

Ohlone Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ohlone Elementary School
Street	950 Amarillo Ave.
City, State, Zip	Palo Alto, CA 94303-3701
Phone Number	650.856.1726
Principal	Louise Smith
E-mail Address	lsmith@pausd.org
Web Site	
CDS Code	43696410000000

District Contact Information	
District Name	Palo Alto Unified School District
Phone Number	650.329.3700
Superintendent	Dr. Glenn 'Max' McGee
E-mail Address	mmcgee@pausd.org
Web Site	www.pausd.org

School Description and Mission Statement (Most Recent Year)

Ohlone Core Values:

- Developmental Approach
- Climate of Trust
- Growth and Assessment
- Multidimensional Learning
- Meaningful, Relevant Curriculum
- Cooperation and Collaboration
- Teacher-Parent Partnership

School Profile:

Ohlone School is one of twelve elementary schools in the Palo Alto Unified School District. As an officially designated district alternative school rather than a neighborhood school, Ohlone serves families from throughout Palo Alto, Stanford, and Los Altos Hills, as well as families from East Palo Alto who participate in the Voluntary Transfer Program. Attendance rates are high; non-excused absences average less than 1%. Children are admitted to Ohlone via an equal access drawing (lottery) which takes place the February prior to August entrance. Once siblings, and children participating in the Voluntary Transfer Program have been accommodated, all available Kindergarten spaces are filled from the equal access drawing. Parents are required to attend an orientation session prior to making a commitment to Ohlone's guiding principles and practices.

Out of 607 students, 50% of the children represent racial or ethnic minorities (50% White-Not Hispanic, 23% Asian-American, 9% Latino-American, 1% African-American, and 17% other). Collectively, in addition to English, Ohlone families speak more than 28 different languages at home.

School Goals:

- Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.
- Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.
- Goal 1c: Foster social-emotional-physical health and resilience in every student as measured by improved student behaviors.
- Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.

Practices:

Learning: Teachers encourage students to make responsible decisions regarding what to study, what resources to use, and how to evaluate their learning. Teachers are guides and facilitators. Students are encouraged to initiate and follow through on projects. We emphasize hands-on learning. Lessons commonly integrate multiple subjects. Homework is an extension of classroom curriculum, not a separate, add-on activity.

Environment: Classes feature multiple grades. The atmosphere is relaxed and informal. Classrooms offer the freedom to move around, talk, and share. Teachers design activities that promote cooperation and collaboration. A safe, non-judgmental environment provides opportunities for students to take risks and express themselves. We encourage participation of older and peer student tutors, parents and community members in classrooms.

Assessment and Growth: Teachers help students set appropriate goals. Students progress at their own level and rate. Parent-teacher conferences and written evaluations replace grades and report cards. Students receive support to develop positive social interactions and productive relationships. Students serve as role models for one another. Students and staff participate in making decisions and rules that directly concern them.

Parent-Partnership: Parents involve themselves in school/classroom activities. We use the talents of parents and community members to support and enrich school programs. Parents participate in decision-making and policy formation. Teachers, staff, administrators, and parents accept and support the Ohlone philosophy.

Instructional Staff:

The certificated staff consists of 28 classroom teachers; 4 specialists (Resource Specialist, Speech/ Language Specialist, Reading Specialist, English Language Development Specialist); and a Librarian. The Ohlone counseling staff consists of one part-time School Psychologist and one counseling intern. There are 29 certificated individuals (26 women, 3 men), 7 are beginning teachers (1-6 years of service), 13 are mid-career (6-15 years of service), and 9 are veteran teachers (15-30 years of service). In addition to the certificated staff, Ohlone has a support (classified) staff of 2 administrative assistants, 2 custodians, 21 classroom aides (of whom 7 are Ohlone parents), and two Farm aides. Two (2) part-time math specialists assist both struggling and advanced children in mathematics.

Ohlone maintains the district pupil-teacher ratio of 24:1 in grades 4-5. The adult-child ratio is lowered considerably by the regular participation of parents and community volunteers who work side by side with classroom teachers and paraprofessionals.

Class size, K-5, averages 22 students. All classrooms at Ohlone provide multi-age, multi-graded environments; children usually remain with their teachers for two years.

The Ohlone Kids Club, operated by Palo Alto Community Child Care, provides an on-site program for Ohlone families who seek after-school care for their children. OKC currently serves children from more than 85 families, and is open from kindergarten dismissal until 6:00 p.m. on school days and from 7:30 a.m. until 6:00 p.m. on most school holidays. OKC is located in two portable buildings adjacent to the Ohlone Library.

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	98
Grade 2	100
Grade 3	105
Grade 4	98
Grade 5	102
Total Enrollment	602

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	31.2
Filipino	0.5
Hispanic or Latino	8.0
Native Hawaiian or Pacific Islander	0.3
White	50.2
Two or More Races	8.3
Socioeconomically Disadvantaged	3.5
English Learners	12.0
Students with Disabilities	7.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	36	36	34	786
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments *	2	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.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.03	2.97
High-Poverty Schools in District	0.00	0.00
Low-Poverty Schools in District	97.03	2.97

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 23, 2014

Description of school's program towards meeting William's Settlement Requirements

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 23rd day of September, 2014.

Additional information is available from the PAUSD Educational Services Department at (650) 329-3709.

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	90	92	94	89	90	91	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91
All Student at the School	94
Male	96
Female	92
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	95
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	91
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	83	87	90	85	87	86	54	56	55
Mathematics	83	82	89	83	84	84	49	50	50
History-Social Science				82	80	82	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	10
Similar Schools	1	1	2

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-7	11	26
Black or African American			
American Indian or Alaska Native			
Asian	9	7	9
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-10	11	27
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.6	25.2	53.4

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents play an integral part in the Ohlone learning community: by volunteering in the classroom or on campus, coordinating activities or special events, working as PTA officers or committee chairs, serving on the Ohlone School Site Council, or by participating as members of districtwide advisory committees, Core Values Committee, Farm Council, or the PTA Council.

Parents volunteer an average of 25,000 hours per year at school assisting children in the classroom or on the play structure, making appearances as guest speakers, driving on field trips, arranging classroom celebrations, and taking part in school-wide work days on the Farm. Parents help maintain Ohlone traditions such as the Harvest Festival, Family Bingo Night, Auction, Family Orchestra Night, the Ohlone Book Fair, and Spring Picnic, and create new events, e.g. Science, Math, and Literary Nights, that contribute to and strengthen our growing sense of community. Room parents coordinate goings-on for every classroom.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.0	0.0	1.0	0.6	0.5	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Basic Ten for School Safety:

- Respect ourselves and each other.
- Treat others as we would like to be treated.
- Be caring, friendly, and nice to each other.
- Include people in games and discontinue lockouts.
- Be kind and considerate to plants and animals on the Farm and in classrooms.
- Act safely and responsibly.
- Respect school's and other people's property.
- Solve problems and talk among ourselves before we turn to an adult for help.
- Use common sense and make good decisions.
- Trust our own judgment.

Annually, Ohlone reviews and reassigns duties to every staff member around our disaster plan. Other than holding regular earthquake and fire drills, the district restocks our emergency supplies and equipment. Students are educated on proper safety procedures and our teachers and classified staff receive annual training in First Aid and CPR.

Other than the Basic Ten for Students and Parents, regular class meetings to discuss appropriate in and out of class behaviors are commonplace at Ohlone. The Ohlone Guides, a cadre of Fifth Graders, are trained to be responsive to the needs of the younger children. Parents and classroom aides are hired to be yard duty monitors at the lunch hour. The Site Council reviews and updates the School Safety Plan each year.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	33.3

Note: Cells with "---" do not require data.

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	9	0	0	11	9			22.0		9	
1	27	9	0	2	25	10		2	22.0		9	
2	54	0	5	1	25	11		2	23.0		9	
3	19.2	1	4	0	31	11		2	23.0		9	
4	36.9	4	6	1	16	15	3	1	22.2	2	7	
5	24.2	2	2	1	19	12	1	2	22.2	2	7	
Other	0	1	0	0								

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.9	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist	0.9	---
Other	0.4	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,476	\$202	\$7,274	\$85,987.35
District	---	---	\$8,293	\$88,035
Percent Difference: School Site and District	---	---	-12.3	-2.3
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	55.1	24.0

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families.

The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2014-15 Budget was adopted by the Board of Education on June 17, 2014. The Budget Book is available through Business Services at the District Office and on the PAUSD Website (www.pausd.org/community/about_pausd).

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,965	\$41,318
Mid-Range Teacher Salary	\$84,316	\$65,615
Highest Teacher Salary	\$106,951	\$84,981
Average Principal Salary (Elementary)	\$134,450	\$107,624
Average Principal Salary (Middle)	\$141,732	\$112,817
Average Principal Salary (High)	\$155,104	\$121,455
Superintendent Salary	\$287,163	\$206,292
Percent of Budget for Teacher Salaries	42	40
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

The PAUSD provides ongoing professional development and professional growth opportunities to all staff. All teachers and classified staff participate in three district-wide staff development days each year. The content for these sessions is informed by the PAUSD Strategic Goals that encompass our commitment to academic excellence and learning; our need to attract, retain, and enhance the skills of the most talented people we can find; facing challenges in the District's infrastructure and its finance; and the collective realization that the trust and confidence of our community is vital for the District's success. Additional workshops on these topics, multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Study groups, Lesson Study teams, and peer coaching involve small teams of teachers at specific grade levels or within content areas who work together on a cycle of inquiry and preparation for National Board Certification. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, receive monthly professional development that includes curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching.

During the summer, professional development is offered in curriculum, instruction, technology, and leadership. Reading, writing, art and math professional development laboratory schools provide two and four-week opportunities for intensive training combined with coaching and reflective practice. Summer curriculum-development teams produce curriculum to later be used by the entire teacher community.