

Tulita Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Dr. Tanaz Farzad, Principal

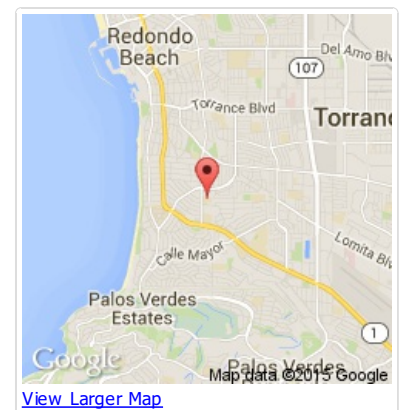
Principal, Tulita Elementary

About Our School

Contact

1520 Prospect Ave.
Redondo Beach, CA
90277

Phone: 310-798-8628
E-mail: tfarzad@rbusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	Tulita Elementary
Street	1520 Prospect Ave.
City, State, Zip	Redondo Beach, Ca, 90277
Phone Number	310-798-8628
Principal	Dr. Tanaz Farzad, Principal
E-mail Address	tfarzad@rbusd.org
Web Site	http://tulita.rbusd.org
County-District-School (CDS) Code	19753416022149

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

Last updated: 1/7/2015

School Description and Mission Statement (Most Recent Year)

Tulita Elementary School 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 504 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. Tulita is located just blocks from the Pacific Ocean, nestled in a mostly single family neighborhood. It is this distinctive combination of school community and rich history that makes Tulita a place for ALL of US.

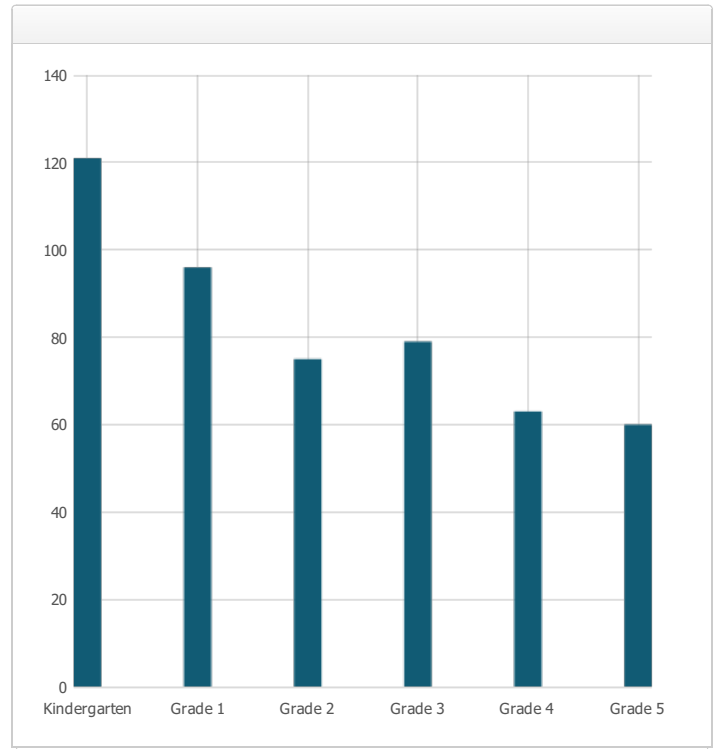
One of eight elementary schools in Redondo Beach Unified, Tulita has a unity of vision to assure success for every student in all aspects of their lives. In 2007 we were awarded The SPARC (Support Personnel Accountability Report Card) academy award for the outstanding achievement of our Student Support 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 our API score 46 points since 2008 up to 910. Tulita also earned the California Business for Educational Excellence award in 2009, 2010, 2011, and 2012. 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. Most recently in 2014, Tulita was named a Bronze level recognition school by the Alliance for a Healthier Generation.

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, Young Writers' Conference, and Hands on Science Week. Community members support and participate in our Multicultural Family Night, Tulita Holiday Boutique, Fun Run, Science Week, Kids Helping Kids Charity Event, and our Western Night Carnival. With support from our Parent Teacher Association and school grants from the Redondo Beach Educational Foundation, each of our classrooms were recently equipped with instructional technology including a document camera, projector, and SMART Board. The PTA also purchased 35 brand new computers for our computer lab. Our teacher leadership team and School Site Council provide direction to the principal on the budget and other critical areas of our school operation. Students participate in the Safe School Ambassadors program to reduce bullying and peer conflict on campus as well as planning school events such as community service projects. The principal and parent coordinator run a School Wellness Council as well as a Student Wellness Council. We also have parent coordinators for Walking School Bus and Running Club. Our campus is alive with over 300 PTA members and 160 parent volunteers working in our 22 classrooms. 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, and karate. 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: 1/7/2015

Student Enrollment by Grade Level (School Year 2013-14)

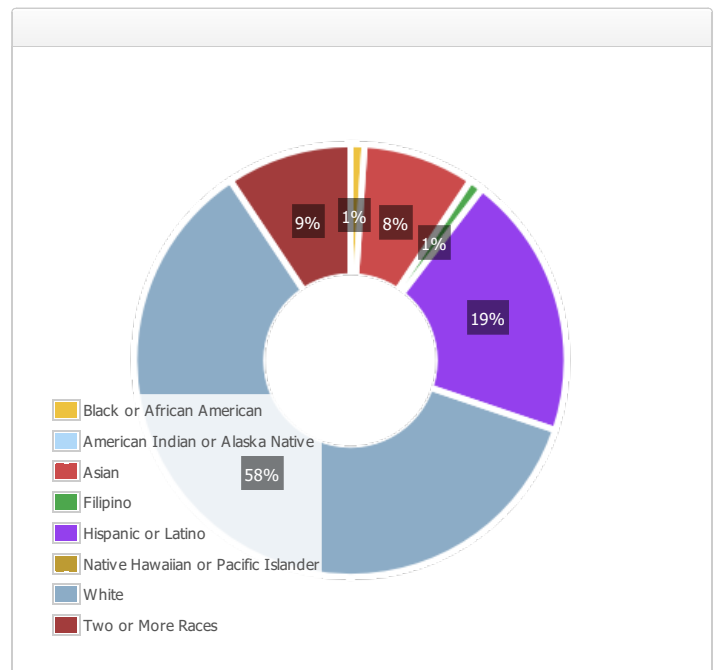
Grade Level	Number of Students
Kindergarten	121
Grade 1	96
Grade 2	75
Grade 3	79
Grade 4	63
Grade 5	60
Total Enrollment	494



Last updated: 1/7/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	8.9
Filipino	1.4
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.0
White	58.9
Two or More Races	9.5
Socioeconomically Disadvantaged	14.2
English Learners	5.3
Students with Disabilities	10.3



Last updated: 1/7/2015

A. Conditions of Learning

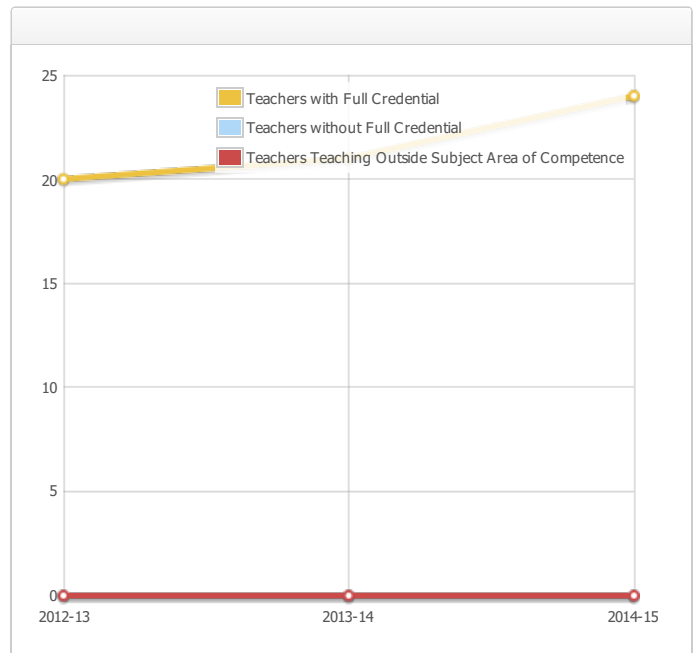
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

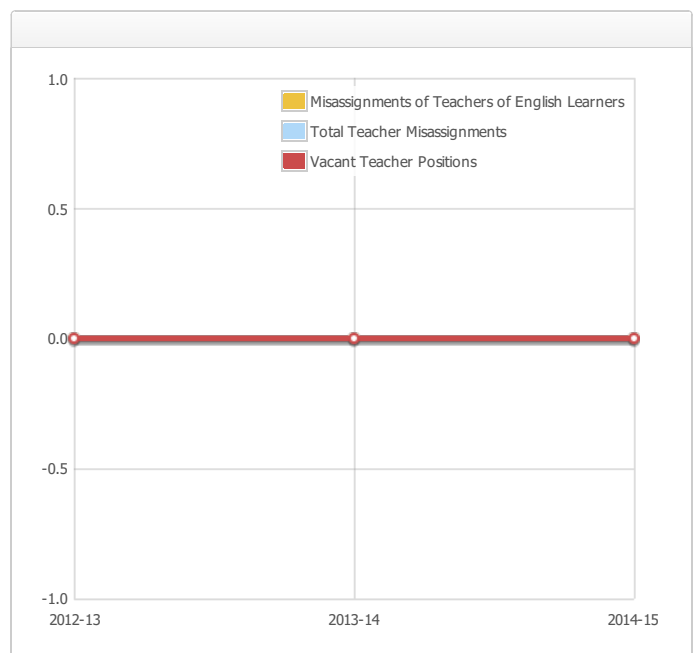
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	21	24	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/22/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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: 1/7/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year adopted: 2005 K-5 Houghton Mifflin Reading	Yes	0.0
Mathematics	Year adopted: 2009 K-5 Houghton Mifflin Math	Yes	0.0
Science	Year adopted: 2008 K-5 Houghton Mifflin Science	Yes	0.0
History-Social Science	Year adopted: 2007 K-5 Harcourt Social Studies	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Tulita Elementary School maintains a preventative maintenance and grounds care system that keeps this site in good condition. Improvements that have been completed in the 2014-15 school year included:

Running track

Wrought-iron fencing along the perimeter of the school

Fiber cabling

Solar Panels

Upgrade to the PA system

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/7/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	94	79	88	84	82	83	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/7/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	88
Male	89
Female	87
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/7/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	78%	86%	81%	74%	78%	78%	54%	56%	55%
Mathematics	89%	91%	83%	67%	70%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	70%	73%	74%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/7/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	10	9
Similar Schools	8	7	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/7/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	6	13	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	0	20	-17
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/7/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	13.3%	46.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/7/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

A large part of our success stems from our relationship with parents and community members. Decision making is shared among parents and staff in the School Site Council and PTA Board 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 and 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: RBEF 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.

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: 1/7/2015

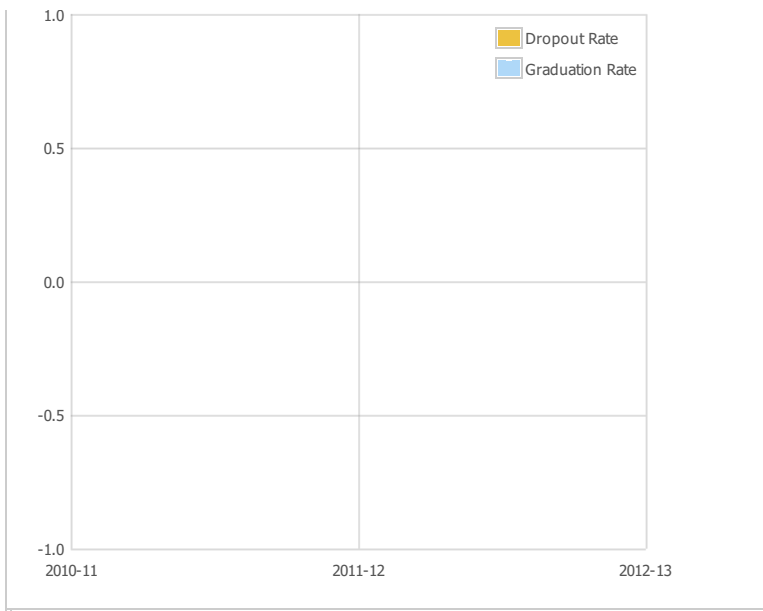
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				89.26	91.67	90.74	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



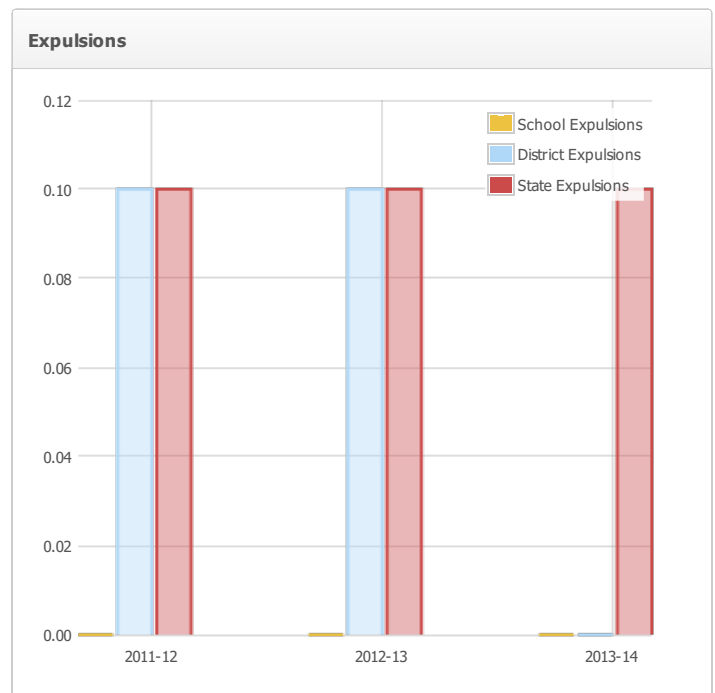
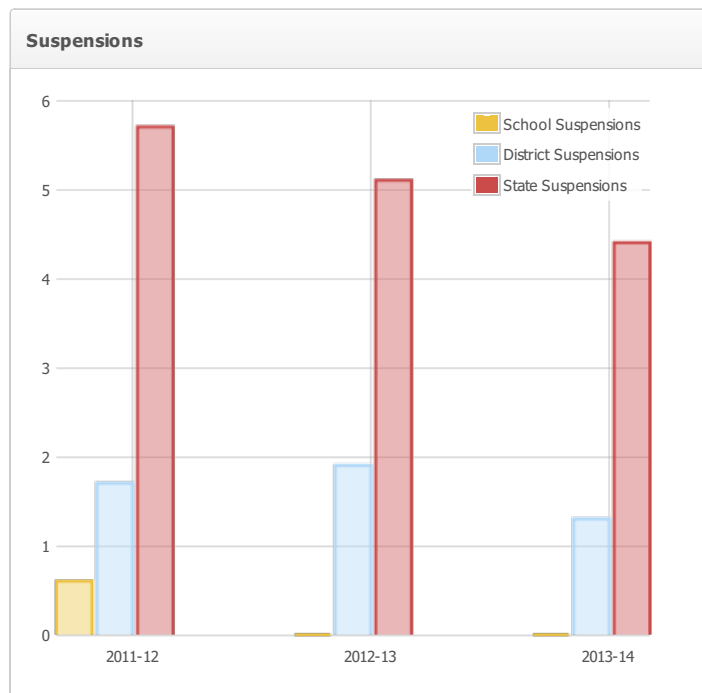
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.60	0.00	0.00	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/7/2015

School Safety Plan - Most Recent Year

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: 1/26/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	Yes

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	23.8	1	4	0	26.0	4			24.0	5		
1	24.7	0	3	0	27.0	3			24.0	4		
2	23.0	0	3	0	26.0	3			25.0	3		
3	26.0	0	2	0	33.0	1	1		26.0	3		
4	29.0	0	3	0	32.0	2			32.0	2		
5	26.7	1	0	2	26.0	3			30.0	2		
6												
Other												

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

Last updated: 1/7/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/7/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.6	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.9	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: 1/22/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,549	\$2,402	\$5,146	\$60,376
District	N/A	N/A	\$5,187	\$70,163
Percent Difference – School Site and District	N/A	N/A	-0.80%	9.70%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	-13.90%	-12.90%

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

Last updated: 1/26/2015

Types of Services Funded (Fiscal Year 2013-14)

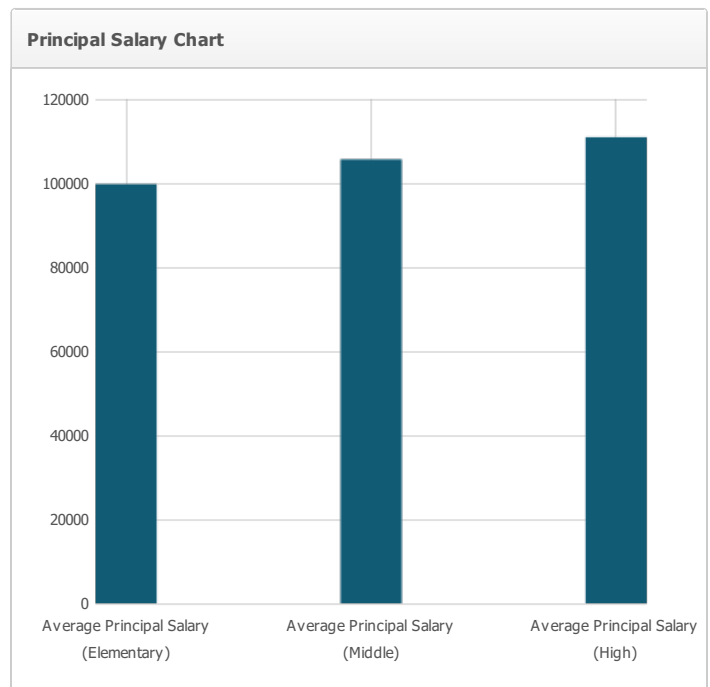
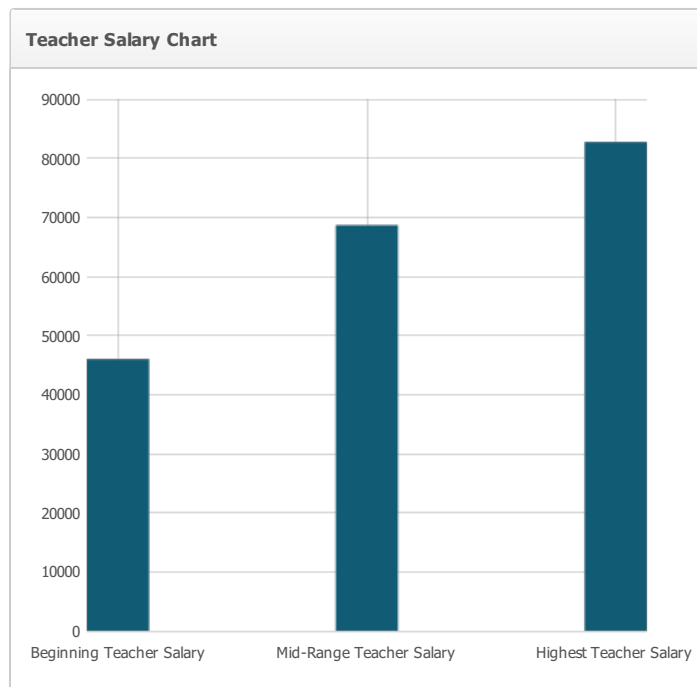
Tulita Elementary School receives School Improvement and EIA funds. These funds are used for supporting English Learners and providing support for all students' learning. Recent purchases include supplemental instructional materials to support intervention programs for at-risk students in all grades. EIA also funds the salary of a part-time paraprofessional to work directly with English Learners and provide classroom support.

Last updated: 1/7/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,998	\$41,243
Mid-Range Teacher Salary	\$68,660	\$64,893
Highest Teacher Salary	\$82,729	\$83,507
Average Principal Salary (Elementary)	\$99,756	\$103,404
Average Principal Salary (Middle)	\$105,674	\$109,964
Average Principal Salary (High)	\$110,948	\$120,078
Superintendent Salary	\$234,211	\$183,557
Percent of Budget for Teacher Salaries	42.0%	40.0%
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: 1/7/2015

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 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 use of student data is critical to better assess and support individual student development. The District provides training on our new student data management, Illuminate Education, to analyze individual and aggregate student progress.

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.

Last updated: 1/26/2015