



Pulliam Elementary

230 Presidio Way • Stockton, CA 95207 • (209) 933-7265 • Grades K-8
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<https://www.stocktonusd.net/Pulliam>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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www.stocktonusd.net

District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

District Administration

John E. Deasy, Ph.D.
Superintendent

Dr. Reyes Gauna

Assistant Superintendent of Educational Support Services

Craig Wells

Assistant Superintendent of Human Resources

Sonjhia Lowery

Assistant Superintendent of Educational Services

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 2018/2019 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 2018/2019 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 100% of Pulliam staff will implement the PAWS program with fidelity by the end of the 2018/2019 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	95
Grade 2	116
Grade 3	84
Grade 4	90
Grade 5	67
Grade 6	89
Grade 7	71
Grade 8	62
Total Enrollment	779

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	23.9
American Indian or Alaska Native	0.8
Asian	23.4
Filipino	5.4
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.4
White	4.6
Socioeconomically Disadvantaged	85.8
English Learners	21.3
Students with Disabilities	13.2
Foster Youth	1.0

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	16-17	17-18	18-19
With Full Credential	22	27	29
Without Full Credential	10	8	8
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Pulliam Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	East Boys R/R: entrance door and frame-paint, kick down rubber tip-replace, handicap stall wall tile crack-replace Multipurpose/ Kitchen: interiors walls-paint, entrance doors and frames-paint P-24: handrails-paint, exterior east wall - paint, entrance door and frame-paint, ceiling tile some-replace RM-10: entrance door and frame-paint, east bookshelves-paint RM-15: entrance door and frame-paint, east bookshelves-paint, north bookshelves-paint RM-17B: handrails-paint, entrance door and frame-paint, carpet- repair or replace RM-3: west wall bookshelves-paint, loose ceiling tile-repair, south wall dumtar-repair, south counter top trim-repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	East Girls R/R: sink facuet one continue to flow-repair
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	East Boys R/R: entrance door and frame-paint, kick down rubber tip-replace, handicap stall wall tile crack-replace Multipurpose/ Kitchen: interiors walls-paint, entrance doors and frames-paint P-24: handrails-paint, exterior east wall - paint, entrance door and frame-paint, ceiling tile some-replace RM-10: entrance door and frame-paint, east bookshelves-paint RM-15: entrance door and frame-paint, east bookshelves-paint, north bookshelves-paint RM-17B: handrails-paint, entrance door and frame-paint, carpet- repair or replace
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	18.0	19.0	26.0	28.0	48.0	50.0
Math	17.0	14.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.9	25.4	6.3
7	16.1	14.5	

* 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.

**School Year 2017-18 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	452	443	98.01	19.00
Male	233	227	97.42	15.04
Female	219	216	98.63	23.15
Black or African American	102	99	97.06	7.14
American Indian or Alaska Native	--	--	--	--
Asian	112	112	100.00	33.93
Filipino	27	27	100.00	29.63
Hispanic or Latino	162	159	98.15	16.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	5.00
Two or More Races	23	21	91.30	14.29
Socioeconomically Disadvantaged	394	385	97.72	18.49
English Learners	127	126	99.21	15.87
Students with Disabilities	47	43	91.49	0.00
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 2017-18 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	452	445	98.45	14.16
Male	233	227	97.42	9.69
Female	219	218	99.54	18.81
Black or African American	102	100	98.04	4
American Indian or Alaska Native	--	--	--	--
Asian	112	112	100	22.32
Filipino	27	27	100	29.63
Hispanic or Latino	162	160	98.77	11.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	10
Two or More Races	23	21	91.3	19.05
Socioeconomically Disadvantaged	394	387	98.22	13.44
English Learners	127	126	99.21	9.52
Students with Disabilities	47	43	91.49	2.33
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 2018. 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	2015-16	2016-17	2017-18
Suspensions Rate	16.9	11.4	7.5
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	1.00
Library Media Teacher (Librarian)	0.02
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.50
Social Worker	.12
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	12	15	16	14	10	7	10	9	5			
1	21	22	14	3	3	5	7	6	8			
2	23	21	18	3	3	5	5	6	8	1		
3	20	18	18	3	6	5	6	6	6			
4	22	18	18	3	3	6	6	6	6			
5	19	21	23	3	3	2	2	6	2	1		2
6	23	20	21	2	5	3	1	4	6	3		
Other	24		10	1		2				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. Fifteen teachers attended the AVID summer institute in the summer of 2017 and 2018 to learn new strategies are expected to be implement school wide. Since several teachers are new, administration provides teachers 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7136.51	1864.69	5271.83	70627.57
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-16.2	2.5
Percent Difference: School Site/ State			-22.0	-11.5

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.