



Pulliam Elementary

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

Krystal Taylor, Principal

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<https://www.stocktonusd.net/Pulliam>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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

District Governing Board

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Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia

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Lange Luntao

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Area 5

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District Administration

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Superintendent

Nik Howard

**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery
**Assistant Superintendent of
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 2019/2020 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 2019/2020 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 2019/2020 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 2019/2020 school year.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	85
Grade 2	100
Grade 3	99
Grade 4	72
Grade 5	82
Grade 6	68
Grade 7	75
Grade 8	68
Total Enrollment	758

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	20.8
American Indian or Alaska Native	0.4
Asian	21.8
Filipino	5
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.7
White	5.1
Two or More Races	7
Socioeconomically Disadvantaged	80.6
English Learners	22.2
Students with Disabilities	13.1
Foster Youth	1.8
Homeless	4.7

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 for Pulliam Elementary	17-18	18-19	19-20
With Full Credential	27	29	25
Without Full Credential	8	8	11
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at Pulliam Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 6/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	eastside boys/girls restrooms: replace missing vent cover in boys restroom, paint exterior door. Westside boys/girls restrooms: replace missing vent cover in boys restroom, paint exterior door.
Interior: Interior Surfaces	Poor	Multipurpose: floor in multi-purpose has bubbles, walls need painting. P 18: rips on walls P 25: rips on walls na ceiling tiles,gum on carpet, replace broken light switch cover eastwall. P 30: rips on walls, missing floor tiles. rm 10: flooring bubbles,stained ceiling tiles. rm 16: floor in multi-purpose has bubbles, walls need painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Kitchen: replace broken light switch cover in kitchen. P 25: rips on walls na ceiling tiles,gum on carpet, replace broken light switch cover eastwall. rm 1: secure outlet on westwall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Overall: peeling paint on overhangs,missing door sweep on door P-32,wood rot on portables,cracks on asphalt walkways, paint ramps on portables. Westside boys/girls restrooms: replace missing vent cover in boys restroom, paint exterior door.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	19	20	28	31	50	50
Math	14	14	21	21	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.8	26.3	27.6
7	22.1	16.9	10.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	448	441	98.44	19.73
Male	250	245	98.00	18.37
Female	198	196	98.99	21.43
Black or African American	86	83	96.51	1.20
American Indian or Alaska Native	--	--	--	--
Asian	122	122	100.00	28.69
Filipino	20	20	100.00	40.00
Hispanic or Latino	175	171	97.71	20.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.00	11.11
Two or More Races	21	21	100.00	19.05
Socioeconomically Disadvantaged	366	359	98.09	18.66
English Learners	132	131	99.24	14.50
Students with Disabilities	52	50	96.15	2.00
Foster Youth	--	--	--	--
Homeless	28	28	100.00	0.00

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 2018-19 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	448	442	98.66	14.32
Male	250	246	98.40	13.47
Female	198	196	98.99	15.38
Black or African American	86	82	95.35	1.22
American Indian or Alaska Native	--	--	--	--
Asian	122	122	100.00	22.95
Filipino	20	20	100.00	20.00
Hispanic or Latino	175	173	98.86	11.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.00	16.67
Two or More Races	21	21	100.00	23.81
Socioeconomically Disadvantaged	366	360	98.36	13.13
English Learners	132	132	100.00	10.61
Students with Disabilities	52	51	98.08	2.00
Foster Youth	--	--	--	--
Homeless	28	28	100.00	0.00

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 2019-20)

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 2019. 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 where table tops and school-wide safety is discussed 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.4	7.5	8.2
Expulsions Rate	0.0	0.2	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	758.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	10	9		16	7	5		17	5	8	
1	22	3	6		14	5	8		15	10	2	
2	21	3	6		18	5	8		17	6	6	
3	18	6	6		18	5	6		13	10	6	
4	18	3	6		18	6	6		17	4	4	
5	21	3	6		23	2	2	2	22	4	3	2
6	20	5	4		21	3	6		23	2	4	
Other**					10	2			12	4		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,960	\$2,009	\$5,952	\$64,071
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.2	-12.9
School Site/ State	-29.9	-23.1

Note: Cells with N/A values 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.