

Portola Valley School District Ormondale School

Grade K through Three

A California Distinguished School * A National Blue Ribbon School

School Accountability Report Card

2006-2007

School Profile

Ormondale Elementary is one of 2 elementary/middle schools in the Portola Valley School District. Curriculum is focused on California state standards. 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 ensuring that all students reach or exceed standards, have differentiated learning opportunities and an integrated curriculum, embrace character education and have access to technology. The Ormondale community is committed to preparing students who will become values-driven, community-oriented leaders who love learning, seek knowledge, develop ideas, find answers, and give back to their families, their communities, and the world at large.

During 2006/07, 326 K-3rd grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Principal's Message

At Ormondale, we are focused on students and committed to excellence in all we do. The Ormondale community recognizes the importance of an environment that promotes intellectual, personal, and social growth, equipping our children to succeed in an ever-changing world. Our dedicated staff works tirelessly to deliver rigorous yet engaging activities for students. We invite parents and the community to partner with us in our quest to create 21st century learners.

-- Jennifer Warren, Principal

Contact Information

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 x1151, or visit the District website at <http://www.pvsd.net>.

The Portola Valley Schools Foundation may be contacted at (650) 851-1777 x3011, or by visiting the PV Schools Foundation website at <http://pvschoolsfoundation.org>.

Governing Board Members

During the 2006/07 school year, the Portola Valley School District was governed by the following Board of Trustee members: Don Collat, Donna Carano, Teresa Godfrey, Karen Jordan and Ray Villareal.

School Leadership

Leadership at Ormondale Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 20 years, leadership duties were assumed by Principal Eva Gal. Principal Gal has 33 years of experience in education with positions as teacher, counselor, and principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Single Plan for Student Achievement, Language Arts, Math, and Science.

Parent Involvement

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 and assist 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 with the Town of Portola Valley. The school also sponsors community-wide activities such as the annual Turkey Trot.

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 classroom paraeducators, parent education forums, Safety Net programs, the Social-Emotional Learning Program, school barbeques, and a variety of theme and spirit days. The PVSF raises funds each year which are used to support the schools in a number of ways, including specialists and class size reduction.



Student Enrollment by Ethnic Group

2006-07	%
African American	1.9
American Indian	0.0
Asian	4.6
Caucasian	81.5
Filipino	0.0
Hispanic	7.4
Pacific Islander	0.0
Multiple or No Response	4.6

Enrollment by Grade

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	73	69	86
1st	79	78	76
2nd	82	84	81
3rd	77	83	81

Enrollment by Program

During the 2006/07 school year 326 students were enrolled at Ormondale Elementary, of which 11% were students with disabilities, 1% were English Learners, and 9% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraeducators. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms containing:								
				1 - 20 Students			21 - 32 Students			33+ Students		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
K	18	17	22	4	4	0	0	0	4	0	0	0
1st	20	20	19	4	4	4	0	0	0	0	0	0
2nd	20	21	20	4	5	4	0	0	0	0	0	0
3rd	19	19	21	4	5	4	0	0	0	0	0	0
Avg. K-3rd	19	19	20									

Class Size Reduction

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Ormondale Elementary began implementing CSR for grades kindergarten through three in 1996-1997.

Discipline and Climate for Learning

Students at Ormondale Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Ormondale discipline program is to promote a safe and welcome environment for learning. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook and an information packet which is sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, and as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Homework Club, Breakfast Club, Chess Club, and After School Spanish and Mandarin classes. Ormondale School recognizes and celebrates the achievements and successes of all students and staff on a regular basis. Students are occasionally recognized for their achievements during assemblies and by their classroom teachers.

Suspensions & Expulsions

	Ormondale			District*		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1	2	1	10	15	14
Suspension Rate	0.003%	0.006%	0.003%	1.480%	2.200%	2.060%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* District numbers are for entire district

Instructional Time (Includes Shortened Days)

For the 2006/07 school year, Ormondale School offered 180 days of instruction, comprised of 153 regular days, 10 shortened days utilized for parent/teacher conferences, and 15 shortened Wednesdays. Two additional shortened days occurred: one on the day prior to Winter Break and another on the final day of school. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes by Grade Level

	Minutes Required	Actual Minutes
K	36,000	44,880
1st	50,400	53,880
2nd	50,400	53,880
3rd	50,400	53,880

Instructional Materials

The Portola Valley School District held a Public Hearing on October 4, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District Revenue Sources

As a Basic Aid school district, the District receives the bulk of its financial support from local property taxes. Such taxes account for 70% of all District revenue. Federal and State categorical program revenue account for 9% of all revenue. Annual contributions from the Portola Valley Schools Foundation reflect 8% of all revenue and other local revenue, including the Parcel Tax, accounts for the remaining 13%.

District Expenditures (Fiscal Year 2006-2007)

Portola Valley Elementary School District spent an average of \$14,512 to educate each student in the 2006/07 school year:

District:

Total dollars expended: \$9,545,872

Dollars expended per student (ADA): \$14,512

State of California:

Districts in the same category (Elementary)

Dollars expended per student (ADA): \$6,897

All Districts:

Dollars expended per student (ADA): \$7,127

Detailed information regarding expenditures may be found at the CDE website at:
<http://www.cde.ca.gov/ds/fd/ec/documents/currentexpense0405.xls>

Safe School Plan

Safety of students and staff is a primary concern of Ormondale Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in September 2006 by the School Safety Committee. 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 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.

Curriculum Development

All curriculum development in the Portola Valley School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Superintendent to align with the state standards, district goals, and the statewide assessment program. During 2006/07, there were no changes to the curriculum.

District-Adopted Textbooks

	Subject	Publisher	Adoption Year	Sufficient
K - 3	History/ Social Studies	Scott Foresman - Standards Aligned	2006	Yes
K - 3	Mathematics	Everyday Math	2002	Yes
K - 3	Reading/ Language Arts	Scholastic Literacy Place	1998	Yes
K - 3	Science	Foss Science Kits - Standards Aligned	2007	Yes



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. For the Statewide Rank score, schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). For Similar Schools Rank, schools receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results							
All Students	Base			Growth			
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	
API Score	940	949	941	API Growth Score	949	943	936
Growth Target	A	A	A	Actual Growth	9	-6	-5
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	10				
Subgroups							
Caucasian							
Base API Score	946	965	969	API Growth Score	965	972	954
Growth Target	A	A	A	Actual Growth	19	7	-15

A = Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- API as an additional indicator.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacement of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Ormondale			District	
Made Overall AYP	YES		YES	
Met AYP Criteria	English- Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results		Yes		Yes
Graduation Rate		N/A		N/A

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT-6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	3rd Grade			3rd Grade		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
All Students						
Ormondale	91	77	87	96	91	87
PVSD	91	77	87	96	91	87
California	36	37	38	55	55	56
Males						
Ormondale	91	75	83	94	93	85
PVSD	91	75	83	94	93	85
California	33	34	34	55	56	56
Females						
Ormondale	90	79	91	100	89	89
PVSD	90	79	91	100	89	89
California	40	41	41	54	55	56
Caucasian						
Ormondale	92	91	90	98	94	93
PVSD	92	91	90	98	94	93
California	58	60	59	71	72	72
Students with Disabilities						
Ormondale	91	*	73	91	*	80
PVSD	91	*	73	91	*	80
California	18	19	19	30	31	31

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup



Counseling and Guidance Services

It is the goal of Ormondale Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

CST (California Standards Test)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

CST (California Standards Test)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Math					
	2nd Grade			3rd Grade			2nd Grade			3rd Grade		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
All Students												
Ormondale	83	90	90	88	74	83	89	87	90	98	88	87
PVSD	83	90	90	88	74	83	89	87	90	98	88	87
California	42	47	48	31	36	37	56	59	59	54	58	58
Males												
Ormondale	79	89	89	83	75	83	95	89	94	96	91	87
PVSD	79	89	89	83	75	83	96	89	95	96	91	87
California	39	43	44	29	33	33	58	59	59	56	58	58
Females												
Ormondale	86	92	91	97	74	83	81	83	87	100	84	86
PVSD	86	91	91	97	74	83	81	83	87	100	84	86
California	45	50	53	35	39	41	55	57	58	54	56	57
Socioeconomically Disadvantaged												
Ormondale	62	*	*	*	*	*	77	*	*	*	*	*
PVSD	62	*	*	*	*	*	77	*	*	*	*	*
California	28	33	35	17	22	23	45	48	48	44	46	47
Caucasian												
Ormondale	90	94	91	90	87	88	96	91	93	97	94	91
PVSD	90	94	91	90	87	89	97	91	93	97	94	91
California	61	65	66	51	55	56	73	74	74	70	73	72
Students with Disabilities												
Ormondale	69	93	*	87	*	80	85	79	*	100	*	80
PVSD	69	93	*	87	*	80	85	79	*	100	*	80
California	19	23	23	13	16	16	33	34	34	29	31	31

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subject areas.

NCLB Compliant Teachers

	Core Academic Courses Taught by NCLB Compliant Teachers	Core Academic Courses Taught by Non-NCLB Compliant Teachers
Ormondale	100%	0%
PVSD	100%	0%
High-Poverty Schools in PVSD	N/A	N/A
Low-Poverty Schools in PVSD	N/A	N/A



Teacher Assignment

Portola Valley School District recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Ormondale Elementary had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

Substitute Teachers

The Portola Valley School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Ormondale Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Portola Valley Elementary School District offers programs to assist teachers, such as Beginning Teacher Support and Assessment (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 5.0 days to staff development annually for the past three years. Topics for staff development during the 2006/07 school year included: Step Up to Writing, Social Studies instructional materials orientation, investigative learning strategies, and technology integration.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the 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.

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2005-06 data in most cases.

Therefore, 2004-05 data are used for report cards prepared during 2006-07.

Teacher Credential Status

	Ormondale				District
	2004-05	2005-06	2006-07	2007-08	2006-07
	Fully Credentialed	24	25	24	24
Not Fully Credentialed	0	0	1	1	0
Working Outside Subject	0	0	0	0	0
Misassignments: Teachers of EL students	0	0	0	0	0
Total Misassignments	0	0	0	0	0
Vacant Teacher Positions	0	0	0	1	0

School Site Teacher Salaries

Average Teacher Salaries

Portola Valley School District

Ormondale: \$82,680

PVSD: \$81,953

School and State

All Elementary School Districts: \$52,375

Average Salary Information

Teachers -- Principal -- Superintendent

	2004-05	
	District	State
Beginning Teachers	\$45,764	\$35,546
Mid-Range Teachers	\$63,530	\$51,472
Highest Teachers	\$95,926	\$62,511
Elementary Principals	\$108,615	\$78,512
Middle School Principals	\$114,063	\$82,123
Superintendent	\$155,400	\$94,827

Salaries as a Percentage of Total Budget

Teacher Salaries	43.7%	38.9%
Administrative Salaries	7.8%	6.4%

School Facilities

Ormondale Elementary was originally constructed in 1960 and is comprised of 17 classrooms, 1 art room, 1 science room, 1 Spanish room, 1 multipurpose room/cafeteria/gym, 1 library, 1 staff lounge, 1 staff workroom, 1 computer lab, and 2 playgrounds. During the 2002-03 school year a three-year renovation of the campus was completed. The renovation produced two new buildings, an administration and Kindergarten building, as well as a modernized Library/media center and a new computer lab. In addition, all existing classrooms were completely modernized, new landscaping was added, and the playground was revamped.

Cleaning Process: The principal works daily with the custodial staff of 3 (3 full-time and 0 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. District maintenance and repair staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$26,500 for the deferred maintenance program. This represents less than 1% of the district's general fund budget. During the 2006/07 school year, the district's governing board approved deferred maintenance projects for the school, which included Slurry Sealing of playground and parking lot asphalt surfaces.

School Facility Conditions				
Overall Summary of School Facility Conditions: <i>Exemplary</i>				
Date of last inspection: 5/1/2007				
Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			N/A
Mechanical Systems	X			N/A
Windows/Doors/Gates/Fences (Interior and Exterior)	X			N/A
Interior Surfaces (Floors, Ceilings, Walls, Window Casings)	X			N/A
Hazardous Materials (Interior and Exterior)	X			N/A
Structural Damage	X			N/A
Fire Safety	X			N/A
Electrical (Exterior and Interior)	X			N/A
Pest/Vermin Infestation	X			N/A
Drinking Fountains (Inside and Outside)	X			N/A
Restrooms	X			N/A
Sewer	X			N/A
Roofs (Observed from the ground, inside and outside the building)	X			N/A
Playground and School Grounds	X			N/A
Overall Cleanliness	X			N/A

