

# Ormondale School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2025-26 School Contact Information

<b>School Name</b>	Ormondale School
<b>Street</b>	4575 Alpine Road, Portola Valley, CA 94028
<b>City, State, Zip</b>	Portola Valley, CA, 94028-7631
<b>Phone Number</b>	650-851-1777
<b>Principal</b>	Lynette Hovland
<b>Email Address</b>	lhovland@pvsd.net
<b>School Website</b>	www.pvsd.net
<b>Grade Span</b>	K-3
<b>County-District-School (CDS) Code</b>	41689816044283

## 2025-26 District Contact Information

<b>District Name</b>	Portola Valley School District
<b>Phone Number</b>	(650) 851-1777
<b>Superintendent</b>	Roberta Zarea
<b>Email Address</b>	rzarea@pvsd.net
<b>District Website</b>	www.pvsd.net

## 2025-26 School Description and Mission Statement

Ormondale School, a TK-3 primary school in the Portola Valley School District, lives by the district's motto: "Inspired to explore - Prepared to succeed." Ormondale School stands as a vibrant, joyful and nurturing community where young learners are inspired to explore their interests and talents, and are prepared to succeed both in and out of the classroom. The school is dedicated to providing a developmentally appropriate, engaging educational experience that supports the diverse learning styles of its students. Our staff focuses on developing a lifelong love of learning while ensuring that students develop the critical skills they need to succeed academically and socially.

The mission of Ormondale School is to create an environment that celebrates diversity in both teaching and learning. The school provides a well-rounded program that emphasizes respect, responsibility, and compassion, fostering positive relationships among students, staff, and the broader community. Ormondale's educators work collaboratively to ensure all students meet or exceed grade-level standards, offering differentiated learning opportunities tailored to the needs of each child.

The curriculum at Ormondale is designed to be rigorous while incorporating hands-on learning activities to encourage critical thinking and problem-solving skills. At each grade level teachers have identified "milestone" projects that allow students to demonstrate their knowledge in a creative and authentic manner. Social-emotional learning is integrated into the school's approach, ensuring that students develop not only academically, but also emotionally and socially. The focus on these foundational elements helps to create well-rounded, confident learners who are prepared for future academic success and personal growth.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	47
Grade 2	45
Grade 3	62
Total Enrollment	243

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
Asian	5.8
Black or African American	1.6
Filipino	0.4
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	1.2
Two or More Races	13.6
White	64.6
English Learners	6.2
Socioeconomically Disadvantaged	6.6
Students with Disabilities	11.5

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.9	100	37	97.55	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.4	1.11	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0.5	1.32	15831.9	5.67
<b>Total Teaching Positions</b>	14.9	100	37.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.3	100	38.5	97.59	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.2	0.51	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.5	1.27	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0.2	0.63	14303.8	5.15
<b>Total Teaching Positions</b>	16.3	100	39.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.1	100	38.3	98.54	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.4	1.03	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0.1	0.44	13705.8	4.91
<b>Total Teaching Positions</b>	16.1	100	38.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

N/A

Year and month in which the data were collected: January 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK - 2: Wonders (McGraw Hill) adopted 2024 3: My View (Savvas) adopted 2024	0.00 %
<b>Mathematics</b>	TK - 3: Math Expressions Common Core, Houghton Mifflin Harcourt adopted 2017	0.00 %
<b>Science</b>	TK - 3: Twig Science, Imagine Learning adopted 2022	0.00 %
<b>History-Social Science</b>	TK - 3: TCI Social Studies Alive! For California adopted 2019	0.00 %
<b>Foreign Language</b>	Teacher-created, aligned to CA Standards	0.00 %
<b>Health</b>	Teacher-created, "Great Body Shop" curriculum aligned to CA Standards	0.00 %
<b>Visual and Performing Arts</b>	Teacher-created, aligned to CA Standards	0.00 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0.00 %

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

## School Facility Conditions and Planned Improvements

Based on the Facility Inspection Tool (FIT) report from November 2025, Ormondale School received an overall rating of "Good" with an average score of 95.74%. This indicates that while the school is maintained in good repair, there are a number of isolated, non-critical deficiencies. The campus was evaluated across eight major categories, most of which achieved the highest possible ranking:

Exemplary Status: The school reached perfect scores in nearly all categories, including Systems (Gas, Mechanical, Sewer), Interior (Interior Surfaces), Cleanliness (Pest/Vermin and Overall Cleanliness), Electrical, Restrooms/Fountains, and Safety (Hazardous Materials and Fire Safety).

## School Facility Conditions and Planned Improvements

Structural and External Conditions: These categories were the only ones noted as having less than a perfect score, though the specific percentage for "External" (Playgrounds/Grounds/Windows) appears to have a slight deduction.

Zero Critical Issues: There were zero extreme deficiencies recorded across all 34 evaluated areas, meaning no immediate health or safety threats were found.

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some doors and eaves at the roof need to be repainted - Work scheduled when weather permits

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	82	85	86	47	48
<b>Mathematics</b> (grades 3-8 and 11)	78	89	84	84	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	61	98.39	1.61	81.97
Female	31	30	96.77	3.23	80.00
Male	31	31	100.00	0.00	83.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	91.67
White	39	38	97.44	2.56	89.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	62	61	98.39	1.61	88.52
<b>Female</b>	31	30	96.77	3.23	90.00
<b>Male</b>	31	31	100.00	0.00	87.10
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	100.00
<b>White</b>	39	38	97.44	2.56	89.47
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)			79.09	84.47	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

### 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 regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Parent involvement at Ormondale is a cornerstone of the school community, strengthening connections between home and school, and contributing to the overall success and growth of the students. The school has a strong base of volunteers who contribute in a variety of ways. Parents regularly assist with classroom activities, working in the school library and chaperoning field trips to name just a few. Our goal is to create a warm and welcoming environment for our families.

The school's Parent Teacher Organization (PTO) is a key vehicle for parent involvement, offering numerous opportunities for parents to engage with the school and contribute to the overall educational experience. Parents also participate in the Portola Valley Schools Foundation (PVSF), which supports the school by providing additional resources and funding for various educational programs.

## 2025-26 Opportunities for Parental Involvement

To ensure that all parent volunteers are well-prepared for their roles, the principal conducts an annual Volunteer Training at the beginning of each school year. This training covers important topics such as safety guidelines, school behavioral expectations, and how to effectively mediate conflicts between students. By equipping parents with the knowledge and tools they need, Ormondale fosters a positive and supportive environment for both students and volunteers alike.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	250	250	10	4.0
Female	132	132	4	3.0
Male	118	118	6	5.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	1	7.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	3	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	1	3.0
White	163	163	3	1.8
English Learners	15	15	2	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	22	22	5	22.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	34	1	2.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.19	0.59	0.2	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

At Ormondale School, the safety of students and staff is a top priority, and the school has established a comprehensive safety plan that is regularly reviewed and updated to ensure compliance with emergency standards. The plan follows San Mateo County's Big 5 Protocols and is discussed in detail during monthly staff meetings to ensure preparedness for various emergency scenarios. The Comprehensive School Safety Plan was adopted by the Board of Trustees on October 16, 2025.

Ormondale School is well-equipped to handle emergencies. Each classroom is equipped with a walkie-talkie, and the Emergency Preparedness Team lead conducts monthly radio checks with staff to ensure that communication devices are functioning properly. Staff members have been trained in the use of Epi Pens, Universal Precautions, CPR, First Aid, and the use of the Automated External Defibrillator (AED), ensuring that they are prepared to respond to medical emergencies. Additionally, the Ormondale Safety Committee, which includes the principal and a number of staff members, plays a key role in overseeing safety practices and represents the school on the District's Safety Committee. Ormondale conducts monthly safety drills including fire/evacuation, drop, cover and hold and shelter-in-place.

In terms of daily safety, students are supervised before and after school, as well as during recess and lunch breaks, by certificated staff, classified staff, the school counselor, and the principal. Ormondale has developed a clearly designated drop-off and pick-up route to ensure student safety during arrival and dismissal, and parents are regularly reminded about how to navigate this process safely. To enhance campus security, Ormondale requires that all visitors and volunteers register at the school office to receive a Visitor Badge before entering classrooms or the campus. Locked gates at each entrance ensure that visitors and volunteers must pass through the office first, adding an extra layer of safety. Signs are posted throughout the campus to remind everyone of this requirement.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5	0	0
1	18	3	0	0
2	17	3	0	0
3	17	3	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	0	0
1	16	3	0	0
2	19	3	0	0
3	17	3	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	16	3		
2	15	3		
3	21	1	2	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.8

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	34,389.44	7,813.27	26,576.17	139,277.21
District	N/A	N/A	27,408.12	129,699.27
Percent Difference - School Site and District	N/A	N/A	-3.1	7.1
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	81.8	48.1

## Fiscal Year 2024-25 Types of Services Funded

The Portola Valley School District is community funded (basic aid) and 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$82,130	\$55,248
Mid-Range Teacher Salary	\$120,306	\$80,746
Highest Teacher Salary	\$153,886	\$109,655
Average Principal Salary (Elementary)	\$206,021	\$133,828
Average Principal Salary (Middle)	\$214,653	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$273,000	\$155,954
Percent of Budget for Teacher Salaries	31.27%	25.26%
Percent of Budget for Administrative Salaries	8.87%	6.12%

## Professional Development

The district offers a variety of opportunities for advanced learning to all of its teachers, including in-house and county office sponsored professional development, post-BA coursework approval, and attendance at seminars, conferences, and workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3