

Olita Elementary School School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Olita Elementary School	District Name	Lowell Joint School District
Street	950 South Briercliff Drive	Phone Number	562.943.0211
City, State, Zip	La Habra, CA 90631	Web Site	www.ljsd.org
Phone Number	562.902.4251	Superintendent	Dr. Patricia Howell
Principal	Kathy Jabuka	E-mail Address	webadmin@ljsd.org
E-mail Address	kjabuka@ljsd.org	CDS Code	19647666020200

School Description and Mission Statement

This section provides information about the school's goals and programs.

SCHOOL PROFILE

Olita 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 463 students. There are two special education classes on campus; one class for grades K-2, the other for grades 3-6. Grades one and two have classroom sizes of 20:1, while upper-grade classrooms have an average of 33 students. There are 23 teachers and 10 support staff.

Fourteen percent of the parent community have graduate degrees, while 63 percent, the majority of the parent population, have some college background or college degree.

The ethnic distribution of the enrollment finds 37.16% of students White, 43% Hispanic, 4.5% Asian, 2% African American, and 2.68% other. 1.5% of students in grades 4-6 have been identified as GATE students, while 11% 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.

Opportunities for Parental Involvement

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

Each year, PTA fills a 12-seat executive board with an accompanying 19 person 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, provides identification bracelets, organizes reading incentives, supports Red Ribbon Day, and conduct outreach programs. PTA has overwhelmingly supported the Wonder of Reading Library with a generous donation for the renovation and restocking of the library, slated to open during the 2009 school year. 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, Connect Ed and a monthly newsette. Parents also wear their Olita spirit shirts on Friday 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. We also have a group of parents who decorate the outside office windows with seasonal themes. Parents cook foods from their culture to celebrate international holidays.

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

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	60
Grade 1	62
Grade 2	55
Grade 3	74
Grade 4	49
Grade 5	71
Grade 6	73
Total Enrollment	444

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2 %	White (not Hispanic)	37.16 %
American Indian or Alaska Native	0.23 %	Multiple or No Response	10.36 %
Asian	4.5 %	Socioeconomically Disadvantaged	24 %
Filipino	2 %	English Learners	11 %
Hispanic or Latino	43 %	Students with Disabilities	5 %
Pacific Islander	0.45 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.3		3		30		3		29		3	
1	22	2	1		18.3	3			20	3		
2	22	2	1		24.8	1	3		20.3	2	1	
3	26		2		24		2		31		2	
4	34			3	37			3	23		3	
5	32.5		1	1	28.5		2		35.5			2
6	32		2		32.5		1	1	36.5			2
K-3	20	1							20	1		
4-8	31		1		30		1					

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive 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 student 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, Cafeteria Award, and Honor Roll 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.

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 safety patrol and staff help to make the procedure for dismissal and pick-up of students safe.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.8	4.1	0.9	5.9	6.1	5.1
Expulsions	0	0	0.7	0	0	0.1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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, reading center, 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, lounge, workroom, Reading Assistants' room, plus the multi-use and kitchen.

In 2002, two major additions were made to the primary and upper-grade playgrounds, with an expenditure of \$43,000.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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, as well as various conferences throughout the year. During the 2007-2008 school year all staff members were trained on Step Up to Writing strategies.

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 about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	21	21	20	139
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence			0	N/A

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments		0	
Vacant Teacher Positions		0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB 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	85.7 %	14.3 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	98.3 %	1.7 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adoption Date June 1997 K-6, May 2002 7-8	0
Mathematics	Adoption Date K-8 October 2001	0
Science	Adoption Date K-7 May 2002 Adoption Date 8th May 2007	0
History-Social Science	Adoption Date K-5 March 2001 Adoption Date 6-8 May 2007	0
Foreign Language		
Health	Adoption Date June 1997 K-6, May 2002 7-8	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---	\$5,062	\$63,795
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$58,519
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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 to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

School Improvement funds are allotted to pay for substitutes, instructional aides, a campus supervisor, conferences, supplemental books, instructional supplies, and fund the intramural program.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,564	\$38,159
Mid-Range Teacher Salary	\$70,514	\$59,148
Highest Teacher Salary	\$79,246	\$73,514
Average Principal Salary (Elementary)	\$98,736	\$91,903
Average Principal Salary (Middle)	\$101,473	\$95,855
Superintendent Salary	\$146,684	\$132,994
Percent of Budget for Teacher Salaries	43.5 %	41.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST 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).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	65	65	67	62	63	64	40	42	43
Mathematics	75	74	72	61	64	60	38	40	40
Science	23	28	55	32	41	49	27	35	38
History-Social Science				35	41	43	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	70	80	*	
Filipino	82	73	*	
Hispanic or Latino	58	64	46	
Pacific Islander				
White (not Hispanic)	75	80	67	
Male	62	70	60	
Female	70	73	50	
Economically Disadvantaged	52	63	42	
English Learners	47	58	*	
Students with Disabilities	40	40	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	58	44	53	59	58	55	41	42	42
Mathematics	69	60	69	72	69	67	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	42	50
Pacific Islander		
White (not Hispanic)	77	91
Male	47	69
Female	58	70
Economically Disadvantaged	32	47
English Learners	31	62
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	32

IX. Accountability

Academic Performance Index

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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	9	9	8
Similar Schools	8	9	8

API Changes by Student Group – Three-Year Comparison

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/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	22	-10	14	859
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	20	-22	12	822
Pacific Islander				
White (not Hispanic)	33	-1	18	893
Socioeconomically Disadvantaged	44	-44	67	804
English Learners	N/A			
Students with Disabilities	N/A			

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, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	