Olita Elementary School

950 South Briercliff Drive • La Habra, CA 90631 • 562.902.4251 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lowell Joint School District

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School Description

SCHOOL PROFILE

Olita Elementary School is located on 950 S. Briercliff Drive in La Habra, California and is one of five elementary schools and one junior high school in the Lowell Joint School District. Our school serves students in grades Kindergarten through sixth grade with an enrollment of 461 students. There are three special education classes on campus; one mild/moderate class for grades K-2, a mild/moderate for grades 3-6, and one moderate/severe class for grades K-6. Grades one through three have an average of 24 students, while grades four through six average 33 students per class. There are 18 teachers, 13 instructional aides, and 14 support staff.

Twenty-five percent of the parent community have graduate degrees, while 37% percent have some college background or college degree. Seventeen percent of parents only hold a high school diploma.

The ethnic distribution of enrollment finds 66% of students Hispanic, 27% of students in the not Hispanic or Latino group, with 6% of our students in other ethnic groups. Eleven percent of students are English Language Learners.

The flavor of Olita Elementary School can best be captured in the yearly school-wide themes that we have had over the years: Olita Ranch - Roping in Knowledge, Olita Ranch - The Brand of Excellence, Camp Olita - The Adventure Begins, Camp Olita -The Adventure Continues, Olita Has Star Power - Watch Us Shine, We Celebrate Learning, We Are Olita's All-Star Team, We Cultivate Minds and Values - Watch Us Grow, Olita – a Sea of Knowledge, Olita - We Are Dino-Might! and Following Camp Olita's Academic Trail to Excellence. Each theme sets the tone for high expectations, attainment of excellence, and a lifetime adventure for learning.

The school's vision is for students to have enthusiasm for learning coupled with strong character traits that will carry them through the years as lifelong learners. This vision is the shared responsibility of students, staff, parents, and community. Staff stresses personal integrity, social responsibility, and our national heritage.

Character building is a strong component of everyday instruction. We have a sequential, spiraled character education program that starts in Kindergarten and follows through to sixth grade. Monthly qualities are taught, rewarded, communicated to parents, and displayed on our marquee and monthly office bulletin board.

Teaming and collaborative planning have provided the backbone for a strong academic program that sets a school-wide vision where every part of the school skeleton is joined. Certificated and classified staff members work in harmony to provide a learning environment that is safe, creative, challenging, and appropriate for the various levels of learners. There is a common vision for behavior, student and staff recognition, excellence, and time on task.

Olita parents are actively involved in the education of their children. Parents work in classrooms and participate in fundraising and expanded curricular events. Parents serve on Olita's School Site Council and PTA Executive Board as well as PTA committees. Attendance at Back-to- School Night and Open House are extraordinary with classrooms averaging 85-100 percent.

MISSION STATEMENT

Our mission is to encourage each child to develop individual excellence and a desire for lifelong learning so that they can be contributing members of society. To accomplish this, we provide a positive, engaging, and challenging learning environment where all students are given equal access to the core curriculum.

We believe that each child is a unique learner and that children thrive with personal recognition for academic progress and effort. With parents as partners, we have established a nurturing and supportive learning community, where staff work collaboratively and cohesively and share in the responsibility of assisting Olita students in demonstrating positive character traits, tolerance, social skills, effective communication, critical and creative thinking, problem solving, and decision making.

Olita's learning environment supports and empowers each child to become a responsible and productive citizen.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	63
Grade 1	71
Grade 2	53
Grade 3	67
Grade 4	61
Grade 5	72
Grade 6	65
Total Enrollment	452

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.2
American Indian or Alaska Native	0
Asian	4
Filipino	0.9
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.2
White	23
Two or More Races	0.9
Socioeconomically Disadvantaged	41.4
English Learners	11.5
Students with Disabilities	17.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Olita Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	18	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	128.3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olita Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math 2014-15 Houghton Mifflin 6-8 Big Ideas **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	2009-10 Language Central **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Olita School consists of seven major buildings with five bungalows. There are two wings for the primary classrooms and an additional two wings for the upper-grade classrooms. Kindergarten is separated from the rest of the campus by an enclosed play yard. In addition to the classrooms there is a library, computer lab, speech room, and a school psychologist's room. The central office houses the office manager's station, attendance clerk's office, nurse's office, principal's office, school psychologist's office, lounge, workroom, ELD instructor, with another building for the multi-use and kitchen.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	48	53	63	61	48	48
Math	44	44	52	54	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	60	60	73	75	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	19.7	23.7	11.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	70	67	95.7	59.7
Male	36	36	100.0	69.4
Female	34	31	91.2	48.4
Hispanic or Latino	43	42	97.7	54.8
White	17	16	94.1	56.3

* 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. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	276	268	97.1	52.61
Male	149	142	95.3	54.23
Female	127	126	99.21	50.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	188	96.91	49.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	61	96.83	59.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	113	96.58	36.28
English Learners	44	41	93.18	31.71
Students with Disabilities	50	46	92	41.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	269	97.46	44.24
Male	149	143	95.97	45.45
Female	127	126	99.21	42.86
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	189	97.42	39.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	61	96.83	52.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	114	97.44	31.58
English Learners	44	42	95.45	33.33
Students with Disabilities	50	46	92	23.91

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Each year, the Parent Teacher Association (PTA) fills a 10-seat executive board with an accompanying support group that runs the committees. Parents work closely with the school to promote school spirit. The PTA conducts fundraisers, plans social events and assemblies, runs the Reflections Program, puts together a yearbook, organizes reading incentives, supports Red Ribbon Day, and conducts outreach programs. PTA has overwhelmingly supported the reading and math program at Olita. Accelerated Reading was also purchased by the PTA to support the reading achievement of all students.

Parents attend Bingo Night, the carnival, auction, Family Night, skate nights, picnics, and field trips. They are kept apprised of school events through the monthly voice mail, weekly mailings, School Messenger and a monthly newsletter posted on our school web site. Parents also wear their Olita spirit shirts on Fridays and on field trips.

Parent speakers come to the classrooms and talk to the classes about their heritage, what they do for a living, or an interest or hobby. Parents cook foods from their culture to celebrate international holidays. We also have a group of parents who decorate the outside office windows with seasonal themes.

Parents are further involved in Student Study Team (SST) meetings, School Site Council (SSC), two parent conferences each year, as tutors in the classroom, assistants to the teacher, signing of assignment books, working as noon duty aides, plus intramural and physical education helpers.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

The learning environment reflects an academic focus and Olita maintains high expectations and standards for student achievement and behavior. Pride in the physical environment is stressed, and a safe and orderly campus is maintained. Olita's school programs help to provide a safe and appropriate learning environment for all students.

There are multiple and diverse opportunities for students to be recognized for their achievements, good behavior, and citizenship. Monthly awards assemblies provide a time for the entire school to celebrate the accomplishments of the Olita children. Student of the Month, Citizen of the Month, and Principal's List are just a few of the awards presented at the assembly.

A school-wide discipline program is in place. Behavioral expectations are communicated to students, parents, and support staff. Guidelines for behavior are reviewed with all students, posted in each classroom, as well as sent home to parents. A student referral system is in place to ensure student behavior is monitored and is fair and consistent. Students follow the district adopted dress code.

A comprehensive School Safety Plan has been developed where in case of disaster, all stakeholders know procedures and safety protocol expectations. Drills for fire and earthquake evacuation procedures are practiced regularly. Each classroom has a backpack filled with essential items needed in an emergency, such as attendance forms, accountability sheets, band-aids, and basic first aid items. A supply of water is on campus, and each student brings a bag of nonperishable food items to have in case of emergency. These are stored in each classroom. Staff has been assigned to teams of search and rescue, student release, first aid, and student supervision. We practice a full walk-through drill each year where the school simulates disaster procedures.

Visitors on campus are expected to check in at the office and wear an identification badge at all times while on campus. Our campus is secured throughout the school day. The staff helps to make the procedure for dismissal and pick-up of students safe.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.4	1.8	0.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	1.8	1.8
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	21	21		2	1	2	2	2			
1	29	25	22				2	2	3			
2	25	23	25				2	2	2			
3	26	23	30				3	3	2			
4	32	34	29				2		2		2	
5	34	33	33					1	1	2	1	1
6	27	28	26	1	1	1			2	2	2	2
Other	10		15	2		1						

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

Professional Development provided for Teachers

Our teaching staff is continually seeking ways to improve their skills and the instructional program. Teacher training priorities are identified each year, and teachers and administrators participate in District and school-level inservice programs. All elementary schools are provided one shortened day per week for site-based inservices related to specific school goals. All schools participate in annual August inservices, after-school inservices, and various conferences throughout the year.   All teachers have been GLAD trained and are using strategies in their classrooms throughout the year. In 2017, our district adopted English Language Arts curriculum. For grades Kindergarten through fifth, we adopted Journeys from Houghton Mifflin. In sixth grade, we adopted Study Sync by McGraw Hill. In 2014 Houghton Mifflin Go Math! was adopted along with Big Ideas for 6th grade. Textbooks and supplements are being used, along with the pacing guides designed by the publisher and Assistant Superintendent of Curriculum and Instruction. Presently, our teachers are ting trained in Thinking Maps. All teachers have been trained in Explicit Direct Instruction (EDI) through DataWorks and Project Based Learning (PBL).

Olita is implementing the ST Math program for students in kindergarten through fifth grade. We have also adopted a web-based reading program called Lexia. Along with Lexia, we are using their Reading Plus program in grades three through six.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,638	$47,034
Mid-Range Teacher Salary	$84,158	$73,126
Highest Teacher Salary	$98,400	$91,838
Average Principal Salary (ES)	$109,517	$116,119
Average Principal Salary (MS)	$121,712	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$200,856	$178,388
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,181	$1,697	$6,8,78	$89,414
District	♦	♦	$7,148	$85,059
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-3.8	5.1
Percent Difference: School Site/ State			4.6	20.5

* Cells with ♦ do not require data.

Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures can include: tutoring, instructional aides, substitutes, instructional supplies, supplemental supplies, conferences, consultants, postage, non-capital equipment, and student field trips.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.