

Tulita Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Tulita Elementary
Street	1520 Prospect Ave.
City, State, Zip	Redondo Beach, CA 90277-5113
Phone Number	310.798.8628
Principal	Tanaz Bruna
E-mail Address	tbruna@rbusd.org
Web Site	http://tulita.rbusd.org/
CDS Code	19753416022149

District Contact Information	
District Name	Redondo Beach Unified School District
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
E-mail Address	skeller@rbusd.org
Web Site	http://www.rbusd.org/

School Description and Mission Statement (School Year 2018-19)

One of eight elementary schools in Redondo Beach Unified, Tulita Elementary School is located just blocks from the ocean, nestled in a mostly single family neighborhood and is a learning community of students, parents, teachers, support staff, and administrators designed by and for ALL OF US (Action + Learning +Leadership x Unity of vision = Success for all students). When you visit Tulita Elementary you will see that the energy of the staff, students, and parents is contagious. The climate of the school is maintained daily through our joy in learning, caring for others, and respect for hard work. Tulita is the center of pride for 475 students in transitional kindergarten through 5th grade, as well as for our staff, parents, and extended community members. Our school demographics reflect those of our surrounding community. In addition to English, there are several other languages spoken by Tulita students. It is this distinctive combination of school community and rich history that makes Tulita a place for ALL of US. Through our Positive Behavior Support program and our a growth mindset focus, students strive to be PeaceBuilders, focusing on Practicing Respect, Encouraging Responsibility, Acting Safely, Caring for Others, and Using their Best Effort at all times. Tulita has a unity of vision to assure success for every student in all aspects of their lives. Through our focus on student achievement, and rigorous goal setting, we have been able to increase student achievement scores. In addition to our academic strengths, Tulita has been nationally recognized for our healthy school initiatives. Tulita was recognized by the Alliance for a Healthier Generation in 2014, 2015, 2016, and 2018 in addition to Michelle Obama's Let's Move Active Schools award. Tulita earned the Most Active award from Blue Zones Project in 2013 for actively participating in Walk to School Week. Our school is also a Blue Zones Designated Worksite for implementing healthy evidence-based options for employee. The principal and parent coordinators run a School Wellness Council, Walking School Bus, and a Running Club. The strength of our educational program draws from all members of the school community who share in our vision. Parents lead several curriculum enrichment and academic support programs such as Hands on Art, Garden and Nutrition Lessons, and Hands on Science. Our active PTA and community members support and participate in our Multicultural Family Night, Annual Jog-A-Thon, Family Fun Run, Family STEM Night, Kids Helping Kids Charity Event, and our well known Western Night Carnival. With support from our city residents, bond Measure Q allowed for our students to participate in the 1:1 technology program, ensuring that we are preparing students for the 21st century and beyond. Our Tulita Instructional Leadership Team and School Site Council provide direction to the principal using our shared decision-making approach for critical areas of school growth. The Tulita Child Development Center offers before and after-school child care as well as an accredited pre-school. After school fee-for-service classes include chess, drawing, sculpting, basketball, musical keyboarding, karate, and much more. The city also sponsors a Parks and Recreation after school program on our site. We encourage you to visit and experience a day with ALL of US!

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	120
Grade 1	73
Grade 2	67
Grade 3	77
Grade 4	78
Grade 5	92
Total Enrollment	507

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.6
Asian	9.7
Filipino	2.2
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.0
White	55.4
Socioeconomically Disadvantaged	13.4
English Learners	5.3
Students with Disabilities	13.0
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	22	21	459
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Reading	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	K-5 Great Minds Eureka Math	Yes	0
Science	K-5 Amplify Science	Yes	0
History-Social Science	K-5 Harcourt Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

- Install air conditioning in classrooms.
- Paint entire school site.
- New running track.
- HVAC controls upgrade to Admin Bldg.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	85.0	83.0	73.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	86.0	84.0	65.0	69.0	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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	244	99.59	83.20
Male	119	118	99.16	79.66
Female	126	126	100.00	86.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	90.00
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	80.49
White	150	149	99.33	81.21
Two or More Races	29	29	100.00	93.10
Socioeconomically Disadvantaged	42	42	100.00	71.43
English Learners	21	21	100.00	80.95
Students with Disabilities	47	47	100.00	65.96

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	244	99.59	83.61
Male	119	118	99.16	83.9
Female	126	126	100	83.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	100
Filipino	--	--	--	--
Hispanic or Latino	41	41	100	82.93
White	150	149	99.33	79.87
Two or More Races	29	29	100	93.1
Socioeconomically Disadvantaged	42	42	100	73.81
English Learners	21	21	100	95.24
Students with Disabilities	47	47	100	61.7

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.7	33.3	51.1

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.

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)

A large part of our success stems from our relationship with parents and community members. Decision making is shared among parents and staff through School Site Council, PTA Board, The Wellness Council, as well as through a variety of volunteer leadership opportunities open to parents. In addition to the enormous role parent volunteers play in our communication system, parents are given leadership roles for curriculum and enrichment support in the following ways:

- School Site Council/English Learner Advisory Committee (ELAC): An elected group consisting of parents and staff members who help advise the principal on decisions around school safety, annual school goals, and English Language Learner programs.
- Family STEM Night: A small committee and several parent volunteers coordinate a special family event centered around STEM including special guests including science professionals and talented science educators visit Tulita to engage students in special science assemblies and class sessions to enhance Tulita's science education. PTA also supports this event by helping to coordinate the Science Fair.
- Walking School Bus: In coordination with Beach Cities Health District, a parent coordinates several Walking School Bus routes. Walking School Bus Volunteers walk the 'bus' of students along designated routes, picking up registered children along the route and safely walking with the children to school. We have four Walking School Bus routes running twice a week.
- Hands on Art: Completely run by parent volunteers, this enrichment program offers art lessons to all students based on the works of famous artists.
- Book Fairs: Two book fairs per year, organized by parent volunteers not only promote reading, but writing as well.
- Running Club: Parents coordinate Running Club three days a week at Tulita. Students and parents are invited to come to the playground from 7:30-8am on Tuesday, Thursday and Friday to walk, jog or run. Students earn sticks and we keep track of their mileage. They earn awards and medals. The school also encourages the Tulita community to sign up for local runs in the community.
- Career Day: Another volunteer opportunity for parents is our school-wide career day where parents present information and demonstrations of what they do for a living.
- Battle of the Books: 3rd-5th grade parents coordinate this reading competition program for Tulita upper grade students. PTA also supports Battle of the Books in terms of purchasing materials and providing hospitality.
- Watch D.O.G.S. (Dads of Great Students) Fathers and father figures volunteer for a full day at school, helping with supervision and having a male figure on campus.
- Other: Parents are encouraged to serve as classroom volunteers, and to participate in many other school-wide events such as the Western Night carnival, Multicultural Night, Jog-a-Thon, and the Tulita Fun Run.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	0.4	0.2	1.8	1.8	1.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a “Grab and Go” guide to supplement the Comprehensive School Safety Plans. The Grab and Go guide details teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	4		22		5		24		5	
1	21		4		22		3		24		3	
2	25		3		27		3		22		3	
3	26		3		26		3		26		3	
4	30		1	2	30		3		26		3	
5	29		3		25		3		31		3	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.65	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9440.8	2995.88	6444.92	80115.7
District	N/A	N/A	9902.1	\$82,747
Percent Difference: School Site and District	N/A	N/A	-42.3	-3.2
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-10.0	4.6

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.

Types of Services Funded (Fiscal Year 2017-18)

Tulita Elementary School receives LCFF Base Funding and LCFF Supplemental Funding. Recent purchases include supplemental instructional materials to support intervention programs for at-risk students in all grades, including a focus on response to intervention (RTI). LCFF Supplemental Funding also funds the salary of a part-time paraprofessional to work directly with English Learners and provide classroom support for those students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,234	\$47,547
Mid-Range Teacher Salary	\$82,445	\$74,775
Highest Teacher Salary	\$99,176	\$93,651
Average Principal Salary (Elementary)	\$124,189	\$116,377
Average Principal Salary (Middle)	\$131,934	\$122,978
Average Principal Salary (High)	\$140,263	\$135,565
Superintendent Salary	\$302,673	\$222,853
Percent of Budget for Teacher Salaries	42.0	35.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to California State Standards at schools sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instructional and curriculum in mathematics, English, and science, the RBUSD is also developing PD for History Social Science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days. The elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

Targeted teacher development activities are essential for increasing the quality of education to students. The below topics are a few of the professional development areas for this school year:

- Reading strategies
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Mastery Learning
- Failure as part of the learning process
- Examination of student assessment results

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the TenMarks math program both to assign and assess student performance. All of the stated teachers have had PD training on the TenMarks program.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BTSA support provider. By working with BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (two additional days in 2017-18 and 2018-19).