	21	3	3	3	3	5	6		1	
3	14	20	18	8	3	6	3	6	6			
4	19	22	18	2	3	3		6	6	2		
5	19	19	21	2	3	3	1	2	6	1	1	
6	16	23	20	2	2	5	2	1	4		3	
Other	10	24		3	1						1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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. Ten teachers attended the PLC conference in June of 2017 to learn at a deeper level and brought the information back to their colleagues. Teachers also attended the AVID summer institute in the summer of 2017 to learn new strategies are expected to be implement 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6421.12	1615.80	4805.32	65,336.68
District	◆	◆	7247.82	\$68,852
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			-33.7	-9.9
Percent Difference: School Site/ State			-26.9	-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.