

Ormondale Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <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/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](#) 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, Ormondale Elementary

About Our School

At Ormondale School we are focused on students and are committed to excellence in all that we do. The Ormondale community recognizes the importance of an environment that promotes intellectual, personal and social growth, equipping our children to succeed in an ever-changing world. Our dedicated staff works tirelessly to deliver rigorous and engaging activities and experiences for our students.

The state of California has recognized the excellence and innovation at Ormondale by naming it a California Distinguished School numerous times. We are proud of this honor, yet continually strive to enhance our programs in order to meet the varied needs of our students.

Contact

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

*Phone: 650-851-1777
E-mail: hovland@pvcsd.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 (School Year 2017-18)	
School Name	Ormondale Elementary
Street	200 Shawnee Pass
City, State, Zip	Portola Valley, Ca, 94028-7631
Phone Number	650-851-1777
Principal	Lynette Hovland
E-mail Address	lhovland@pvsd.net
Web Site	http://ormondale.pvsd.net/
County-District-School (CDS) Code	41689816044283

Last updated: 1/4/2018

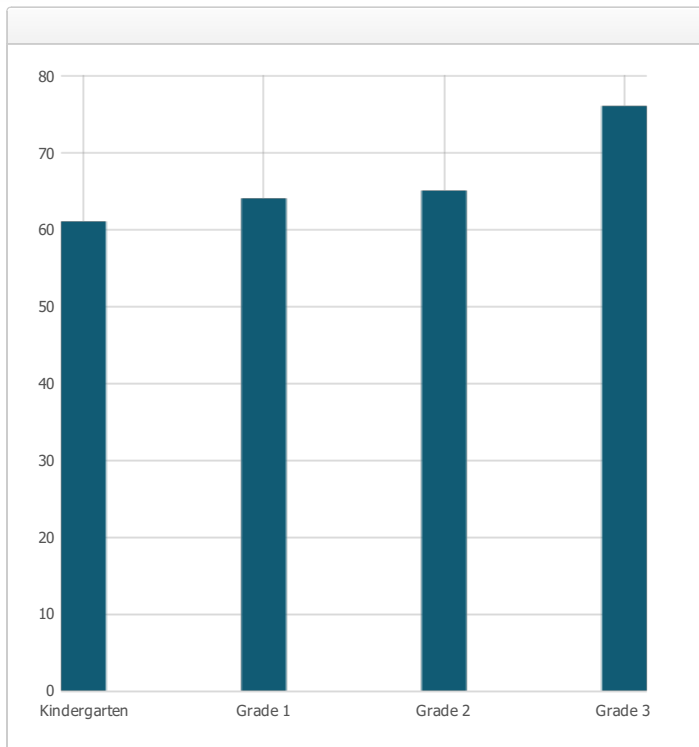
School Description and Mission Statement (School Year 2017-18)

Our mission and vision honors the developmental level of all students, celebrates and supports the diversity of teaching and learning styles, provides an excellent educational program, fosters joyful lifelong learning, and nurtures a sense of respect, responsibility and compassion. 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, an integrated curriculum with a focus on social-emotional learning.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	61
Grade 1	64
Grade 2	65
Grade 3	76
Total Enrollment	266



Last updated: 1/2/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	0.0 %
Asian	4.9 %
Filipino	0.0 %
Hispanic or Latino	13.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	71.1 %
Two or More Races	9.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	8.6 %
English Learners	2.3 %
Students with Disabilities	6.8 %
Foster Youth	0.0 %

Last updated: 1/2/2018

A. Conditions of Learning

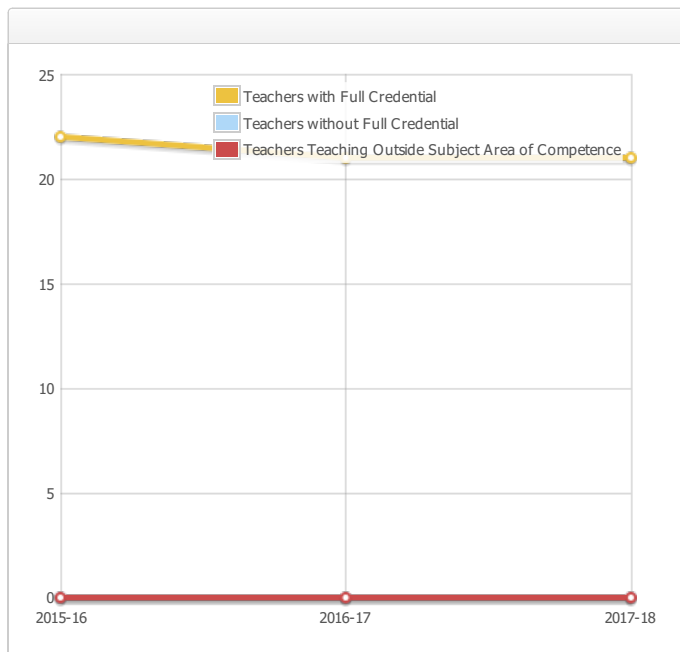
State Priority: Basic

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

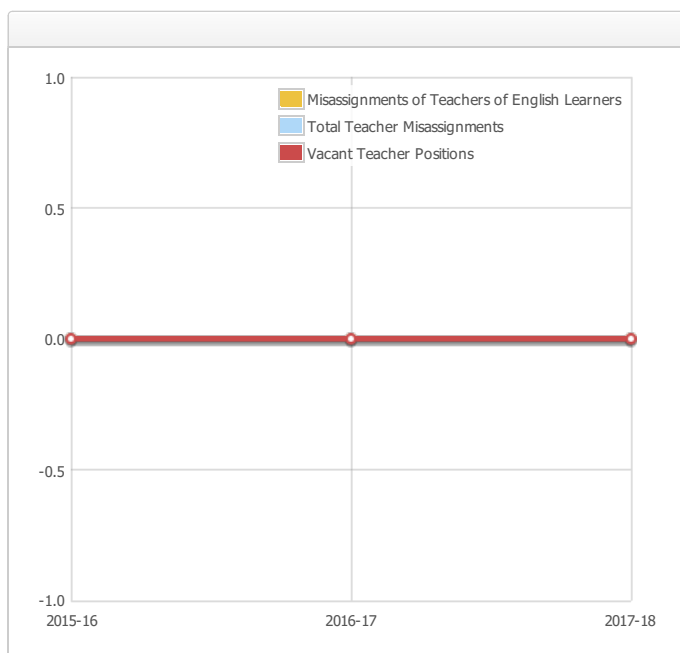
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	21	21	49
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/2/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic Literacy Place	Yes	0.0 %
Mathematics	Math Expressions Common Core, Houghton Mifflin Harcourt (K-5)	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)	N/A	N/A	0.0 %

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

Last updated: 1/4/2018

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 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 is 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 2017-18, the District set aside \$35,410 for a district-wide major repair or replacement work.

Last updated: 1/5/2018

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	During the 2016-17 school year, the PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. The District hopes to improve its facilities by passing a G.O. Bond initiative in the November 2018 general election.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Mechanical/HVAC
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	During the 2016-17 school year, the PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed

		in January, 2018. The District hopes to improve its facilities by passing a G.O. Bond initiative in the November 2018 general election.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	During the 2016-17 school year, the PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. The District hopes to improve its facilities by passing a G.O. Bond initiative in the November 2018 general election.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/18/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	82%	85%	85%	84%	48%	48%
Mathematics (grades 3-8 and 11)	88%	89%	83%	81%	36%	37%

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.

Last updated: 1/2/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	74	96.10%	85.14%
Male	42	40	95.24%	85.00%
Female	35	34	97.14%	85.29%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino			100.00%	45.45%
Native Hawaiian or Pacific Islander				
White	56	55	98.21%	94.55%
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: 1/2/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	74	96.10%	89.19%
Male	42	40	95.24%	90.00%
Female	35	34	97.14%	88.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino			100.00%	63.64%
Native Hawaiian or Pacific Islander				
White	56	55	98.21%	94.55%
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: 1/2/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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, attend to lunch and recess duty as well as a host of other opportunities through participation in our Parent Teacher Organization (PTO), School Site Council 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

Last updated: 1/10/2018

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

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

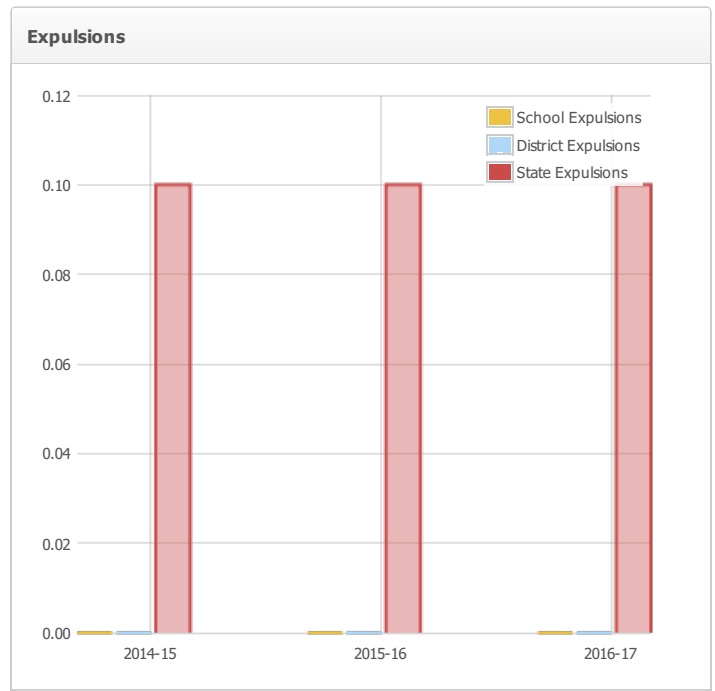
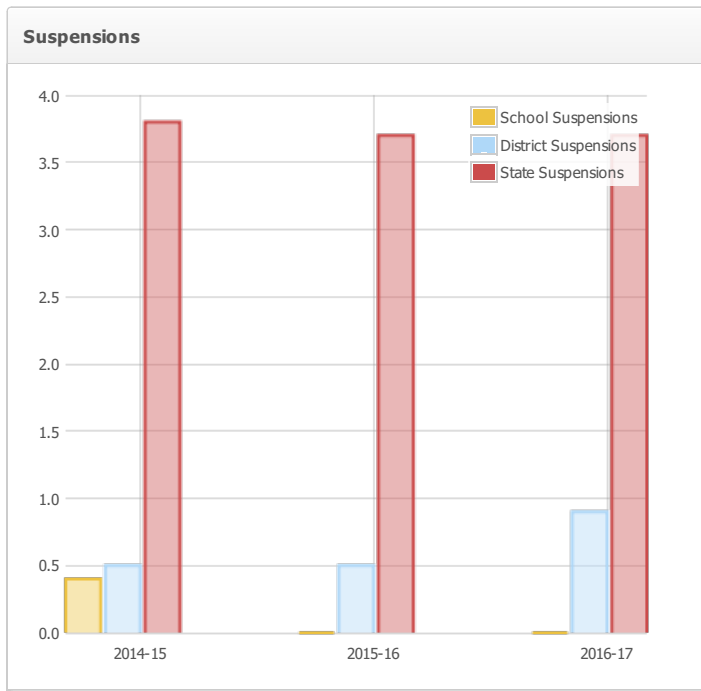
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.0%	0.0%	0.5%	0.5%	0.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

School Safety Plan (School Year 2017-18)

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 2017 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: 1/10/2018

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.

Federal Intervention Program (School Year 2017-18)

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%

Last updated: 1/8/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	20.0	3	0	0	18.0	4	0	0	20.0	2	1	0
1	20.0	2	1	0	20.0	3	0	0	16.0	4	0	0
2	19.0	4	0	0	18.0	4	0	0	16.0	4	0	0
3	21.0	1	3	0	17.0	4	0	0	19.0	4	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/8/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	266.0
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15570.1	\$1277.2	\$14293.0	\$98959.4
District	N/A	N/A	\$22318.0	\$96939.5
Percent Difference – School Site and District	N/A	N/A	-43.8%	2.1%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	74.0%	46.0%

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

Last updated: 1/8/2018

Types of Services Funded (Fiscal Year 2016-17)

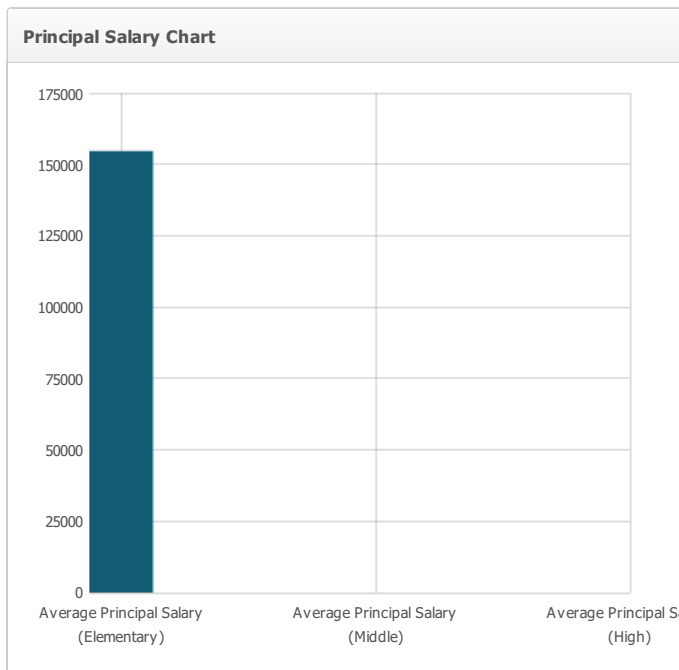
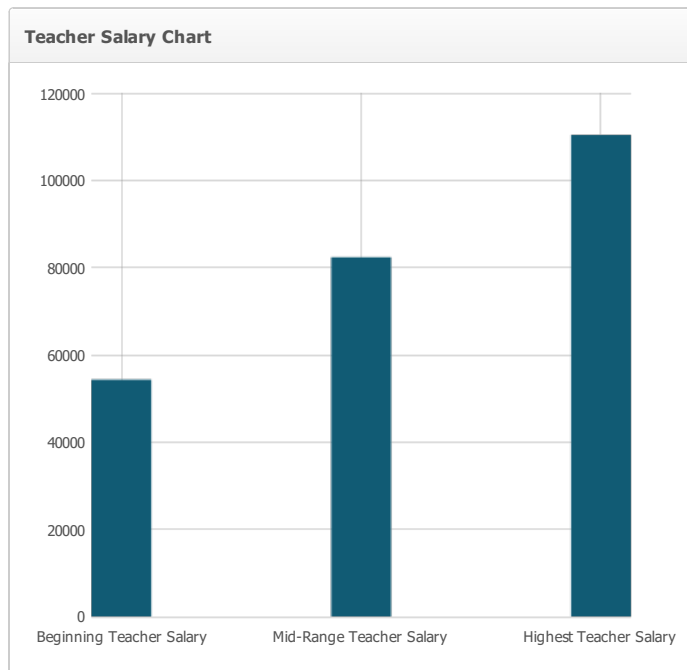
Ormondale provides English Language Development services for those students acquiring English. A credentialed teacher uses a pullout model to provide targeted instruction in reading, writing, listening, and speaking. In addition, kindergarten students are provided an afternoon club to enhance their academic 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: 1/4/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,310	\$42,598
Mid-Range Teacher Salary	\$82,352	\$62,232
Highest Teacher Salary	\$110,392	\$80,964
Average Principal Salary (Elementary)	\$154,671	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$117,868
Percent of Budget for Teacher Salaries	36.0%	32.0%
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: 1/8/2018

Professional Development

The Portola Valley School District is dedicated to transformative professional development, as highlighted in the current strategic plan. Focus areas of professional development are aligned to two areas of the Strategic Plan -- Develop Passionate Learners, and Nurture Connected and Contributing Global Citizens. Reviewing statewide and local assessments and surveying stakeholders professional development strategies were completed. The District provided ample professional development opportunities during the 2016-17 school year via District-approved outside professional development choices, mandated site and District-wide trainings throughout the year, and job-embedded coaching. The District provided one day of professional development at the beginning of the year focused on digital learning management, ongoing communication and creating meaningful homework programs. At mid-year, the District provided a second day which focused on developing strategies to support student interests through personalized instructional development via makerspace/STEAM activities. All teachers received design thinking protocols and support to help them design effective lessons.

Staff members build teaching skills and concepts by participating in District workshops throughout the year. In turn, they share their experiences and knowledge with District colleagues in regularly scheduled site, department, and grade-level meetings. Site-based training included project-based learning, STEM-based instruction, technology integration, differentiation, universal design and assessment delivery as well as discipline-specific training by the District's curricular leadership teams.

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 summary, the District dedicated two days to District and site level professional development in 2015-16 and 2016-17, and will do so again during the 2017-18 school year. Topics during the 17-18 school year will include effective support of English Learners and other low performing sub-groups, curriculum-based trainings, and infusing global citizenship within the existing curricula.

Last updated: 1/4/2018