



Olita Elementary School

950 South Briercliff Drive • La Habra, CA 90631 • 562.902.4251 • Grades K-6

Krista Van Hoogmoed, Principal

kvanhoogmoed@ljsd.org

Olita.ljsd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.

Whittier, CA 90603

562.943.0211

www.ljsd.org

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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 Transitional Kindergarten through Sixth Grade with an enrollment of 451 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.

Sixteen percent of the parent community have graduate degrees, while 67% percent have some college background or college degree. Eleven percent of parents only hold a high school diploma.

The ethnic distribution of enrollment finds 67% of students Hispanic, 23% of students in the not Hispanic or Latino group, with 9% of our students in other ethnic groups. Six 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	39
Grade 1	62
Grade 2	72
Grade 3	51
Grade 4	73
Grade 5	68
Grade 6	75
Grade 7	1
Total Enrollment	441

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	2.0
Filipino	0.7
Hispanic or Latino	68.0
Native Hawaiian or Pacific Islander	1.4
White	22.9
Socioeconomically Disadvantaged	40.1
English Learners	9.3
Students with Disabilities	18.1
Foster Youth	0.2

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	16-17	17-18	18-19
With Full Credential	19	19	17
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olita Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	53.0	54.0	61.0	62.0	48.0	50.0
Math	44.0	52.0	54.0	53.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	31.4	21.4

* 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.

School Year 2017-18 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	263	254	96.58	53.94
Male	137	129	94.16	50.39
Female	126	125	99.21	57.60
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	182	177	97.25	51.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	60.34
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	97	96.04	43.30
English Learners	38	37	97.37	40.54
Students with Disabilities	42	33	78.57	24.24

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 2017-18 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	261	252	96.55	51.98
Male	137	129	94.16	51.16
Female	124	123	99.19	52.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	175	97.22	49.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	63.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	95	95.96	38.95
English Learners	38	37	97.37	43.24
Students with Disabilities	42	33	78.57	27.27

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 Fall Fun Fair, various family nights, 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, Reading and Math Clubs 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 with their ID ran through the Raptor system. All visitors and staff 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	2015-16	2016-17	2017-18
Suspensions Rate	1.8	0.6	2.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	21	16	2	1	3	2	2				
1	25	22	24				2	3	2			
2	23	25	27				2	2	3			
3	23	30	24				3	2	2			
4	34	29	32					2	1	2		1
5	33	33	32				1	1	2	1	1	
6	28	26	25	1	1	1		2		2		2
Other		15	14		1	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 being 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

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

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 <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,375	\$2,024	\$5,351	\$89,197
District	◆	◆	\$7,036	\$85,237
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-27.2	4.5
Percent Difference: School Site/ State			-28.4	15.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.