

# Ormondale Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

## Lynette Hovland, Principal

Principal, Ormondale Elementary

### About Our School

The mission and vision of our TK-3 school is to honor the developmental level of all students, celebrate and support the diversity of teaching and learning styles, provide an excellent educational program, foster joyful lifelong learning, and nurture a sense of respect, responsibility and compassion in our young learners. The Ormondale staff exemplifies its commitment to student achievement by ensuring that all students meet or exceed grade level standards, are provided differentiated learning opportunities, and an integrated curriculum with a focus on social emotional learning. You will see evidence of the pillars of the "Portola Valley School District Way" of Collaboration, Integrity and Respect in all of our classrooms.

### Principal's Comment

At Ormondale School we are committed to excellence in all that we do. The Ormondale community recognizes the importance of creating a learning environment that promotes intellectual, personal and social growth; equipping our children to succeed in an ever-changing world. Our dedicated staff delivers standards based instruction that emphasizes project based learning and rigorous and engaging activities and experiences for all of our students.

### Contact

Ormondale Elementary  
200 Shawnee Pass  
Portola Valley, CA 94028-7631

Phone: 650-851-1777  
Email: [hovland@pvsd.net](mailto:hovland@pvsd.net)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Portola Valley Elementary
<b>Phone Number</b>	(650) 851-1777
<b>Superintendent</b>	Roberta Zarea
<b>Email Address</b>	<a href="mailto:rzarea@pvsd.net">rzarea@pvsd.net</a>
<b>Website</b>	<a href="http://www.pvsd.net">www.pvsd.net</a>

School Contact Information (School Year 2019—20)	
<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>Email Address</b>	<a href="mailto:lhovland@pvsd.net">lhovland@pvsd.net</a>
<b>Website</b>	<a href="http://ormondale.pvsd.net/">http://ormondale.pvsd.net/</a>
<b>County-District-School (CDS) Code</b>	41689816044283

*Last updated: 12/19/2019*

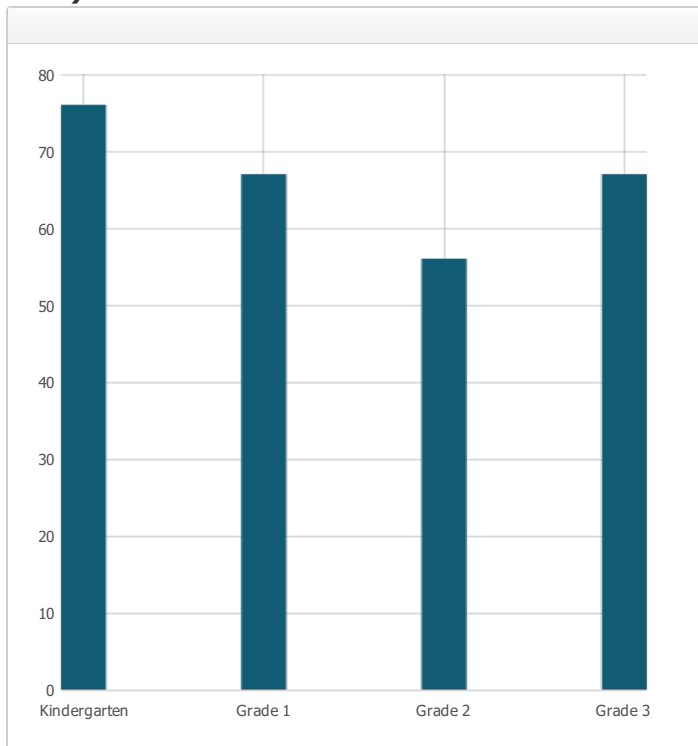
### School Description and Mission Statement (School Year 2019—20)

The mission and vision of our TK-3 school is to honor the developmental level of all students, celebrate and support the diversity of teaching and learning styles, provide an excellent educational program, foster joyful lifelong learning, and nurture a sense of respect, responsibility and compassion in our young learners. The Ormondale staff exemplifies its commitment to student achievement by ensuring that all students meet or exceed grade level standards, are provided differentiated learning opportunities, and an integrated curriculum with a focus on social emotional learning. You will see evidence of the pillars of the "Portola Valley School District Way" of Collaboration, Integrity and Respect in all of our classrooms.

*Last updated: 1/9/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	76
Grade 1	67
Grade 2	56
Grade 3	67
<b>Total Enrollment</b>	<b>266</b>



Last updated: 12/19/2019

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	0.40 %
Asian	5.30 %
Filipino	%
Hispanic or Latino	13.50 %
Native Hawaiian or Pacific Islander	%
White	65.40 %
Two or More Races	14.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	8.60 %
English Learners	4.90 %
Students with Disabilities	4.10 %
Foster Youth	%
Homeless	%

## A. Conditions of Learning

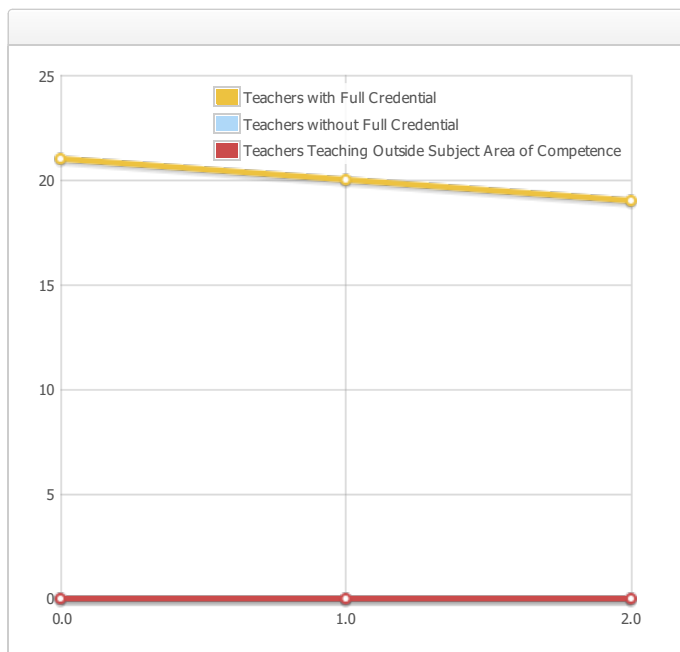
### State Priority: Basic

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

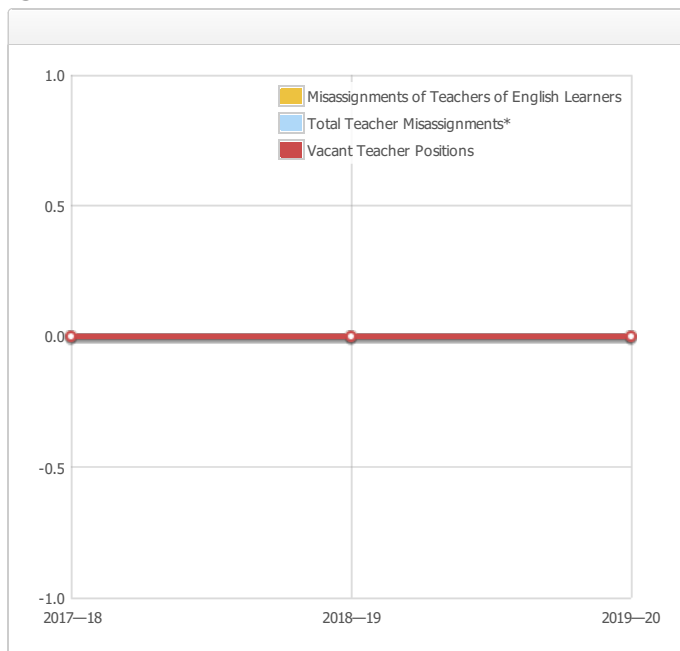
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	20	19	46
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/7/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic Literacy Place Reading & Writing Workshop Program Grades K-3 Heinemann Publishing (a division of Houghton Mifflin Harcourt) (2018)		0.00 %
Mathematics	Math Expressions Common Core, Houghton Mifflin Harcourt Grades K-3	Yes	0.00 %
Science	Foss Science Kits, Standards Aligned	Yes	0.00 %
History-Social Science	TCI Social Studies Alive! For California Grades K-3	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/10/2020

## School Facility Conditions and Planned Improvements

Some roofs, downspouts and gutters are in need of repair or replacement. Fascia throughout the campus needs to be repaired when exterior painting occurs. Carpet in most classrooms seem to be in fair shape, but are in need of a deep clean and possible replacement in the future. HVAC systems throughout the campus are nearly 20 years old and may be in need of replacement soon. Most system deficiencies are located in classrooms that will be demolished within the next two years. Play fields needs continued renovations to address trip hazards, bare areas, broad leaf and irrigation issues. Buildings are scheduled to be modernized within the next few years to address flooring, HVAC, fire alarm, clock bell paging and other systems throughout the campus.

*Last updated: 1/10/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC Systems are nearly 20 years old and require continual maintenance.
<b>Interior:</b> Interior Surfaces	Good	Some classrooms require a deep clean and new flooring.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Rat and Cricket infestation noted in a couple of classrooms. This issue is currently being addressed.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Restrooms require additional deep cleaning. Overall finishes are in good shape.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire Alarm is currently in supervisory trouble. Issue is scheduled to be repaired.
<b>Structural:</b> Structural Damage, Roofs	Fair	Low slope roof areas are nearing 20 years old. No noted leaks, but minor dry rot found on fascia. Scheduled to be addressed within the next two years.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Field has uneven areas. Windows in some classrooms are not operable. Field is now on a renovation schedule to improve overall safety and health of turf.

## Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Fair
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*Last updated: 1/10/2020*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	92.0%	82.0%	84.0%	87.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	92.0%	90.0%	85.0%	83.0%	38.0%	39.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/9/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	67	98.53%	1.47%	82.09%
Male	43	43	100.00%	0.00%	79.07%
Female	25	24	96.00%	4.00%	87.50%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	47	46	97.87%	2.13%	89.13%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/7/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00%	0.00%	89.71%
Male	43	43	100.00%	0.00%	90.70%
Female	25	25	100.00%	0.00%	88.00%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	47	47	100.00%	0.00%	93.62%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/7/2020*

# 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 school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Ormondale School greatly benefits from its supportive parent community. Our school has a strong base of active volunteers who participate in classroom activities, chaperone field trips, assist with lunch and recess duty as well as a host of other opportunities through participation in our Parent Teacher Organization (PTO), as well as the Portola Valley Schools Foundation (PVSF). Parents and community members who wish to volunteer may contact the school office at (650) 851-1777.

### State Priority: Pupil Engagement

*Last updated: 1/9/2020*

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.40%	0.00%	0.90%	3.20%	1.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/9/2020*

## School Safety Plan (School Year 2019—20)

The safety of students and staff is a priority at Ormondale Elementary. The School Site Safety plan is reviewed and updated annually to ensure that we comply with regulations pertaining to emergency standards following San Mateo County's Big 5 Protocols. The most recent review was August 16, 2019. Additionally, the principal and three staff members comprise the Ormondale Safety Committee and have received intensive training in the Big 5 Protocols at the San Mateo County Office of Education.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly, disaster drills are conducted quarterly and lockdown drills are practiced twice a year. These drills are conducted in partnership with local emergency personnel.

Students are supervised before and after school and during recess and lunch breaks by certificated staff, classified staff, and the principal. Parent volunteers assist with supervision during lunch and break periods. A clearly designated "drop-off and pick-up" route has been developed and parents and care-givers are frequently reminded about how to navigate through in a safe manner. It is the expectation that all visitors and volunteers first register in the school office to receive a Visitor Badge prior to beginning a volunteer shift or visiting a classroom or the campus in general. Signs indicating this requirement are posted throughout the campus.

*Last updated: 1/9/2020*

## 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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	2	1	
1	16.00	4		
2	16.00	4		
3	19.00	4		
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	4		
1	18.00	3		
2	20.00	3		
3	19.00	4		
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	1	3	
1	22.00		3	
2	19.00	3		
3	22.00		3	
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/9/2020

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	266.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/9/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	4.69

\*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: 1/10/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24949.84	\$4360.87	\$20388.08	\$108070.00
District	N/A	N/A	\$20540.47	\$105685.11
Percent Difference – School Site and District	N/A	N/A	0.74%	2.23%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	92.00%	50.00%

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

*Last updated: 1/9/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

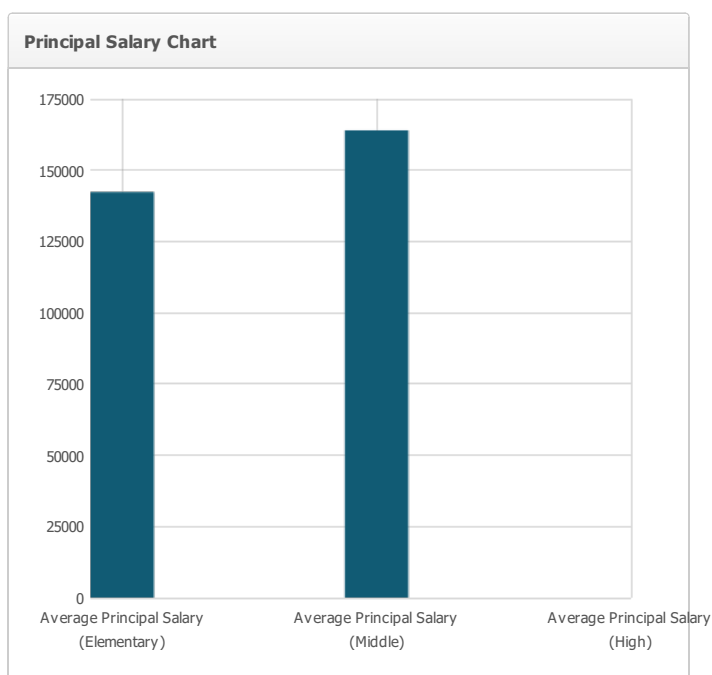
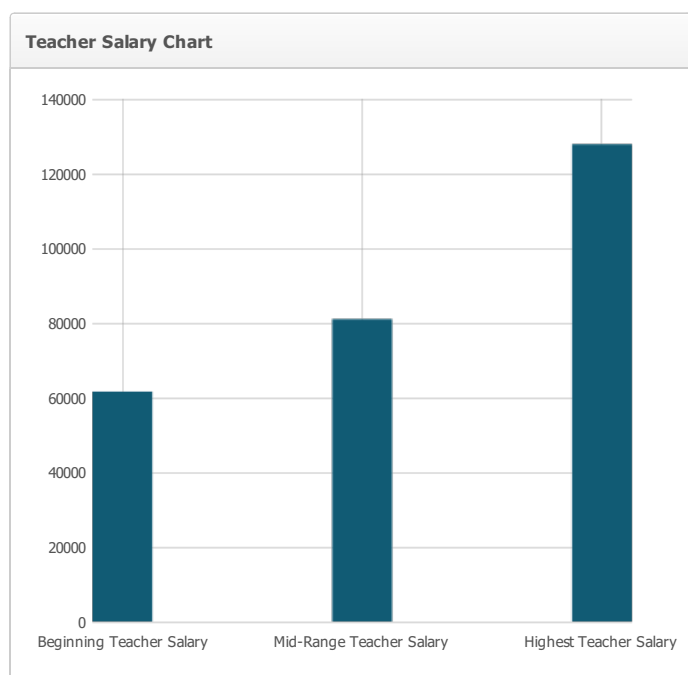
The Portola Valley School District does not receive substantial Federal or State grant funding; however the District is fortunate to have strong support from the local community in funding locally defined grants via the Portola Valley Schools Foundation (PVSF) and the Portola Valley Parent Teacher Association (PTO). These grants support 21st century learning, visual, audio, and performing arts, student physical and mental health; additionally, they align with the Districts' LCAP goals, helping to cultivate a safe learning environment for students and staff.

*Last updated: 1/9/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,608	\$45,252
Mid-Range Teacher Salary	\$81,055	\$65,210
Highest Teacher Salary	\$127,902	\$84,472
Average Principal Salary (Elementary)	\$142,380	\$107,614
Average Principal Salary (Middle)	\$164,010	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$225,000	\$124,686
Percent of Budget for Teacher Salaries	33.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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



Last updated: 1/9/2020

### Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/7/2020