

# Ormondale Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Portola Valley Elementary
<b>Phone Number</b>	(650) 851-1777
<b>Superintendent</b>	Eric Hartwig
<b>E-mail Address</b>	<a href="mailto:ehartwig@pvsd.net">ehartwig@pvsd.net</a>
<b>Web Site</b>	<a href="http://www.pvsd.net">www.pvsd.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Ormondale Elementary
<b>Street</b>	200 Shawnee Pass
<b>City, State, Zip</b>	Portola Valley, Ca, 94028-7631
<b>Phone Number</b>	650-851-1777
<b>Principal</b>	Lynette Hovland, Principal
<b>E-mail Address</b>	<a href="mailto:lhovland@pvsd.net">lhovland@pvsd.net</a>
<b>Web Site</b>	<a href="http://ormondale.pvsd.net/cms/One.aspx">http://ormondale.pvsd.net/cms/One.aspx</a>
<b>County-District-School (CDS) Code</b>	41689816044283

*Last updated: 1/6/2017*

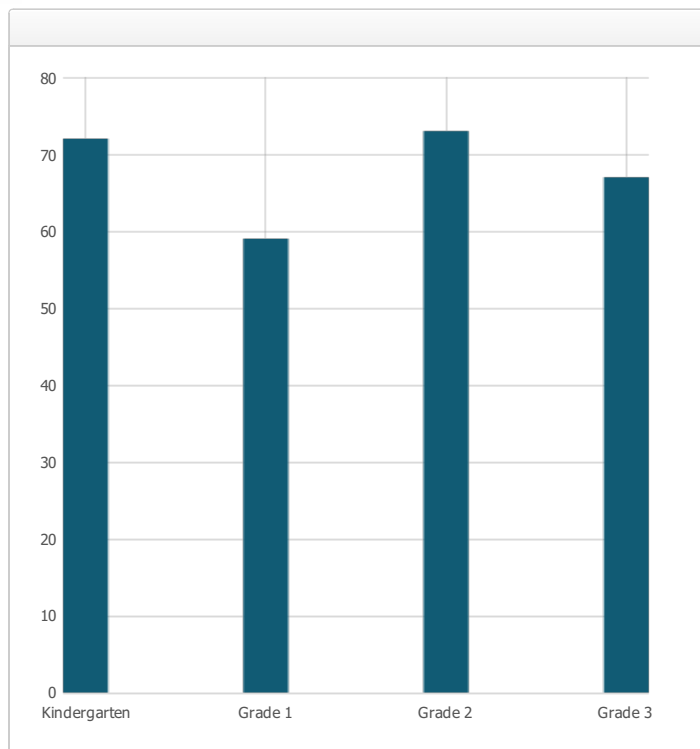
### School Description and Mission Statement (School Year 2016-17)

Ormondale (TK/K-3) is one of two schools in the Portola Valley School District. Curriculum is focused on the Common Core State Standards for California. Ormondale School is an excellent example of what can happen when community, parents, and school staff are tightly linked and aligned in their goal to provide an engaging learning environment for students. Ormondale is exemplified by its commitment to ensure that all students reach or exceed standards, have differentiated learning opportunities and an integrated curriculum, embrace character education and have technology thoughtfully integrated throughout the school day. We are an innovative learning community inspiring the hearts and minds of all our children. During the 2015-16 year, 271 students were enrolled at the school, with classes arranged on a traditional schedule calendar.

*Last updated: 1/6/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	72
Grade 1	59
Grade 2	73
Grade 3	67
<b>Total Enrollment</b>	<b>271</b>



Last updated: 1/6/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.0 %
Asian	4.8 %
Filipino	0.0 %
Hispanic or Latino	12.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	67.5 %
Two or More Races	10.3 %
Other	4.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.7 %
English Learners	4.1 %
Students with Disabilities	7.7 %
Foster Youth	0.0 %

Last updated: 1/6/2017

## A. Conditions of Learning

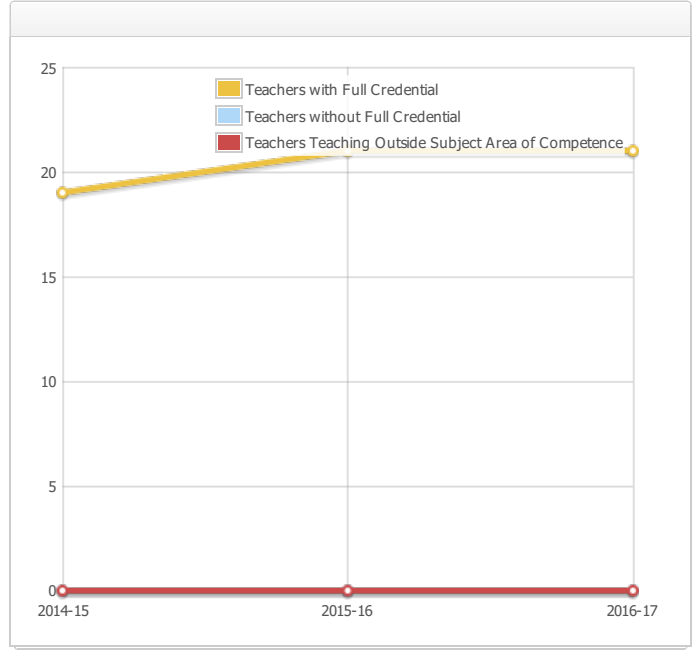
### State Priority: Basic

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

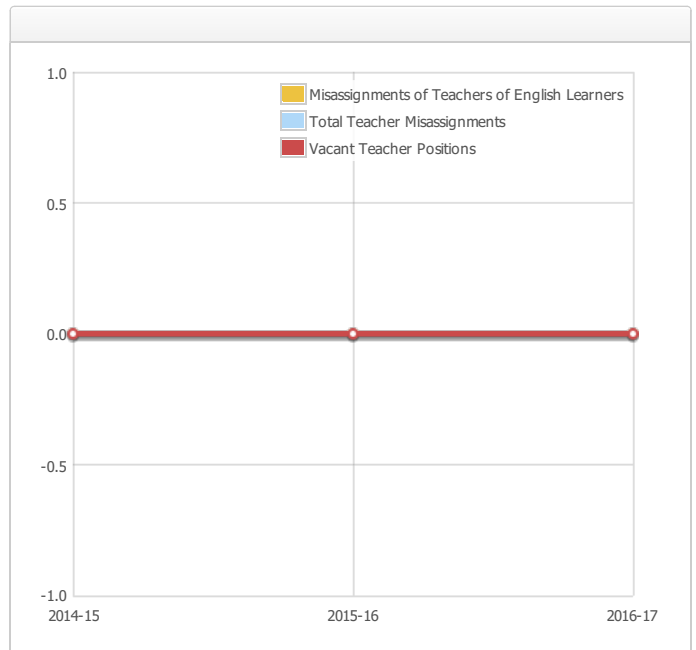
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	21	21	53
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/6/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/6/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic Literacy Place	Yes	0.0 %
Mathematics	Expressions Common Core, Houghton Mifflin Harcourt (K-5)	Yes	0.0 %
Science	Foss Science Kits, Standards Aligned	Yes	0.0 %
History-Social Science	Scott Foresman, Standards Aligned	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/6/2017*

## School Facility Conditions and Planned Improvements

Ormondale School was originally constructed in 1960 and is comprised of 17 classrooms, 1 art room, 1 music room, 1 flexible use room, 1 library, 1 staff lounge, 2 small playgrounds, 1 multipurpose room/gym, 1 library, 1 staff lounge, 2 computer labs, and 1 large playground/athletic field. Two local bond measures have allowed for a complete renovation of the campus. The renovation project was completed in the 2002-03 school year and brought two additional areas to the site: an administration/ kindergarten and a modernized library wing. Additional upgrades include complete renovation of all existing classrooms and playground areas.

**Cleaning Process:** The custodial staff (2 full-time) ensure that the school is maintained, providing a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district (PVSD policy #3500). A summary of these standards is available at the district office for review. **Maintenance and Repair:** District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

*Last updated: 1/6/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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*Last updated: 1/6/2017*

## 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	82.0%	83.0%	85.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	81.0%	88.0%	82.0%	83.0%	34.0%	36.0%

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.

*Last updated: 1/6/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	65	97.0%	81.5%
Male	29	27	93.1%	81.5%
Female	38	38	100.0%	81.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	41	95.4%	82.9%
Two or More Races	11	11	100.0%	90.9%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/6/2017*



**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/6/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	65	97.0%	87.7%
Male	29	27	93.1%	88.9%
Female	38	38	100.0%	86.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	41	95.4%	92.7%
Two or More Races	11	11	100.0%	90.9%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/6/2017*

## 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

## 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 2016-17)

Ormondale Elementary greatly benefits from its supportive parents who are actively involved. The school has a strong base of parent volunteers who participate in the classroom and chaperone field trips. In addition, many parents volunteer to help with reading, assistance in the computer lab, school office, and library. Parents are also welcome to join the Parent Teacher Organization (PTO), School Site Council (SSC), and Portola Valley Schools Foundation (PVSF). The school also benefits from several community partnerships, including one with the Town of Portola Valley. In addition, the school sponsors community wide activities such as the annual Turkey Trot and the Book Fair. The district-wide PTO is very active in volunteer work and parent education. Both the PTO and the SSC provide funding and resources to enhance the school and its programs, including funding for parent education forums, intervention programs, the Social Emotional Learning Program, school barbecues, and a variety of theme and spirit days. Parents or community members who wish to participate in Ormondale School's PTO and/or SSC leadership teams, school activities, or to become volunteers may contact the school office at: (650) 851-1777 x1551, or visit the District website at [www.pvsd.net](http://www.pvsd.net).

The Portola Valley Schools Foundation may be contacted at: (650) 851-1777 x3011, or by visiting the Foundation website at <http://pvschoolsfoundation.org>. The PVSF raises funds each year which are used to support the schools in a number of ways, including curriculum specialists and class size reduction.

### State Priority: Pupil Engagement

*Last updated: 1/6/2017*

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

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

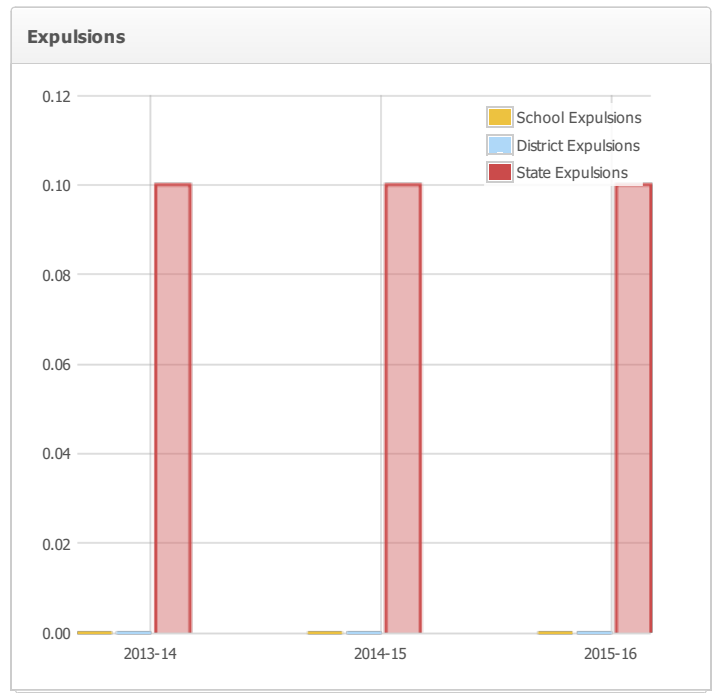
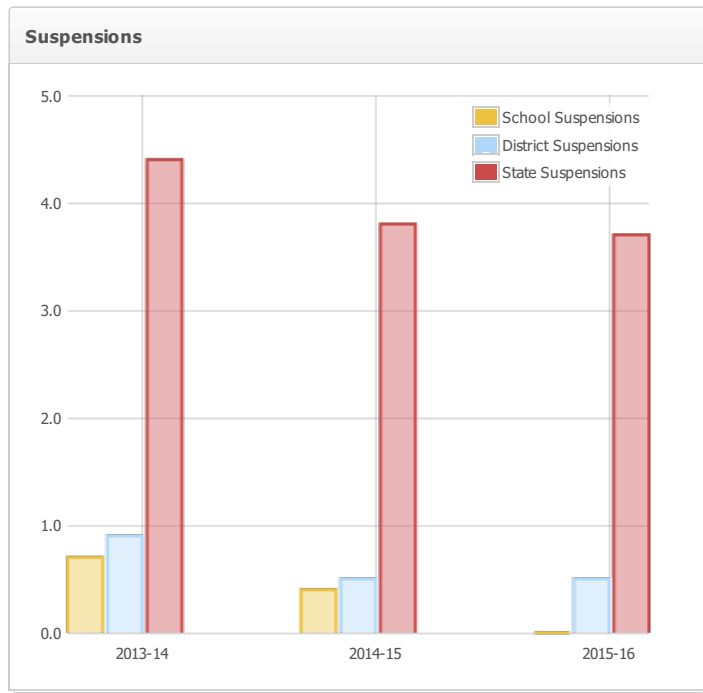
# State Priority: School Climate

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.7	0.4	0.0	0.9	0.5	0.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/6/2017

## School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern at Ormondale Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to emergency standards. The School Site Safety plan was last reviewed and updated in Fall 2016 by administration and school staff. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills, in partnership with the local emergency personnel, are conducted on a regular basis throughout the school year, with lockdown drills held as needed. Students are supervised before and after school by certificated staff, classified staff, and the principal. Classified staff and the principal supervise students during lunch. Parent volunteers assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must register with the school office.

Last updated: 1/6/2017

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	2	20.0	3		18.3	4				
1	22.0	0	3	20.0	2	1	19.6	3				
2	21.0	2	2	19.0	4		18.3	4				
3	18.0	4		21.0	1	3	16.5	4				
4												
5												
6												
Other												

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

Last updated: 1/6/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

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

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

Last updated: 1/4/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$20218.0	\$2249.0	\$17969.0	\$99612.0
District	N/A	N/A	\$17969.0	\$96292.0
Percent Difference – School Site and District	N/A	N/A	17599.0%	103.4%
State	N/A	N/A	\$5677.0	\$60985.0

Percent Difference – School Site and State	N/A	N/A	317.0%	163.0%
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Note: Cells with N/A values do not require data.

*Last updated: 1/6/2017*

## Types of Services Funded (Fiscal Year 2015-16)

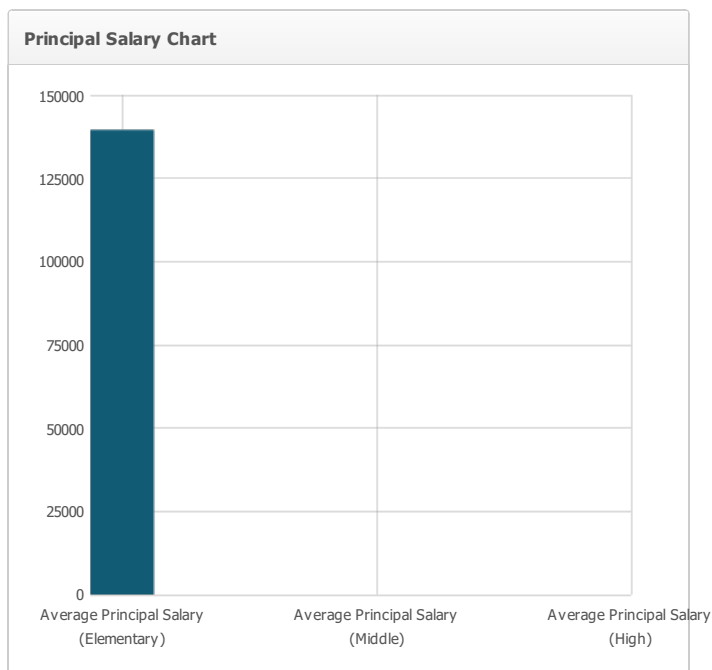
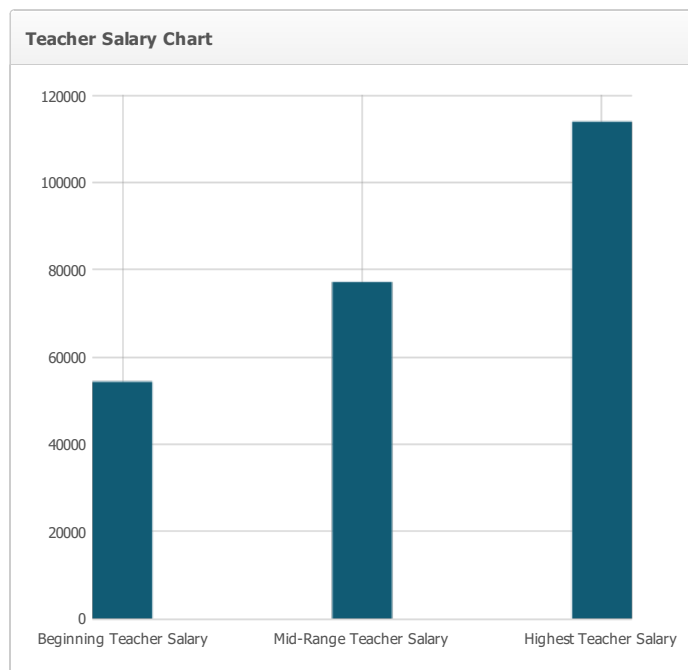
Ormondale provides English Language Development services for those students acquiring English. A credentialed teacher uses a pullout model to provide targeted instruction in reading, writing, listening, and speaking. In addition, kindergarten students are provided an afternoon club to enhance their academic needs. First through third grade students are provided Reading Recovery, Early Literacy Group, and Math Coach to assist with academics. Finally, students who qualify for special education services receive speech and language, occupational and physical therapy, adaptive physical education, resource, and behavior support from specialists.

Last updated: 1/4/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,310	\$41,085
Mid-Range Teacher Salary	\$77,152	\$59,415
Highest Teacher Salary	\$113,890	\$75,998
Average Principal Salary (Elementary)	\$139,546	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$185,000	\$116,069
Percent of Budget for Teacher Salaries	37.0%	33.0%
Percent of Budget for Administrative Salaries	9.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/5/2017

## Professional Development

The Portola Valley School District is dedicated to transformative professional development, as highlighted in the current strategic plan. Focus areas of professional development are aligned to two areas of the Strategic Plan -- Develop Passionate Learners, and Nurture Connected and Contributing Global Citizens. The District provided ample professional development during the 2015-16 school year via District-approved outside professional development of choice, mandated site and District-wide trainings throughout the year, and job-embedded coaching. The District provided one day of professional development at the beginning of the year focused on data-driven decision making and effective assessment delivery. Mid-year the District provided one more day focused on developing professional learning communities and discussing student work. Staff members build teaching skills and concepts by participating in District workshops throughout the year, and sharing their experiences and knowledge with District colleagues. Site-based training included project-based learning, STEM-based instruction, technology integration, differentiation, universal design and assessment delivery as well as new math curriculum training for the middle school math teachers and Next Generation Science



Standards support for all science teachers. Job-embedded coaching was provided on an ongoing weekly basis in literacy for grades K-5.

The 2015-16 school year concluded with a comprehensive 5-day District organized symposium focused on building transformative approaches to teaching and learning. Approximately 80% of District teachers participated. A similar event will be held at the conclusion of the 2016-17 school year.

In summary, the District dedicated two days to District and site level professional development. Topics during the 16-17 school year will include effective content delivery strategies, technology integration, and differentiation.

*Last updated: 1/6/2017*