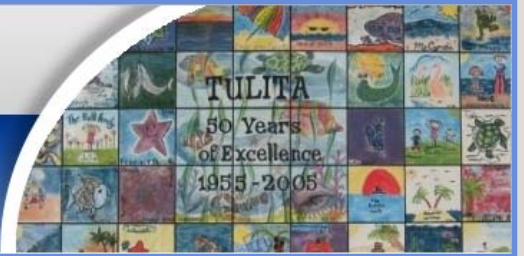




Tulita Elementary School

Redondo Beach, California



1520 S Prospect Avenue, Redondo Beach, CA 90277
2011-12 School Accountability Report Card ~ Published in 2012-13

Redondo Beach Unified School District

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RBUSD

MISSION STATEMENT

We, in the Redondo Beach Unified School District community, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

1401 Inglewood Avenue
Redondo Beach, CA 90278
310-379-5449
www.rbusd.org

School Description and Mission Statement

This section provides information about the schools goals and programs.

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 457 students in developmental 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 61% White (not Hispanic), 15% Hispanic, 2% African American, 8% Asian, and 8% two or more races, and 6% other nationalities. In addition to English, there are several other languages spoken by Tulita students. We are located just blocks from the 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 111 points since 2004 up to 929.

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 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 was 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. Our campus is alive with over 300 PTA members and 160 parent volunteers working in our 18 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!**

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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.

Trash-free Tuesdays and Walk to School Wednesdays In coordination with PTA, Tulita invites parents to support environmental education efforts including a campaign to use all reusable items for lunch packing on Tuesdays and to walk to school with their children on Wednesdays.

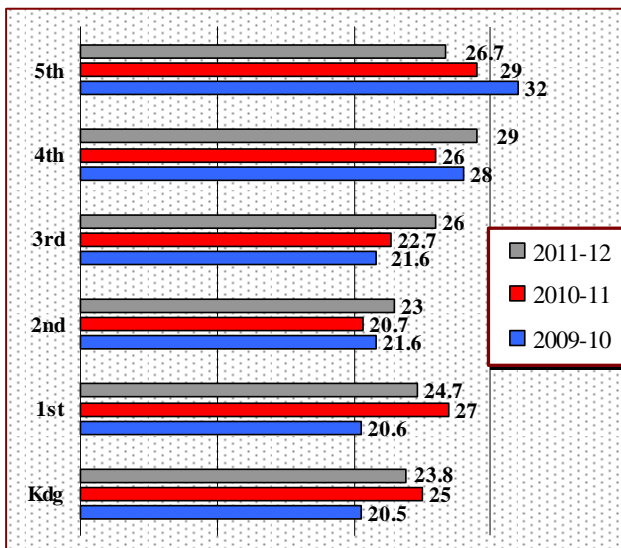
Hands on Art Completely run by parent volunteers, this enrichment program offers art lessons to all students based on the works of famous artists.

Book Fairs Two book fairs per year, organized by parent volunteers not only promote reading, but writing as well.

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.

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.

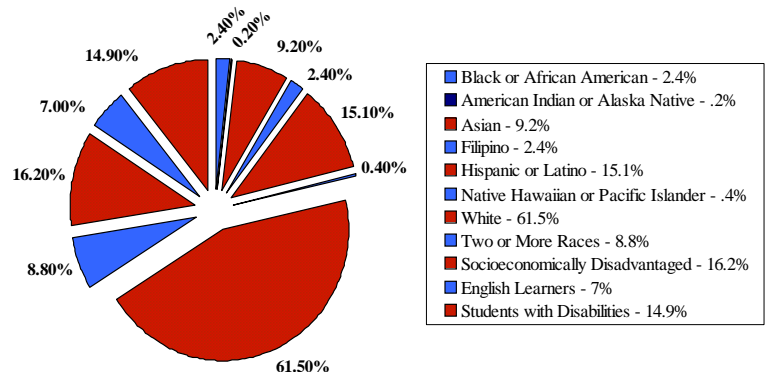
Average Class Size



Student Enrollment by Grade Level (2011-12)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
95	74	69	66	79	74	457

Student Enrollment by Subgroup (2011-12)



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	.97	.24	.4	3.07	4.12	2.7
Expulsions	.00	.00	.00	.05	.11	.08

School Safety Plan

Tulita has a Comprehensive School Safety Plan that includes Emergency Response procedures. Each Team Leader has a copy and the plan is reviewed annually with all staff. A full disaster drill (simulated earthquake) is held each fall and all staff members and students participate. This plan which is updated annually also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). A copy is available for public viewing in the school office.

School Facility Conditions and Planned Improvements

Tulita Elementary School was completely renovated in 2005, including the addition of a new school office and computer lab. All classrooms were upgraded with new wall surfaces, carpets, plumbing, electrical, cupboards, and individual heaters. Each classroom has five ports for internet access. All restrooms were upgraded with new tile, flooring, plumbing, lighting, and fixtures. New lawns and plants were installed and eighteen trees were planted on Earth Day 2007. We are serviced by two full time custodians. Our campus was again renovated in 2011 including roof resurfacing, playground resurfacing, new cafeteria floors, an upgraded classroom for art and science, and all new classroom windows.

Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2009-10	K	4		
	1	3		
	2	3		
	3	3		
	4		2	
	5		2	
2010-11	K		4	
	1		2	
	2	3		
	3	1	2	
	4	1		2
	5		2	
2011-12	K	1	4	
	1		3	
	2		3	
	3		2	
	4		3	
	5	1		2

School Facility Good Repair Status (School Year 2012–13)

Item Inspected	Repair Status				Repairs Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Good				

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District 2011-12
	2009-10	2010-11	2011-12	
With Full Credential	20	20	21	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant 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%

Support Staff

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 457.

Academic Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Our systemic professional development is based on a review of assessment data for areas of need, Single School Plan (SSP) goals, and RBUSD goals for improving student achievement. Our plan is centered on our implementation of rigorous academic standards, curriculum, instruction and academic support, and assessment and accountability. Our student performance data-driven SSP goals and district goals based on student achievement needs provide the basis for identification of teacher needs for professional development and collaboration time. For example, based on a review of student assessment results from the CST, Houghton-Mifflin language arts theme and summative tests, RBUSD pre-and post math tests, and assessments such as the Developmental Reading Assessment (DRA), we identify areas for professional development. We currently are focused on professional development to support student achievement in writing strategies, reading comprehension, and math reasoning. Based on our own needs assessment, SSP goals, and identified RBUSD goals, professional development needs are identified and training is scheduled by the Tulita Leadership Team and district staff. Teachers have attended training in the use of Edusoft and Easy Grade Pro to track student achievement of standards and using state-approved textbooks and peripherals to improve standards-based student learning.

So how do we ensure that all staff receives research-based professional development and collaboration time? On-site training, district workshops, educator conferences, teacher mentors, RBUSD new teacher orientation, Beginning Teacher Support and Assessment (BTSA), and regularly scheduled minimum days are some of the opportunities provided. Presenters include district staff, professionals/experts, classified staff, teachers, and our principal. The site council approves the use of funds for collaboration days for grade level teams. District sponsored training frequently uses a trainer of trainers model. For example, Tulita teachers and principal have been trained and serve as mentors/coaches in the following areas in order to improve student performance.

- Direct Interactive Instruction
- Houghton Mifflin Mathematics
- Houghton Mifflin Language Arts
- The Six-Trait Writing program
- Using the web-based Edusoft program to create and score standards-based assessments
- Response to Intervention (RTI)
- Learning Center model
- Evaluation and disaggregation of CST student test data to determine areas of relative weakness
- Differentiating instruction to meet the needs of all students
- Using student test results from assessments such as the DRA and BRI to drive curriculum and instruction
- Using our Tulita Math Wizards test to improve student achievement of basic math facts
- Common Core State Standards
- SMART boards

To facilitate achievement of district goals, our school district funds stipends, provides training for, and meets regularly with designated teacher Site Specialists in technology and Gifted and Talented Education (GATE). Our GATE Site Specialist has attended the annual conference of the California Association for the Gifted and purchased materials to share with all staff. Tulita Site Specialists provide ongoing professional development and coaching for our staff in:

- use of classroom websites for home-school communication
- use of Edusoft to create and grade standards-based tests that identify student achievement of specific academic standards
- use of EasyGrade Pro software to manage and track student data on achievement of state standards
- creation of and implementation of lesson plans to facilitate EL achievement of academic standards
- differentiating instruction for GATE students
- standards-based physical education lessons

The Beach Cities Health District, a community health and wellness agency, funds the Moving Children and LiveWell programs to support physical education, nutrition education and garden education. A part-time credentialed PE teacher models standards-based physical education lessons for our teachers to implement with their students and parent docents lead lessons in gardening and nutrition. Other district sponsored training for all teachers includes extensive inservice to maximize use of adopted textbooks for rigorous standards-based instruction. Teachers also attended several days of training to implement Thinking Maps as a supplemental tool for curriculum and instruction. Teachers have also participated in professional development and coaching to implement the Direct Interactive Instruction model of teaching.

New teachers are provided additional support through the two-year BTSA Induction program. BTSA Induction provides new teachers a confidential system of support, guidance, and mentorship by veteran teachers. The mentor teacher provides support for the new teacher in the identification and achievement of professional development goals that mirror our school's focus on student achievement. New teachers also build content and instructional knowledge to support their individual development via district wide grade-level meetings, colleague collaboration, internet research, and continuing education.

CURRICULUM AND INSTRUCTIONAL MATERIALS

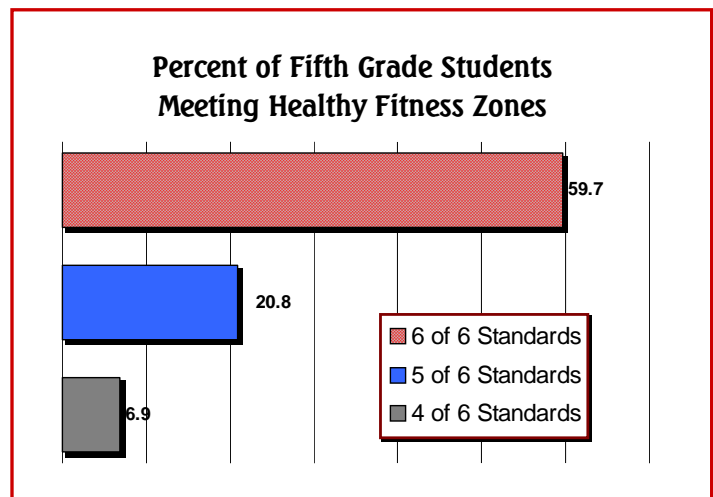
Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on October 2, 2012.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin Reading	0%
Mathematics	K-5 Houghton Mifflin Math	0%
Science	K-5 Houghton Mifflin Science	0%
History-Social Science	K-5 Harcourt Social Studies	0%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\) Web page](#).



STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	80	78	86	72	74	78	52	54	56
Mathematics	83	89	91	64	67	69	48	50	51
Science	92	91	97	79	82	84	54	57	60
History-Social Science	0	0	0	68	70	72	44	48	49

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	86	91	97	
Male	84	94	100	
Female	89	87	93	
Black or African American				
American Indian or Alaska Native				
Asian	77	90	100	
Filipino				
Hispanic or Latino	70	88		
Native Hawaiian or Pacific Islander				
White	91	92	97	
Two or More Races	94	89		
Socioeconomically Disadvantaged	70	84		
English Learners	58	92		
Students with Disabilities	76	84		
Students Receiving Migrant Education Services				

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

API Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	5	9	8

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.	All Students at the School	21	6	13
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino			
	Native Hawaiian or Pacific Islander			
	White	28	0	20
	Two or More Races			
	Socioeconomically Disadvantaged	-8		
	English Learners			
	Students with Disabilities			

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	275	929	6,285	891	4,664,264	788
Black or African American	7		434	833	313,201	710
American Indian or Alaska Native	0		38	833	31,606	742
Asian	30	919	760	944	404,670	905
Filipino	10		172	918	124,824	869
Hispanic or Latino	32	858	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	2		67	892	26,563	775
White	176	945	3,201	910	1,221,860	853
Two or More Races	18	948	167	911	88,428	849
Socioeconomically Disadvantaged	37	851	1,297	825	2,779,680	737
English Learners	20	909	568	797	1,530,297	716
Students with Disabilities	51	833	802	743	530,935	607

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

AYP Overall and by 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	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

Federal Intervention Program (2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8261.20	2754.78	5506.42	59,333.78
District			5362.62	71,246.
Percent Difference School Site and District			2.7%	-16.7%
State			\$5,455	\$66,336
Percent Difference School Site and State			0.9%	-10.6%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Types of Services Funded (Fiscal Year 2011-12)

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.



DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

Ed-Data Partnership Web Site Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.