

# Ormondale Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information - Most Recent Year

School	
<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>	Mr. Kevin Keegan, Principal
<b>E-mail Address</b>	<a href="mailto:kkeegan@pvsd.net">kkeegan@pvsd.net</a>
<b>County-District-School (CDS) Code</b>	41689816044283

District	
<b>District Name</b>	Portola Valley Elementary
<b>Phone Number</b>	(650) 851-1777
<b>Web Site</b>	<a href="http://www.pvsd.net">www.pvsd.net</a>
<b>Superintendent First Name</b>	Lisa
<b>Superintendent Last Name</b>	Gonzales
<b>E-mail Address</b>	<a href="mailto:lgonzales@pvsd.net">lgonzales@pvsd.net</a>

*Last updated: 1/13/2015*

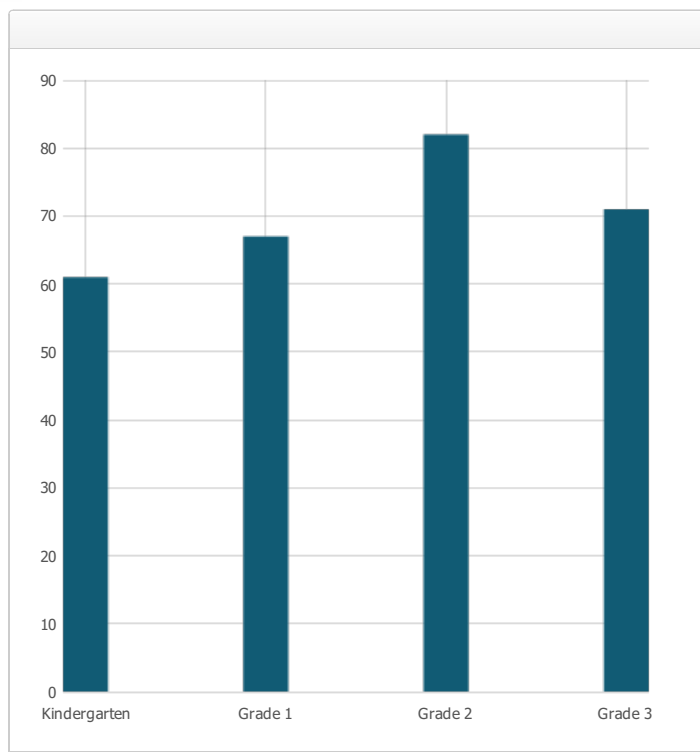
### School Description and Mission Statement (Most Recent Year)

Ormondale (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. The Ormondale community is committed to preparing students who will become values-driven, global citizens who love learning, seek knowledge, develop ideas, find answers, and who give back to their families and communities. During the 2012-13 year, 281 students were enrolled at the school, with classes arranged on a traditional schedule calendar.

*Last updated: 1/15/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

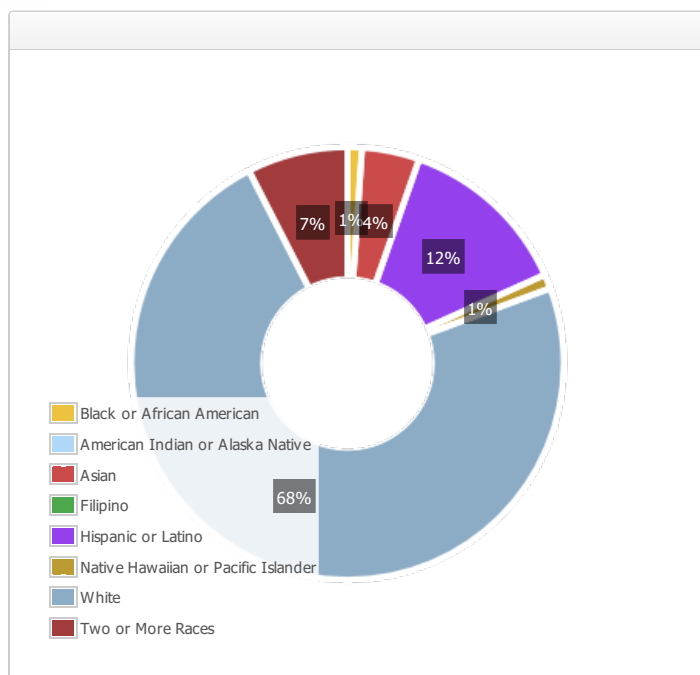
Grade Level	Number of Students
Kindergarten	61
Grade 1	67
Grade 2	82
Grade 3	71
Total Enrollment	281



Last updated: 1/13/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	4.6
Filipino	0.0
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	1.1
White	68.7
Two or More Races	7.5
Socioeconomically Disadvantaged	9.6
English Learners	7.8
Students with Disabilities	5.7



Last updated: 1/13/2015

## A. Conditions of Learning

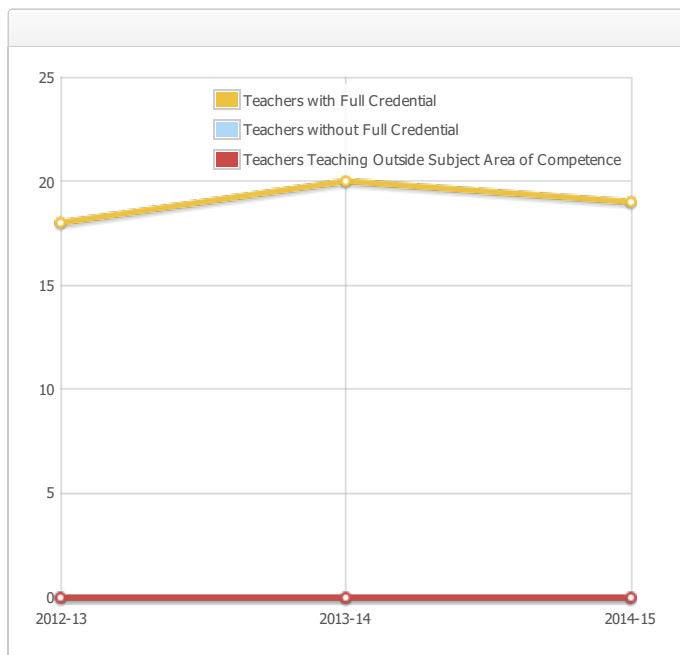
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

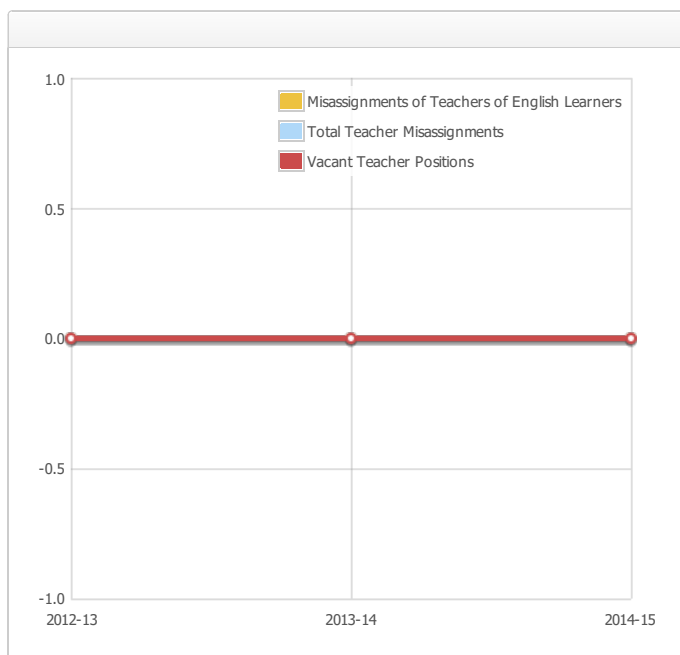
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	20	19	46
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/13/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/13/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	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: 1/13/2015*

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

Year and month in which data were collected: October 2014

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) 2010 EverDay Math (Grades 1-3)	Yes	0.0
Science	Foss Science Kits, Standards Aligned 2007	Yes	0.0
History-Social Science	Scott Foresman, Standards Aligned 2006	Yes	0.0
Foreign Language	NA		0.0
Health	NA		0.0
Visual and Performing Arts	NA		0.0
Science Laboratory Equipment (grades 9-12)	NA		0.0

*Last updated: 1/15/2015*

**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 new 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: 1/14/2015*

**School Facility Good Repair Status - Most Recent Year**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
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**

Overall Rating	Good
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*Last updated: 1/14/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	82%	86%	82%	88%	90%	85%	54%	56%	55%
Mathematics	91%	94%	87%	87%	88%	84%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	75%	81%	77%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/15/2015*

#### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	7	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

*Last updated: 1/15/2015*

#### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-20	18	-26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-30	12	-8
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/15/2015*



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (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 Parental Involvement State Priority (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 classroom para-educators, 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: 1/15/2015*

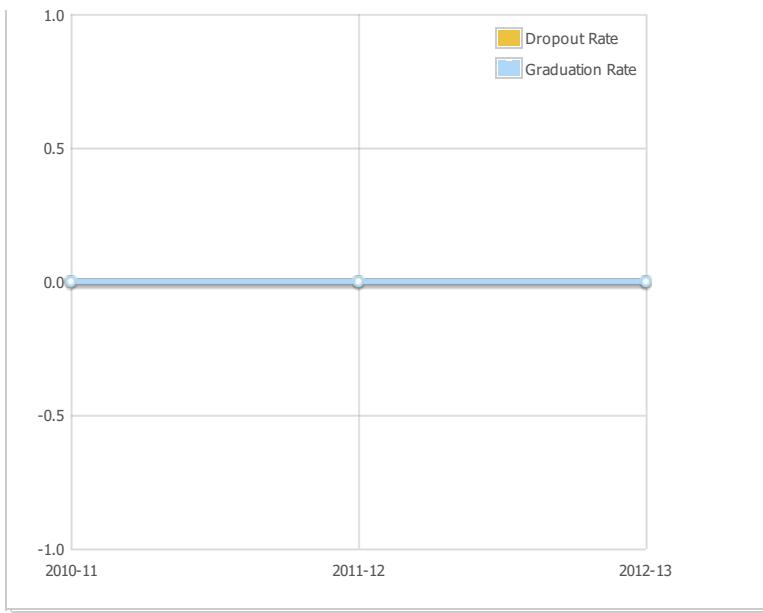
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0			
Graduation Rate	0	0	0	0	0	0	77.14	78.87	80.44

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



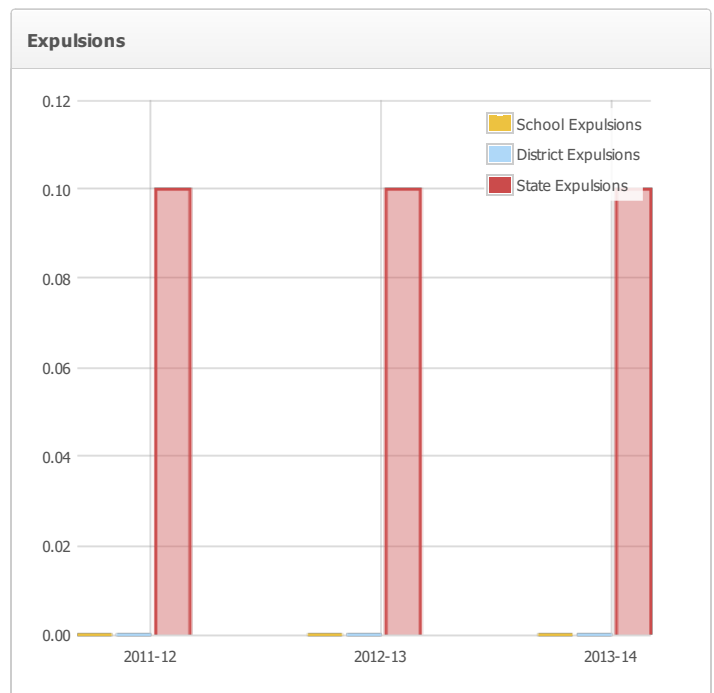
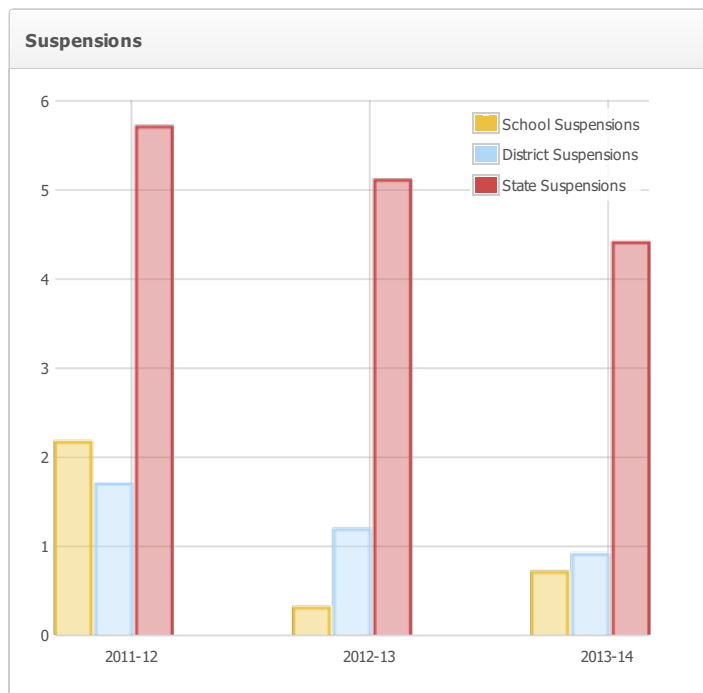
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.16	0.30	0.70	1.69	1.18	0.90	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

## 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 December 2014 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: 1/15/2015

## 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 2013-14)

AYP Criteria	School	District
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	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

*Last updated: 1/15/2015*

### Federal Intervention Program (School Year 2014-15)

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	0.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/15/2015*

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

Grade Level	2011-12				2012-13				2013-14			
	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	19.3	4	0	0	21.0		3		20.0	1	2	
1	20.3	3	0	0	19.0	4			22.0		3	
2	19.8	5	0	0	22.0		3		21.0	2	2	
3	21.3	6	0	0	21.0	2	2		18.0	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: 1/15/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	291.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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: 1/15/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13,280	\$1,523	\$11,757	\$93,089
District	N/A	N/A	\$16,349	\$94,836
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

*Last updated: 1/15/2015*

## Types of Services Funded (Fiscal Year 2013-14)

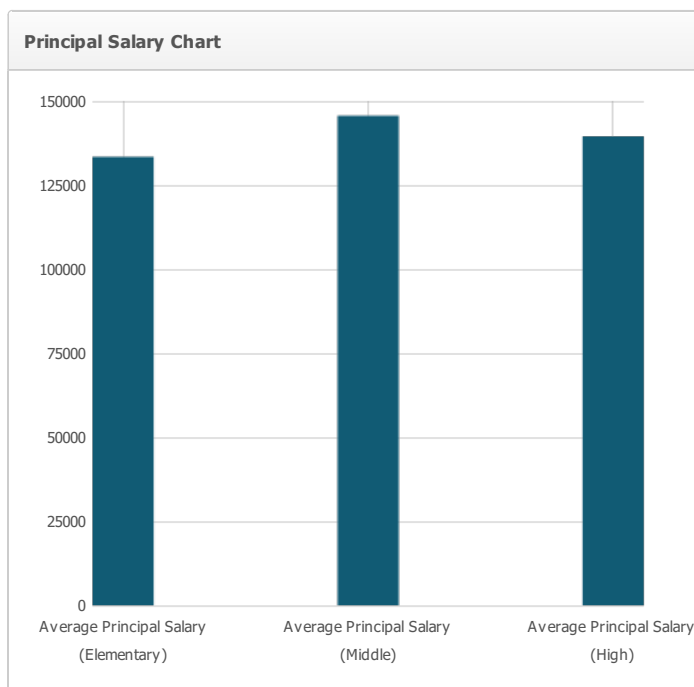
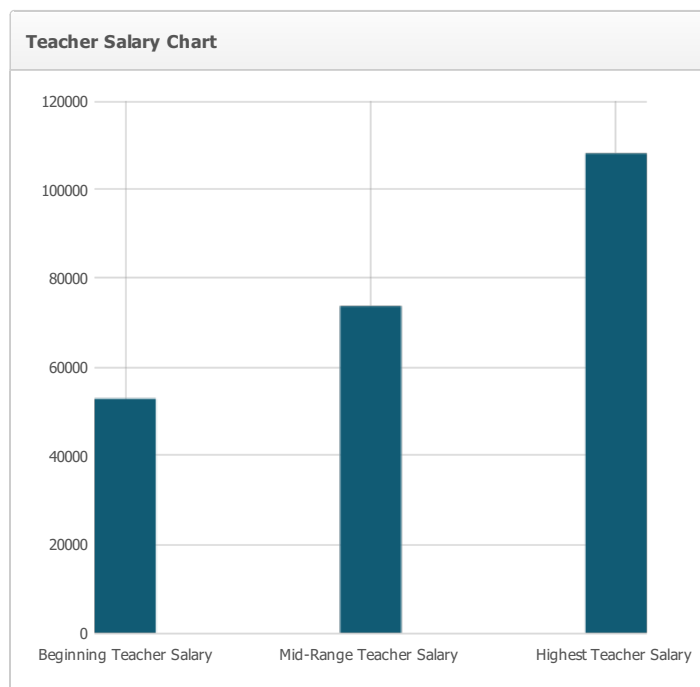
Ormondale provides English Language Development services for those students acquiring English. A credentialed teacher uses a pullout model to provide targeted instruction in reading, writing, listening, and speaking. In addition, kindergarten students are provided an afternoon club to enhance their academic 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: 1/15/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,844	\$38,970
Mid-Range Teacher Salary	\$73,750	\$56,096
Highest Teacher Salary	\$108,215	\$71,434
Average Principal Salary (Elementary)	\$133,429	\$91,570
Average Principal Salary (Middle)	\$145,656	\$97,460
Average Principal Salary (High)	\$139,542	\$99,544
Superintendent Salary	\$178,000	\$107,071
Percent of Budget for Teacher Salaries	40.0%	36.0%
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: 1/15/2015

## 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 2013-14 school year included effective content delivery strategies, technology integration, and differentiation.



*Last updated: 1/15/2015*