

# Tulita Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.



### Dr. Tanaz Bruna

Principal, Tulita Elementary

#### About Our School

#### Contact

*Tulita Elementary*  
1520 Prospect Ave.  
Redondo Beach, CA 90277-5113

Phone: 310-798-8628  
E-mail: [tbruna@rbusd.org](mailto:tbruna@rbusd.org)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Redondo Beach Unified
<b>Phone Number</b>	(310) 379-5449
<b>Superintendent</b>	Dr. Steven Keller
<b>E-mail Address</b>	<a href="mailto:skeller@rbusd.org">skeller@rbusd.org</a>
<b>Web Site</b>	<a href="http://www.rbusd.org">http://www.rbusd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Tulita Elementary
<b>Street</b>	1520 Prospect Ave.
<b>City, State, Zip</b>	Redondo Beach, Ca, 90277-5113
<b>Phone Number</b>	310-798-8628
<b>Principal</b>	Dr. Tanaz Bruna
<b>E-mail Address</b>	<a href="mailto:tbruna@rbusd.org">tbruna@rbusd.org</a>
<b>Web Site</b>	<a href="http://tulita.rbusd.org">http://tulita.rbusd.org</a>
<b>County-District-School (CDS) Code</b>	19753416022149

*Last updated: 2/1/2017*

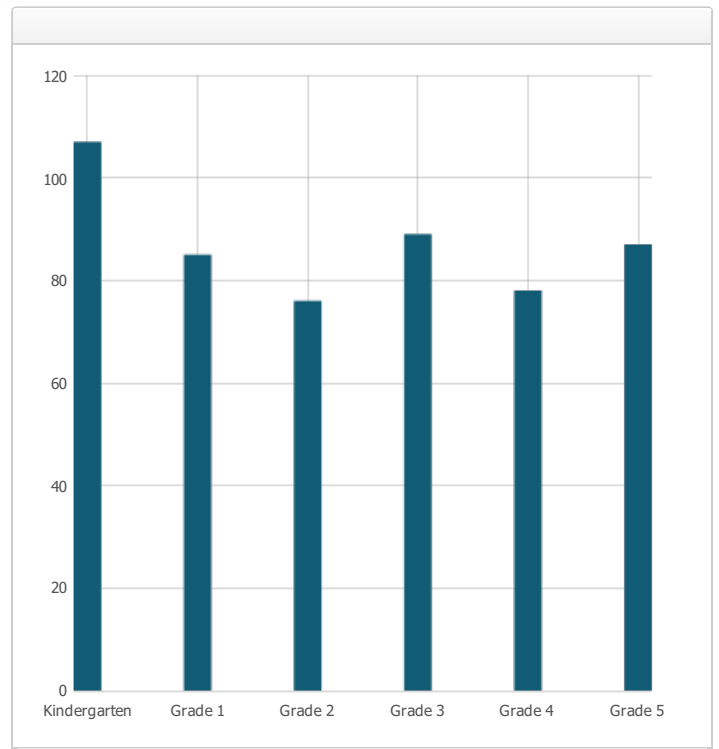
### School Description and Mission Statement (School Year 2016-17)

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 527 students in transitional kindergarten through 5th grade, as well as for our staff, parents, and extended community members, many of whom attended the school themselves since its inception in 1955. Our school demographics reflect those of our surrounding community. Our student body is 59% White (not Hispanic), 19% Hispanic, 1.6% African American, 11% Asian, and 8.7% two or more races, and .7% other nationalities. 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 BehaviorSupport program and incentive menus and our growth mindset focus, students strive to be peace builders, 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. In 2007 we were awarded The SPARC (Support Personnel Accountability Report Card) academy award for the outstanding achievement of our Student Support Personnel Team. The SPARC is awarded to schools demonstrating significant improvement in student achievement and school climate as a result of collaborative leadership, community partnerships, and a focus on health and wellness. Through collaborative leadership, our stakeholders carry out an action plan that actively engages all students in a high quality educational program that is aligned to state curriculum standards. To recognize the quality of Tulita's educational and extracurricular programs in combination with an exceptional spirit of community, the school was selected as a California Distinguished School in 2000 and again in 2008. Through our focus on student achievement, and rigorous goal setting, we have been able to increase student achievement scores. Tulita also earned the California Business for Educational Excellence award in 2009, 2010, 2011, and 2012. In addition to our academic strengths, Tulita has been nationally recognized for our healthy school initiatives. Being recognized by the Alliance for a Healthier Generation in both 2014 and 2015 in addition to First Lady, 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, Science Week, 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!

*Last updated: 1/20/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	107
Grade 1	85
Grade 2	76
Grade 3	89
Grade 4	78
Grade 5	87
<b>Total Enrollment</b>	<b>522</b>



*Last updated: 1/20/2017*

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.6 %
Asian	8.6 %
Filipino	1.9 %
Hispanic or Latino	19.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	57.9 %
Two or More Races	9.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.8 %
English Learners	5.6 %
Students with Disabilities	11.1 %
Foster Youth	0.0 %

*Last updated: 1/20/2017*

## A. Conditions of Learning

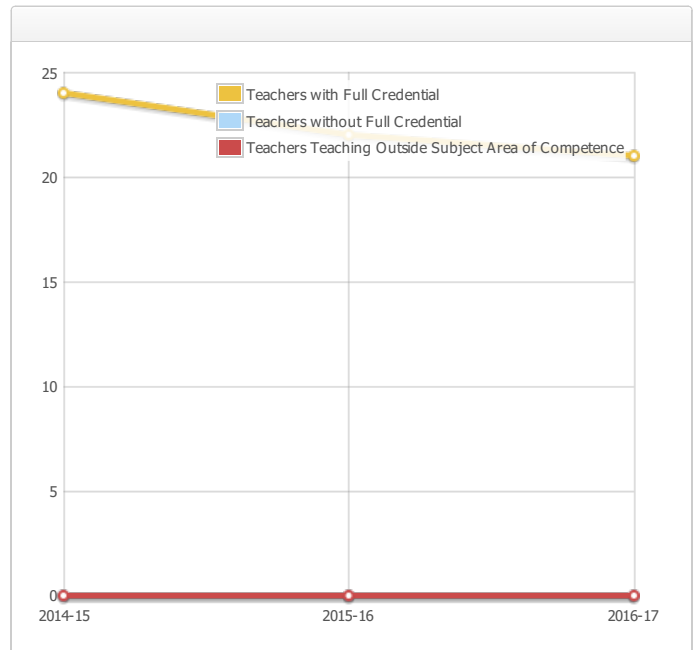
### State Priority: Basic

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

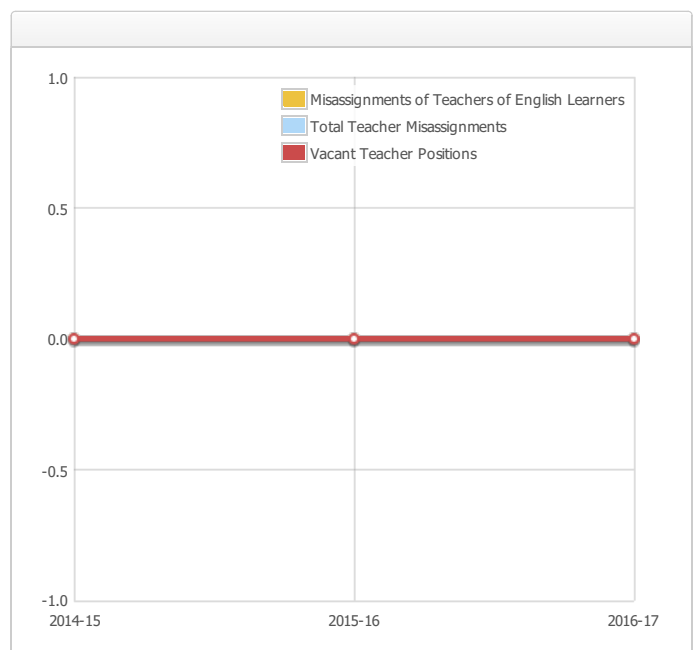
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	22	21	432
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/27/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/27/2017*

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

Year and month in which data were collected: October 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	K-5 Houghton Mifflin Reading	Yes	0.0 %
Mathematics	K-5 Houghton Mifflin Go Math!	Yes	0.0 %
Science	K-5 Houghton Mifflin Science	Yes	0.0 %
History-Social Science	K-5 Harcourt Social Studies		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/30/2017*

## School Facility Conditions and Planned Improvements

Tulita Elementary School maintains a preventative maintenance and grounds care system that keeps this site in good condition. Improvements for the 2016-17 school year include:

- Paint entire school site.
- New running track.
- Bogan PA upgrade.
- HVAC controls upgrade to Admin Bldg.

*Last updated: 1/27/2017*

## School Facility Good Repair Status

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

System Inspected	Rating	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 Rate

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

Overall Rating	Good
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*Last updated: 1/27/2017*

## 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	85.0%	68.0%	73.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	69.0%	82.0%	56.0%	61.0%	34.0%	36.0%

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.

*Last updated: 1/20/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	90	86	95.6%	82.6%
Male	42	41	97.6%	80.5%
Female	48	45	93.8%	84.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	83.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.5%	83.6%
Two or More Races	12	11	91.7%	81.8%
Socioeconomically Disadvantaged	11	10	90.9%	70.0%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	73.3%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/20/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	77	76	98.7%	82.9%
Male	35	34	97.1%	82.4%
Female	42	42	100.0%	83.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	64.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	88.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	62.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/20/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	86	79	91.9%	88.6%
Male	44	39	88.6%	87.2%
Female	42	40	95.2%	90.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	88.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	37	88.1%	94.6%
Two or More Races	15	15	100.0%	73.3%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	10	76.9%	50.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/20/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	86	95.6%	88.4%
Male	42	41	97.6%	92.7%
Female	48	45	93.8%	84.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	91.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.5%	85.5%
Two or More Races	12	11	91.7%	90.9%
Socioeconomically Disadvantaged	11	10	90.9%	80.0%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	73.3%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/20/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	77	76	98.7%	81.6%
Male	35	34	97.1%	88.2%
Female	42	42	100.0%	76.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	64.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	88.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	62.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/20/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	86	79	91.9%	74.7%
Male	44	39	88.6%	84.6%
Female	42	40	95.2%	65.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	64.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	37	88.1%	75.7%
Two or More Races	15	15	100.0%	80.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	10	76.9%	40.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/20/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88.0%	92.0%	87.0%	83.0%	79.0%	81.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/20/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	86	82	95.4%	86.6%
Male	44	41	93.2%	87.8%
Female	42	41	97.6%	85.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	76.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	42	40	95.2%	90.0%
Two or More Races	15	15	100.0%	93.3%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	53.9%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

*Last updated: 1/20/2017*

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.6%	15.3%	62.4%

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.

*Last updated: 1/20/2017*

## 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 2016-17)

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:

- **Science Week /Hands on Science:** A small committee and several parent volunteers coordinate a special week of Science at Tulita. During Science Week, 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. A team of parent volunteers also coordinate hands-on science lessons to complement the core curriculum.
- **Family Science Night:** PTA sponsors a family science night for Tulita. 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 three 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, Holiday Boutique, Family Nights, and the Tulita Fun Run.

### State Priority: Pupil Engagement

*Last updated: 1/31/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates



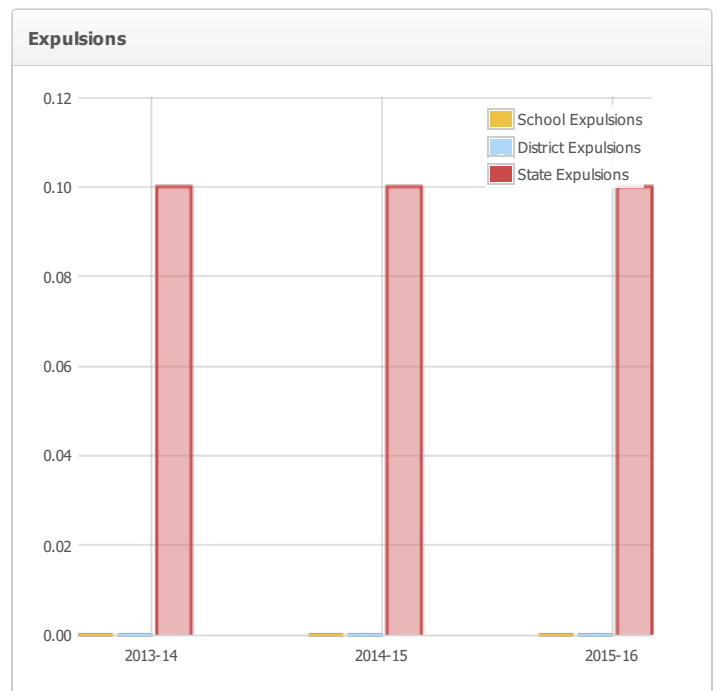
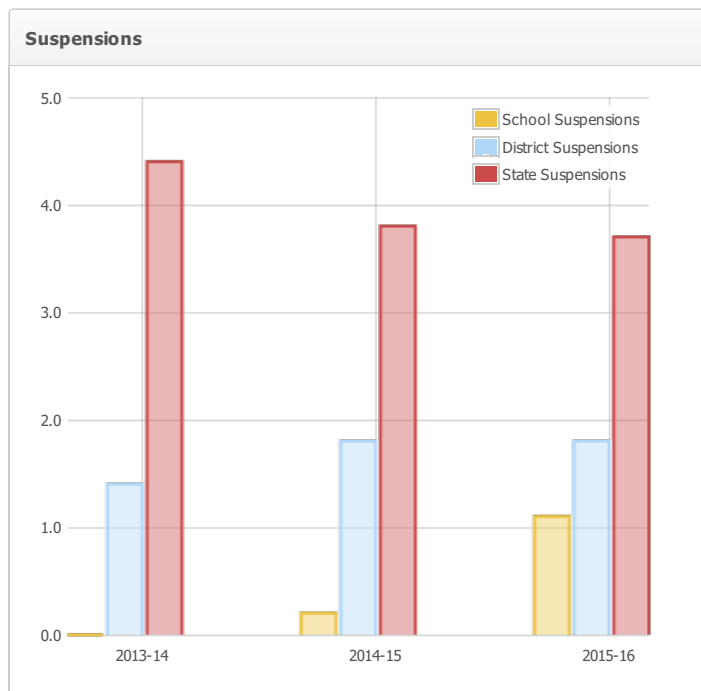
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.2	1.1	1.4	1.8	1.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/20/2017

## School Safety Plan (School Year 2016-17)

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 SB 187, 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 guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 1/31/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

Last updated: 1/20/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	5	0	26.0	0	5	0	22.0	0	5	0
1	24.0	0	4	0	20.0	3	1	0	21.6	0	3	0
2	25.0	0	3	0	23.0	0	4	0	27.0	0	3	0
3	26.0	0	3	0	24.0	0	3	0	26.0	0	3	0
4	32.0	0	2	0	29.0	0	3	0	30.3	0	3	0
5	30.0	0	2	0	35.0	0	0	2	26.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/31/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/27/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7866.0	\$2587.9	\$5278.1	\$68345.0
District	N/A	N/A	\$5279.4	\$72814.0
Percent Difference – School Site and District	--	--	0.0%	-6.1%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-1.3%	-1.3%

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

Last updated: 1/31/2017

## Types of Services Funded (Fiscal Year 2015-16)

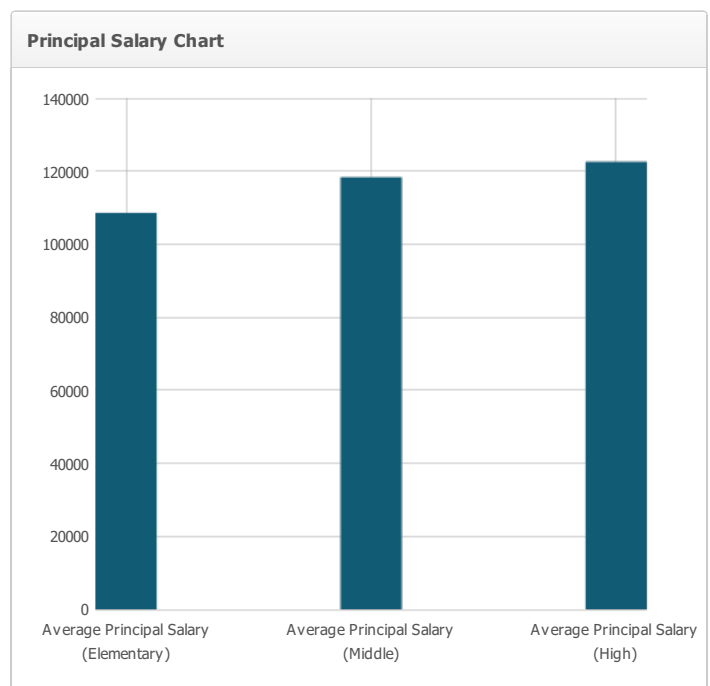
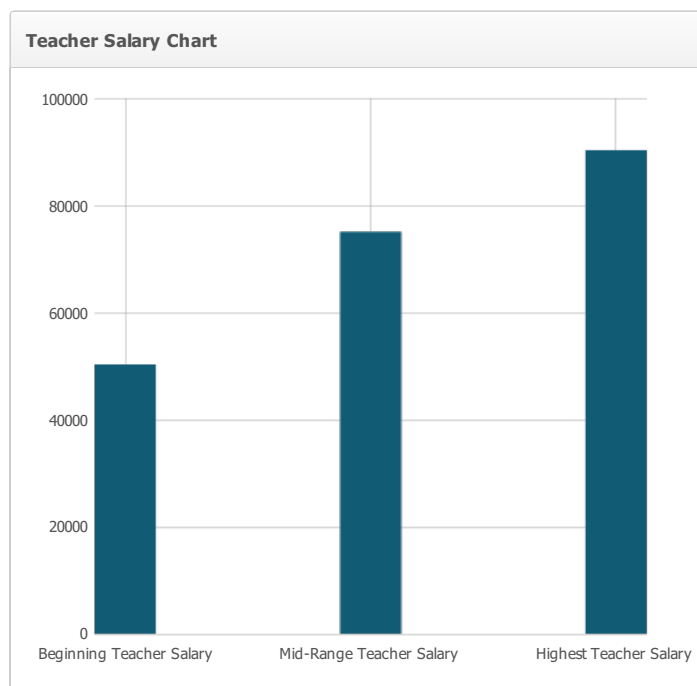
Tulita Elementary School receives LCFF Base Funding and LCFF Supplemental Funding. Recent purchases include supplemental instructional materials to support intervention programs for at-risk students in all grades, including a focus on response to intervention (RTI). LCFF Supplemental Funding also funds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

Last updated: 1/20/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,286	\$43,821
Mid-Range Teacher Salary	\$75,061	\$69,131
Highest Teacher Salary	\$90,293	\$89,259
Average Principal Salary (Elementary)	\$108,574	\$108,566
Average Principal Salary (Middle)	\$118,342	\$115,375
Average Principal Salary (High)	\$122,582	\$125,650
Superintendent Salary	\$268,376	\$198,772
Percent of Budget for Teacher Salaries	42.0%	37.0%
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/>.



Last updated: 1/20/2017

## Professional Development

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school 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 instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and 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.

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 above 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.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

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 within 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 (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018).

*Last updated: 1/31/2017*