

# Ormondale Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 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

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  
E-mail: [hovland@pvsd.net](mailto:hovland@pvsd.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Portola Valley Elementary
<b>Phone Number</b>	(650) 851-1777
<b>Superintendent</b>	Eric Hartwig
<b>E-mail Address</b>	<a href="mailto:ehartwig@pvsd.net">ehartwig@pvsd.net</a>
<b>Web Site</b>	<a href="http://www.pvsd.net">www.pvsd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Ormondale Elementary
<b>Street</b>	200 Shawnee Pass
<b>City, State, Zip</b>	Portola Valley, Ca, 94028-7631
<b>Phone Number</b>	650-851-1777
<b>Principal</b>	Lynette Hovland, Principal
<b>E-mail Address</b>	<a href="mailto:lhovland@pvsd.net">lhovland@pvsd.net</a>
<b>Web Site</b>	<a href="http://ormondale.pvsd.net/">http://ormondale.pvsd.net/</a>
<b>County-District-School (CDS) Code</b>	41689816044283

*Last updated: 12/17/2018*

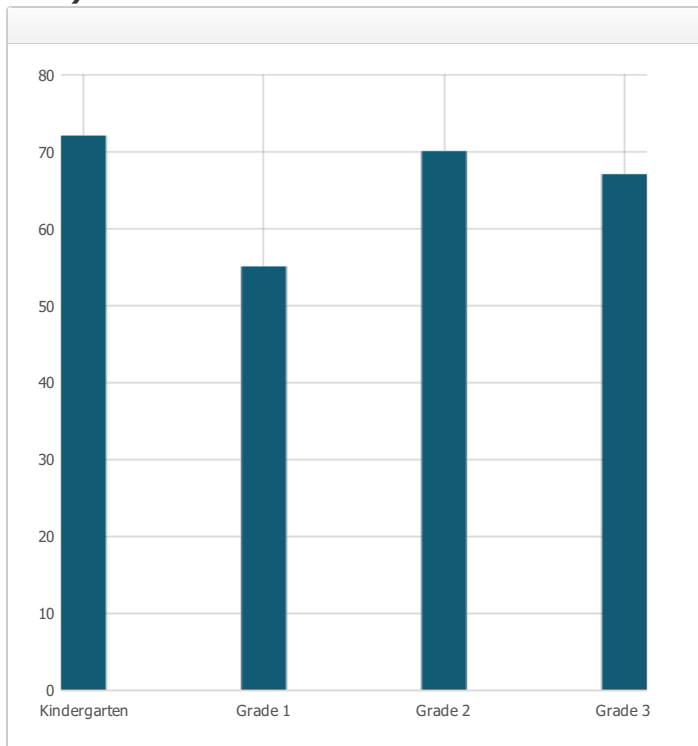
### School Description and Mission Statement (School Year 2018—19)

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: 1/9/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	72
Grade 1	55
Grade 2	70
Grade 3	67
<b>Total Enrollment</b>	<b>264</b>



*Last updated: 12/17/2018*

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	%
Asian	6.1 %
Filipino	%
Hispanic or Latino	12.5 %
Native Hawaiian or Pacific Islander	%
White	65.9 %
Two or More Races	14.4 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.1 %
English Learners	5.3 %
Students with Disabilities	6.1 %
Foster Youth	%

## A. Conditions of Learning

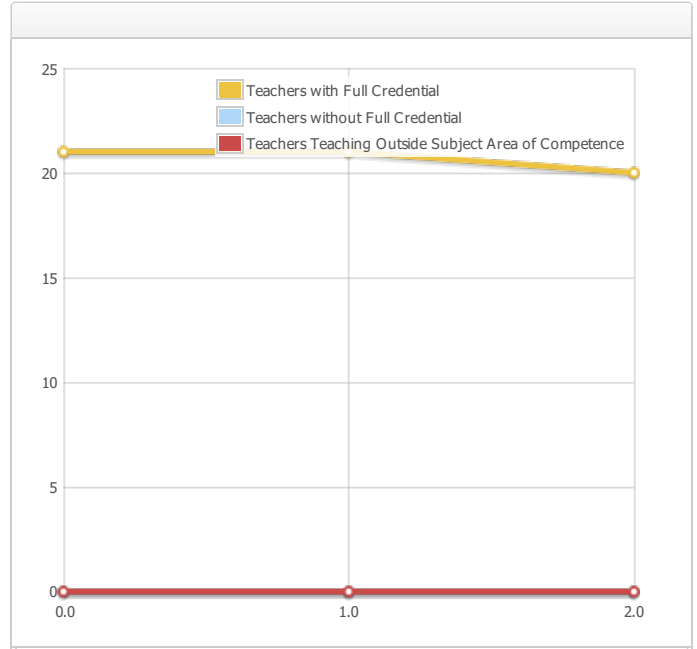
### State Priority: Basic

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

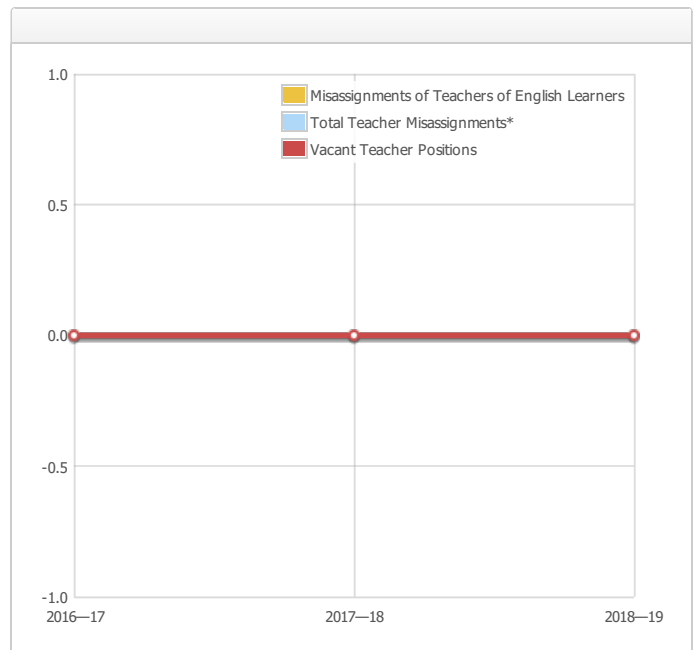
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	21	20	46
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/8/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Scholastic Literacy Place  Reading & Writing Workshop Program K-3 (2018) Heinemann Publishing (a division of Houghton Mifflin Harcourt)	Yes	0.0 %
Mathematics	Math Expressions Common Core, Houghton Mifflin Harcourt (K-3)	Yes	0.0 %
Science	Foss Science Kits, Standards Aligned		0.0 %
History-Social Science	Scott Foresman, Standards Aligned	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

## School Facility Conditions and Planned Improvements

Ormondale School was originally constructed in 1960. The campus is currently comprised of 17 classrooms, one each art room, music room, flexible use room, library, staff lounge, multipurpose room/gym, large playground/athletic field, two small playgrounds, and two computer labs. Two local bond measures allowed for a complete renovation of the campus during the 2002-03 school year and brought two additional areas to the site: an administration/ kindergarten and a modernized library wing. Additional more recent upgrades include a complete renovation of all existing classrooms and playground areas. Students are safe on Ormondale School grounds before, during, and after school. Ormondale has sufficient classroom, playground, and staff spaces to support teaching and learning.

The District uses the Facility Inspection Tool (FIT ), developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the District Office, or on the Internet at PVSD Facilities Master Plan. The Board approved the FIT report on December 6, 2017.

The Overall Rating for Ormondale School was 90.50% or "good."

While the condition of the school is generally good, some serious facility issues have been identified. These are being addressed in the recently started Facilities Master Plan process.

Ormondale employs two full-time custodians who help ensure that the school is clean, safe, and functional. 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 staff ensures that 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 are given to emergency repairs.

The Deferred Maintenance Program (DMP) became inoperative effective July 1, 2013. Since January 1, 2015, governing boards for all public school districts have complete control over deferred maintenance expenditures, earnings, and funds. School site building systems must be routinely and regularly maintained in order for the building(s) to function safely and adequately for school purposes. For the 2018-19, the District has a budget of \$583,000 for facilities upkeep and maintenance. The State requires a 3% of total general fund's expenditures. This amount represents 4% of the district's budget.

*Last updated: 1/11/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Mechanical/HVAC
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/11/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	85.0%	92.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	89.0%	92.0%	81.0%	85.0%	37.0%	38.0%

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: 1/8/2019*

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	63	98.44%	92.06%
Male	41	40	97.56%	90.00%
Female	23	23	100.00%	95.65%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	41	40	97.56%	95.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 1/8/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	63	98.44%	92.06%
Male	41	40	97.56%	92.50%
Female	23	23	100.00%	91.30%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	41	40	97.56%	95.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 1/8/2019*

## 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 2018—19)

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), and 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

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

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

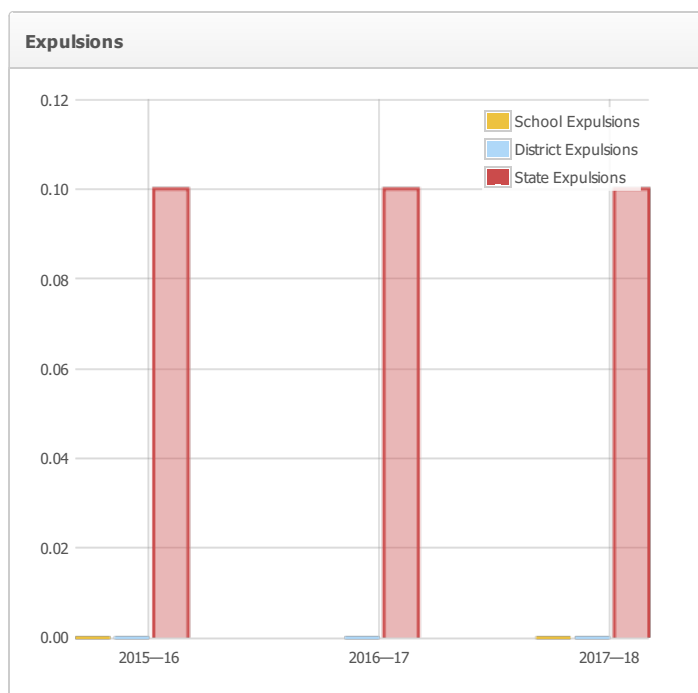
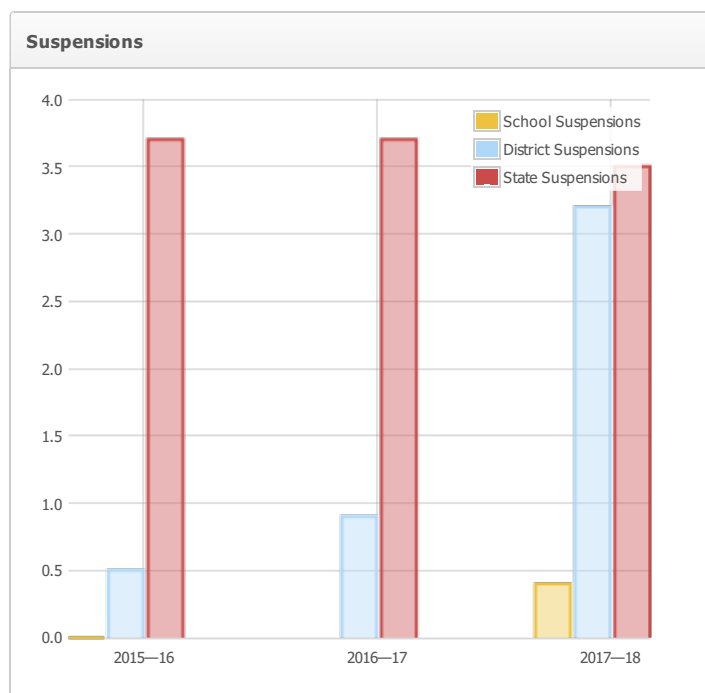
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	0.4%	0.5%	0.9%	3.2%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

## School Safety Plan (School Year 2018—19)

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 17, 2018.

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 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.

Last updated: 1/8/2019

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	4		
1	20.0	3		
2	18.0	4		
3	17.0	4		
4				
5				
6				
Other**				

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

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

### 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	20.0	2	1	
1	16.0	4		
2	16.0	4		
3	19.0	4		
4				
5				
6				
Other**				

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

\*\* "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	18.0	4		
1	18.0	3		
2	20.0	3		
3	19.0	4		
4				
5				
6				
Other**				

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

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

Last updated: 1/8/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.5	264.0
Counselor (Social/Behavioral or Career Development)	0.5	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	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.5	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: 1/8/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$15807.6	\$1234.0	\$14573.6	\$103065.6
District	N/A	N/A	\$26113.6	\$101106.6
Percent Difference – School Site and District	N/A	N/A	-42.0%	1.0%
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	45.0%	30.0%

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

*Last updated: 1/17/2019*

## Types of Services Funded (Fiscal Year 2017–18)

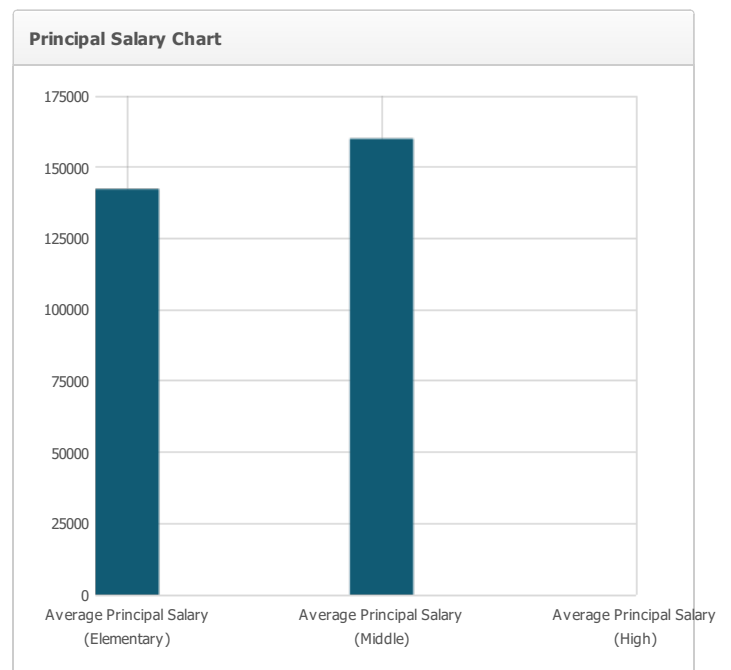
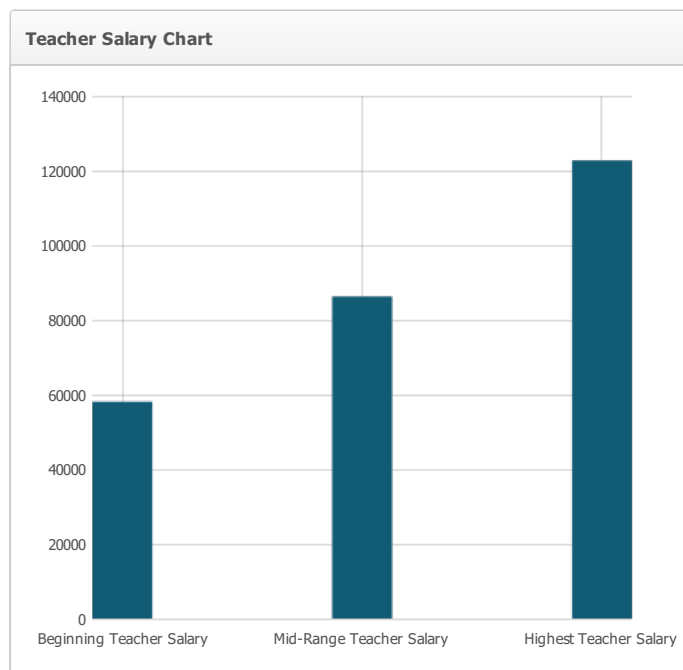
The Portola Valley School District does not receive substantial Federal or State grant funding; however the District is fortunate to have strong support from the local community in funding locally defined grants via the Portola Valley Schools Foundation (PVSF) and the Portola Valley Parent Teacher Association (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: 1/11/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,106	\$44,375
Mid-Range Teacher Salary	\$86,284	\$65,926
Highest Teacher Salary	\$122,729	\$82,489
Average Principal Salary (Elementary)	\$142,380	\$106,997
Average Principal Salary (Middle)	\$160,020	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	\$210,000	\$121,894
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Last updated: 1/10/2019

## Professional Development

The Portola Valley School District is dedicated to transformative professional development, as highlighted in the current Local Control Accountability Plan. Focus areas of professional development are aligned to all three areas of the Blueprint for Excellence -- Student Achievement, Climate, and Creative Hands-on Learning. In addition, statewide and local assessment data and surveys of stakeholders are used to determine major areas of focus annually.

The District provided ample professional development opportunities during the 2016-17 and 2017-18 school years via District-approved outside professional development choices, mandated site and District-wide trainings, and job-embedded coaching supported by our teacher leaders. District-wide training was offered three times per school year in August, October, and March. During 2016-17 the focus was on digital learning management systems, ongoing communication, meaningful homework programs, developing strategies to support student interests, and an overview of design thinking protocols and support to design effective lessons. The 2016-17 school year concluded with a voluntary, comprehensive 5-day District organized symposium focused on building transformative approaches to teaching and learning and instilling a growth mindset in all stakeholders. Approximately 90% of District teachers participated. In the 2017-18 school year, the



focus continued on using design thinking to spark curiosity in the content areas, infusing global citizenship within the existing curricula, curriculum-based training, and having a growth mindset around English Learners and other low performing sub-groups.

In 2018-19, the District has so far used professional development days to review data protocols, build on knowledge of lesson design, delve into student learning outcomes and engagement in collaborative teams, focus on executive functioning strategies for all students, and individualize instruction through educational technology programs. Work will continue later in the year with a focus on utilizing digital portfolios to showcase students work, equity training, and continued work with sparking curiosity and individualizing instruction.

The District also supports opportunities to attend conferences and workshops to build teacher knowledge on the latest strategies which are then shared with District colleagues in regularly scheduled site, department, and grade-level meetings. During the 2016-17 and 2017-18 school years, teachers had an opportunity to attend workshops focused on Reader's and Writer's workshop, attend local math consortium and San Mateo County articulation meetings, and discuss the latest educational technology initiatives through attendance at Illuminate, CUE, and ISTE annual conferences.

In summary, the District dedicated three days to District and site level professional development in 2016-2017 and 2017-18 and will do so again during the 2018-19 school year. Teachers will also continue to be supported through peer coaching and collaborative grade level and/or department time, and have opportunities to attend conferences that align with focus areas articulated in our Blueprint for Excellence.

*Last updated: 1/8/2019*