

Ormondale Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Portola Valley Elementary
Phone Number	(650) 851-1777
Superintendent	Eric Hartwig
E-mail Address	ehartwig@pvsd.net
Web Site	www.pvsd.net

School Contact Information - Most Recent Year	
School Name	Ormondale Elementary
Street	200 Shawnee Pass
City, State, Zip	Portola Valley, Ca, 94028-7631
Phone Number	650-851-1777
Principal	Kevin Keegan
E-mail Address	kkeegan@pvsd.net
Web Site	http://www.pvsd.net/domain/16
County-District-School (CDS) Code	41689816044283

Last updated: 1/6/2016

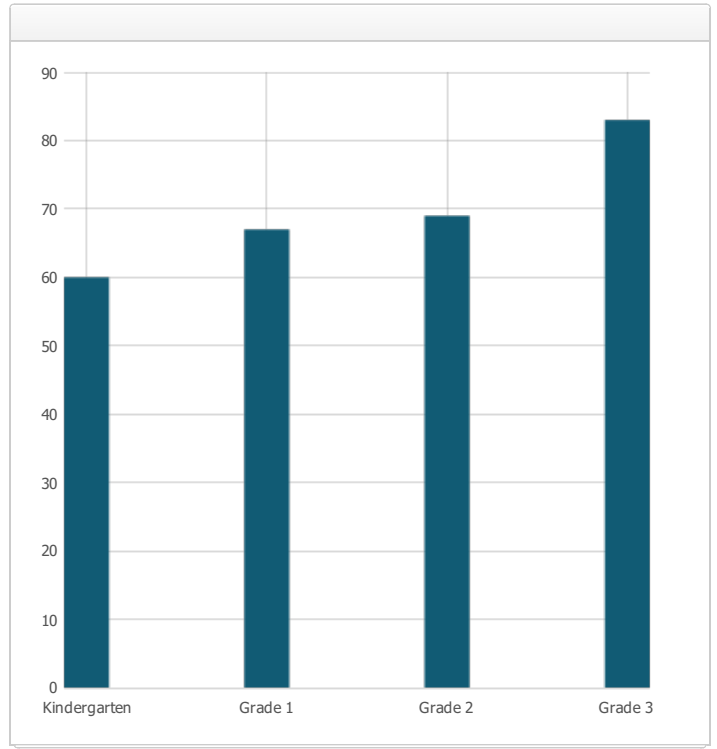
School Description and Mission Statement - Most Recent Year

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 2014-15 year, 279 students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Last updated: 1/7/2016

Student Enrollment by Grade Level (School Year 2014-15)

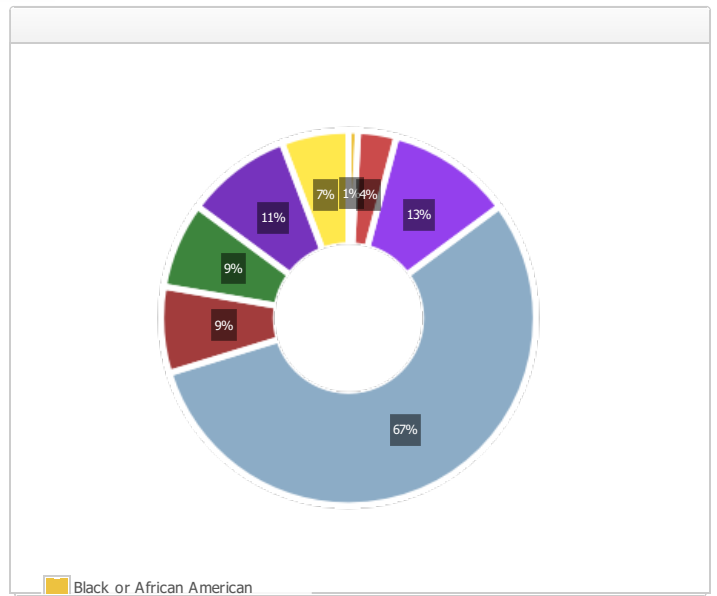
Grade Level	Number of Students
Kindergarten	60
Grade 1	67
Grade 2	69
Grade 3	83
Total Enrollment	279



Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.0 %
Asian	4.3 %
Filipino	0.0 %
Hispanic or Latino	13.6 %
Native Hawaiian or Pacific Islander	0.4 %
White	67.4 %
Two or More Races	9.0 %
Socioeconomically Disadvantaged	9.0 %
English Learners	11.5 %
Students with Disabilities	7.2 %
Foster Youth	0.0 %



- 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
- Foster Youth

Last updated: 1/6/2016

A. Conditions of Learning

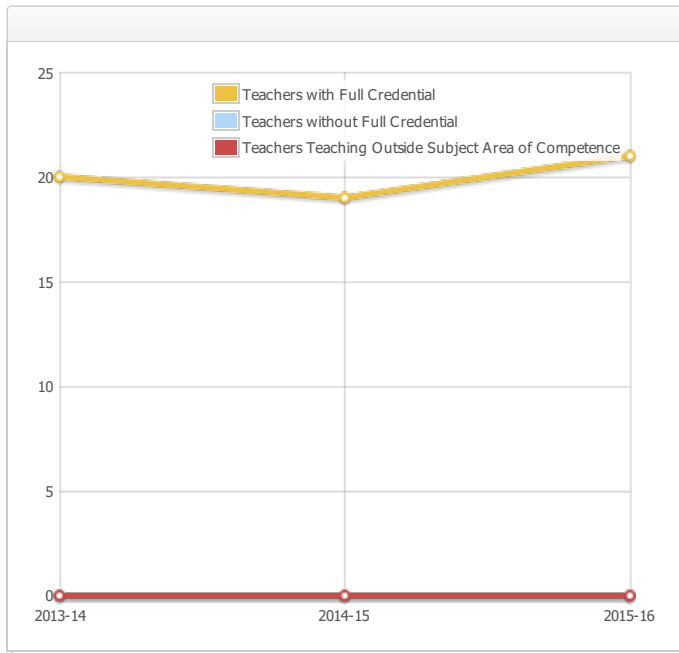
State Priority: Basic

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

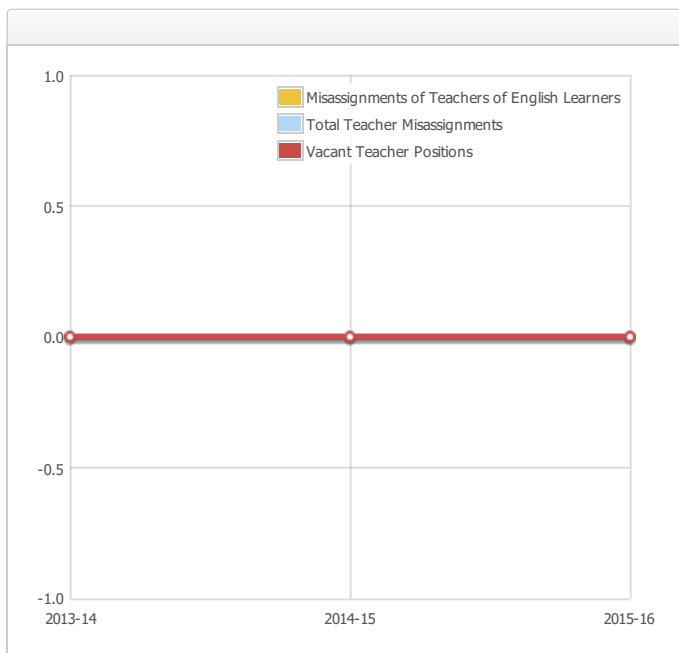
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	19	21	54
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	%
All Schools in District	100%	%
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	100%	%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic Literacy Place 1998	Yes	0.0 %
Mathematics	Scott Foresman - Envision Math (K) EveryDay Math (Grades 1-3)	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)	NA		0.0 %

Last updated: 1/6/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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, 1 computer lab, 2 playgrounds, and 1 multipurpose room/gym, 1 library, 1 staff lounge, 2 computer labs, and 1 large playground. 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: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

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	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 Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 1/6/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	77%	83%	44%
Mathematics (grades 3-8 and 11)	81%	82%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	84	100.0%	12.0%	11.0%	19.0%	58.0%
Male	84	45	53.6%	13.0%	7.0%	20.0%	60.0%
Female	84	39	46.4%	10.0%	15.0%	18.0%	56.0%
Black or African American	84	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	4	4.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	84	14	16.7%	36.0%	43.0%	14.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	59	70.2%	7.0%	3.0%	20.0%	69.0%
Two or More Races	84	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	84	9	10.7%	--	--	--	--
English Learners	84	12	14.3%	42.0%	42.0%	8.0%	8.0%
Students with Disabilities	84	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	84	100.0%	8.0%	11.0%	18.0%	63.0%
Male	84	45	53.6%	4.0%	11.0%	18.0%	67.0%
Female	84	39	46.4%	13.0%	10.0%	18.0%	59.0%
Black or African American	84	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	4	4.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	84	14	16.7%	36.0%	36.0%	7.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	59	70.2%	3.0%	3.0%	20.0%	73.0%
Two or More Races	84	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	84	9	10.7%	--	--	--	--
English Learners	84	12	14.3%	33.0%	25.0%	17.0%	25.0%
Students with Disabilities	84	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

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 areas of English, mathematics, and 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 - Most Recent Year

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.

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

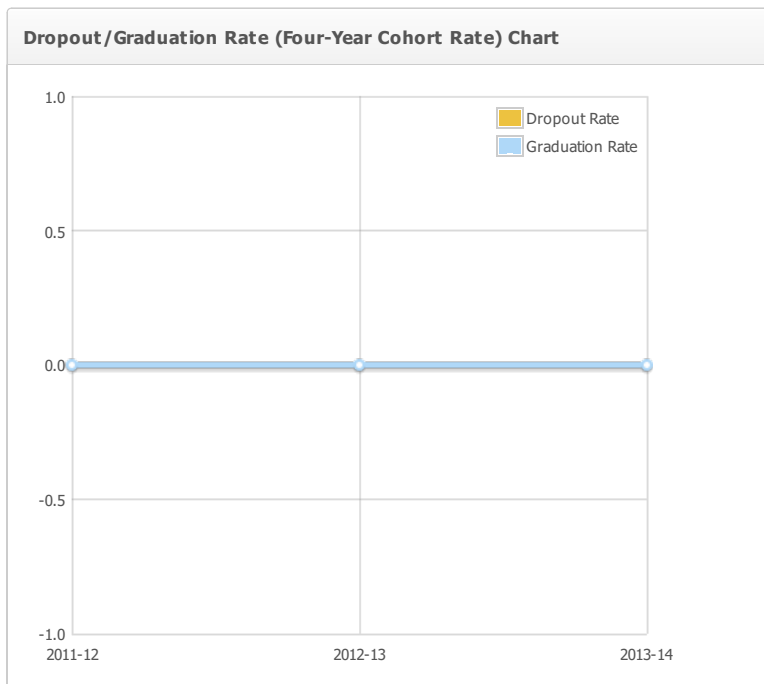
Last updated: 1/7/2016

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	%	%	%	%	%	%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	78.87	80.44	80.95



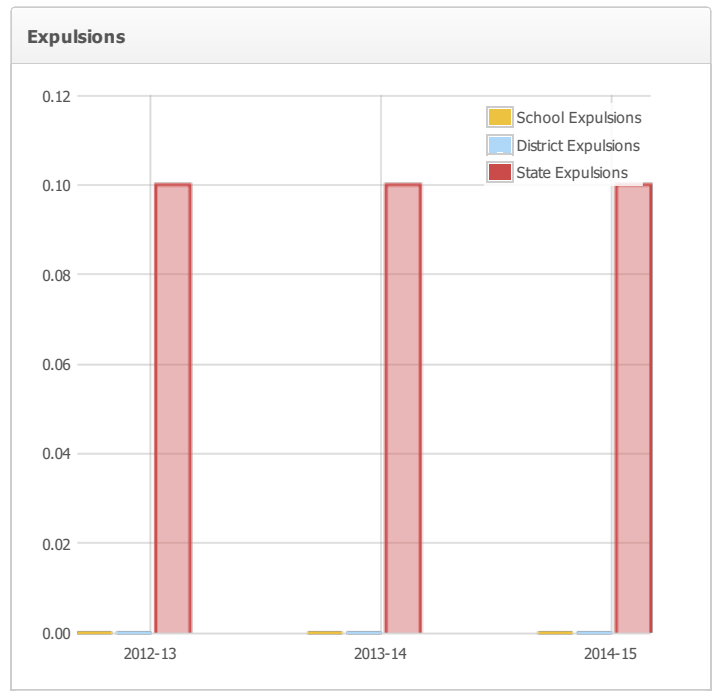
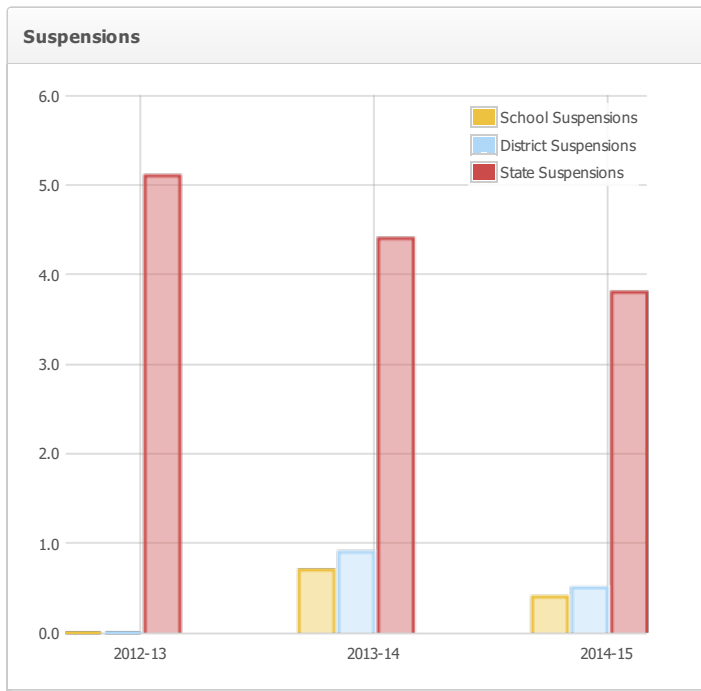
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.7	0.4	0.0	0.9	0.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/8/2016

School Safety Plan - Most Recent Year

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 2015 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: 1/6/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/7/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

Last updated: 1/7/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	21.0		3		20.0	1	2		20.0		3	
1	19.0	4			22.0		3		20.0	2	1	
2	22.0		3		21.0	2	2		19.0	4		
3	21.0	2	2		18.0	4			21.0	1	3	
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: 1/7/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor	0.0	271.0
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)	0.0	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: 1/7/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$19,580	\$2,118	\$14,462	--
District	N/A	N/A	\$18,154	\$98,125
Percent Difference – School Site and District	N/A	N/A	101.5%	103%
State	N/A	N/A	\$5,348	\$59,180
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/2016

Types of Services Funded (Fiscal Year 2014-15)

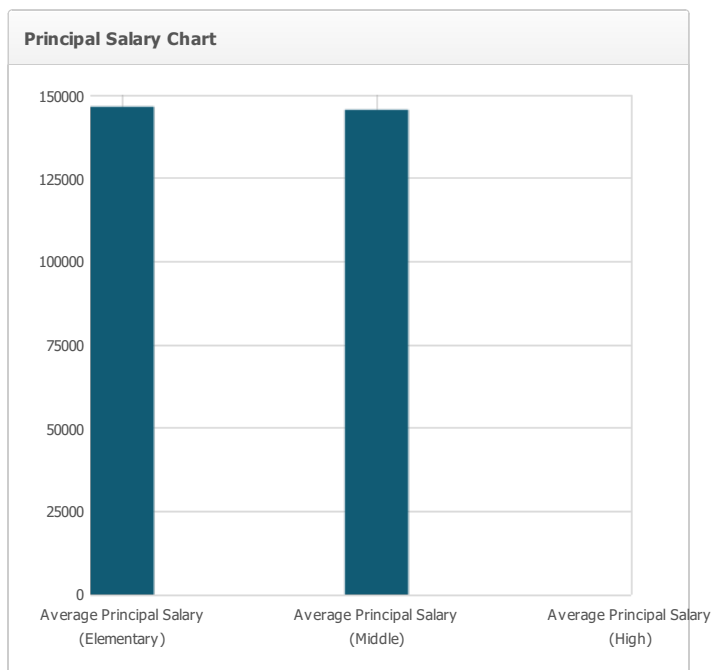
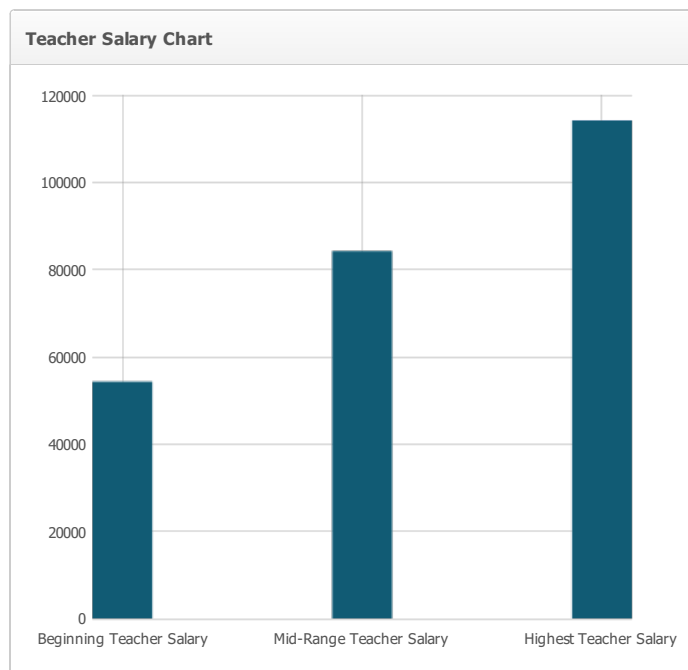
Ormondale provides English Language Development services for those students acquiring English. A credentialed teacher uses a pullout model to provide targeted instruction in reading, writing, listening, and speaking. In addition, kindergarten students are provided an afternoon club to enhance their academic 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: 1/7/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,310	\$39,948
Mid-Range Teacher Salary	\$84,245	\$57,401
Highest Teacher Salary	\$114,175	\$73,183
Average Principal Salary (Elementary)	\$146,487	\$94,578
Average Principal Salary (Middle)	\$145,565	\$97,400
Average Principal Salary (High)	\$	--
Superintendent Salary	\$183,000	\$112,657
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	10%	7%

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



Last updated: 1/7/2016

Professional Development – Most Recent Three Years

Staff members build teaching skills and concepts by participating in District workshops throughout the year, and sharing their experiences and knowledge with District colleagues. The District dedicated 2.0 days to District and site level professional development, and provided 1.0 teacher work day prior to the beginning of the school year. Topics during the 14-15 school year included effective content delivery strategies, technology integration, and differentiation.

Last updated: 1/7/2016