

Corte Madera

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Portola Valley Elementary	School Name	Corte Madera
Phone Number	(650) 851-1777	Street	4575 Alpine Rd.
Superintendent	Eric Hartwig	City, State, Zip	Portola Valley, Ca, 94028-8040
E-mail Address	ehartwig@pvsd.net	Phone Number	650-851-1777
Web Site	www.pvsd.net	Principal	Cynthia Majjala, Principal
		E-mail Address	cmajjala@pvsd.net
		Web Site	http://cms.pvsd.net/
		County-District-School (CDS) Code	41689816044275

Last updated: 1/4/2017

School Description and Mission Statement (School Year 2016-17)

Corte Madera (4-8) is one of two schools in the Portola Valley School District. The school staff works with all students to develop the critical thinking, communication, collaboration and problem-solving skills they will need to be global citizens and innovators for the future. Additionally, the school community encourages an appreciation of the arts, intellectual curiosity, personal responsibility, physical fitness and a commitment to service in order to help students navigate a diverse and rapidly changing world. To balance the academic and social emotional needs of students, all students have a FLEX class four days a week. Twice a month all students have focused instruction on social emotional learning. The lessons are designed by the school counselor and are aligned with identified monthly character themes.

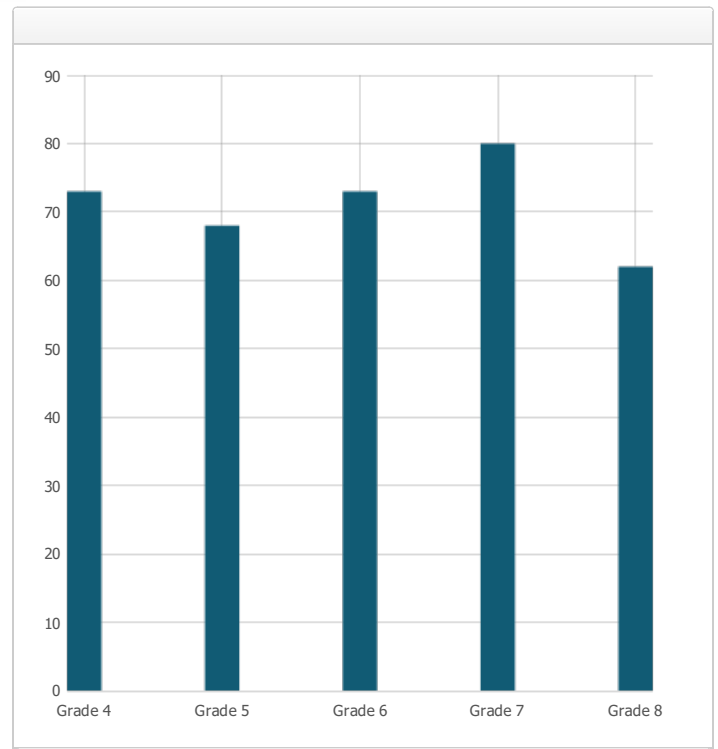
The core academic curriculum is taught to 4th and 5th graders by their homeroom teacher. They also receive instruction in music, art, physical education, science and spanish from content specialists. 6th grade students follow a schedule that includes core (English Language Arts/Social Studies), math, science, and world language each day. Physical education, music classes, study skills, and art are offered every other day. 7th and 8th grade students have seven periods of instruction daily. Their classes include a double period of core (English Language Arts/Social Studies), and single periods of science, math, spanish, physical education, and electives.

Corte Madera students perform very well on standardized assessments, and many are placed in advanced classes in both public and private high schools. During the 2015-16 school year, 356 students were enrolled at the school, with classes arranged on a traditional calendar.

Last updated: 1/9/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 4	73
Grade 5	68
Grade 6	73
Grade 7	80
Grade 8	62
Total Enrollment	356



Last updated: 1/4/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.0 %
Asian	6.2 %
Filipino	0.0 %
Hispanic or Latino	14.3 %
Native Hawaiian or Pacific Islander	1.1 %
White	68.5 %
Two or More Races	6.7 %
Other	1.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	8.1 %
English Learners	3.7 %
Students with Disabilities	8.4 %
Foster Youth	0.0 %

Last updated: 1/4/2017

A. Conditions of Learning

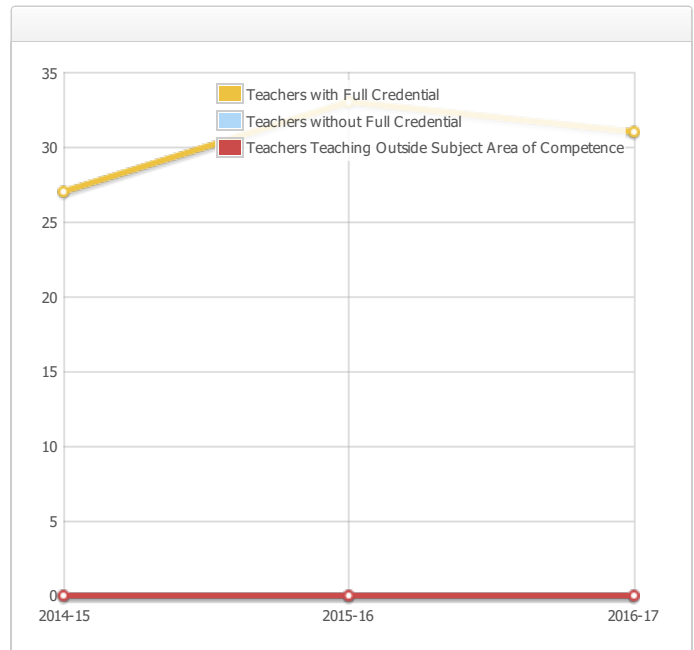
State Priority: Basic

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

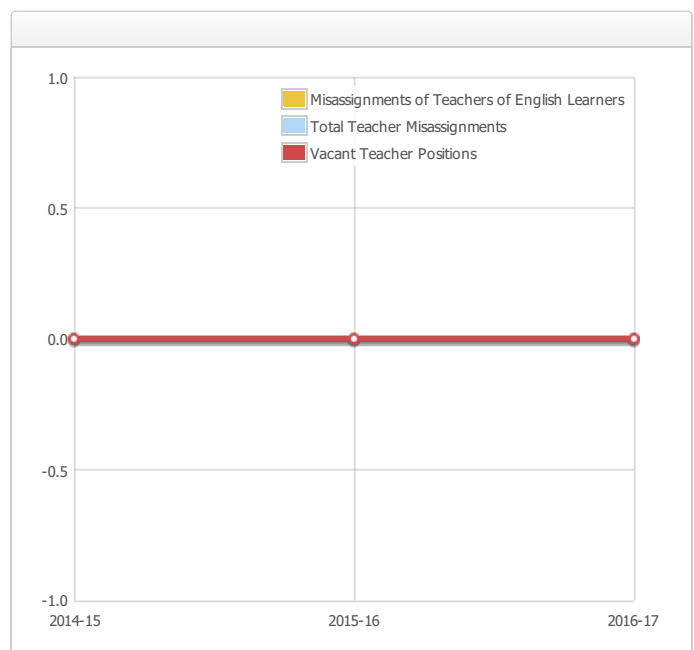
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	33	31	53
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/4/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 1/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HSP Excursions Grades 4,5 McDougal-Littel Literature Grades 6,7,8		0.0 %
Mathematics	Math Expressions Common Core, Houghton Mifflin Harcourt (2016) K-5 Big Ideas Math, Grades 6-8 Houghton Mifflin Harcourt (2015) Regular Pathway Course 1 Grade 6 Course 2 Grade 7 Course 3 Grade 8 Compacted Pathway Course 1 Grade 6 (2015) Accelerated Grade 7 Algebra I Grade 8 Advanced Pathway Advanced 1 Grade 6 (2015) Advanced 2 Grade 6 Algebra 1 Grade 7 Geometry Grade 8	Yes	0.0 %
Science	Foss Science Kits, Standards Aligned Grades 4,5 Glencoe Grades 6,7,8	Yes	0.0 %
History-Social Science	Scott Foresman, Standards Aligned Grade 4 Scott Foresman Grade 5 (2009) History Alive! Grades 6,7,8	Yes	0.0 %
Foreign Language	Dime Uno	Yes	0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqmpt (Grades	N/A	N/A	0.0 %

9-12)

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

Last updated: 1/5/2017

School Facility Conditions and Planned Improvements

Corte Madera School was originally constructed in 1960 and is comprised of an extended school office (which houses several offices, two conference rooms and a first aid room), 25 classrooms, 1 multipurpose room/gym, 1 library, 1 staff lounge, 2 computer labs, and 1 large playground. Two local bond measures have allowed for a complete renovation of the campus. The renovation project was completed in the 2002-03 school year and brought four new areas to the site: an administration/library wing, two new classroom wings (Fine Arts and Science), and a new District Office. Additional upgrades include complete renovation of all existing classrooms and playground areas, as well as the addition of the new Special Education classrooms, sports playing field, and a field house which includes a concession area and storage space.

Cleaning Process: The custodial staff (2 full-time) ensure that the school is maintained, providing a clean and safe school. 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 and Repair:** District maintenance staff ensures that the 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.

Last updated: 1/5/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/5/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	85.0%	85.0%	83.0%	85.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	83.0%	82.0%	82.0%	83.0%	34.0%	36.0%

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.

Last updated: 1/5/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.0%	83.8%
Male	42	42	100.0%	81.0%
Female	32	32	100.0%	87.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	64.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.0%	88.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	68	95.8%	86.8%
Male	45	43	95.6%	81.4%
Female	26	25	96.2%	96.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.0%	94.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/5/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	73	96.1%	89.0%
Male	36	35	97.2%	85.7%
Female	40	38	95.0%	92.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	76.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	48	94.1%	93.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/5/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	81	96.4%	88.9%
Male	51	49	96.1%	89.8%
Female	33	32	97.0%	87.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	54	98.2%	88.9%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/5/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100.0%	75.4%
Male	26	26	100.0%	65.4%
Female	35	35	100.0%	82.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.0%	82.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/5/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	74	100.0%	83.8%
Male	42	42	100.0%	85.7%
Female	32	32	100.0%	81.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	57.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.0%	88.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/5/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	68	95.8%	82.4%
Male	45	43	95.6%	81.4%
Female	26	25	96.2%	84.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.0%	88.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/5/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	73	96.1%	71.2%
Male	36	35	97.2%	74.3%
Female	40	38	95.0%	68.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	38.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	48	94.1%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/5/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	81	96.4%	87.7%
Male	51	49	96.1%	91.8%
Female	33	32	97.0%	81.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	54	98.2%	92.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/5/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100.0%	85.3%
Male	26	26	100.0%	76.9%
Female	35	35	100.0%	91.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.0%	93.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	87.0%	87.0%	87.0%	87.0%	87.0%	87.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Last updated: 1/5/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	132	129	97.7%	86.8%
Male	71	69	97.2%	82.6%
Female	61	60	98.4%	91.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	17	14	82.4%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	96	100.0%	94.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	53.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Last updated: 1/5/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.8%	26.5%	51.5%
7	9.8%	22.0%	62.2%

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: 1/5/2017

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 2016-17)

The Portola Valley School District has tremendous parent and community support. The district-wide Parent Teacher Organization (PTO) is very active in volunteer work, parent education, and child advocacy. The PTO and the School Site Council (SSC) provide funding and resources to enhance the school and its programs. This includes funding for parent education forums, instructional support, school breakfasts, barbeques and banquets, and a wide variety of theme and spirit days. The school also benefits from several community partnerships, including with the Town of Portola Valley. Parents or community members who wish to participate in Corte Madera School's PTO and/or SSC leadership teams, school activities, or to become volunteers may contact the school office at: (650) 851-1777 x2551 or 2552, or visit the District website at www.pvsd.net.

The Portola Valley Schools Foundation may be contacted at: (650) 851-1777 x2542, or by visiting the Foundation website at <http://pvschoolsfoundation.org>. The PVSF raises funds each year which are used to support the schools in a number of ways, including elective funding and class size reduction.

State Priority: Pupil Engagement

Last updated: 1/5/2017

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

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

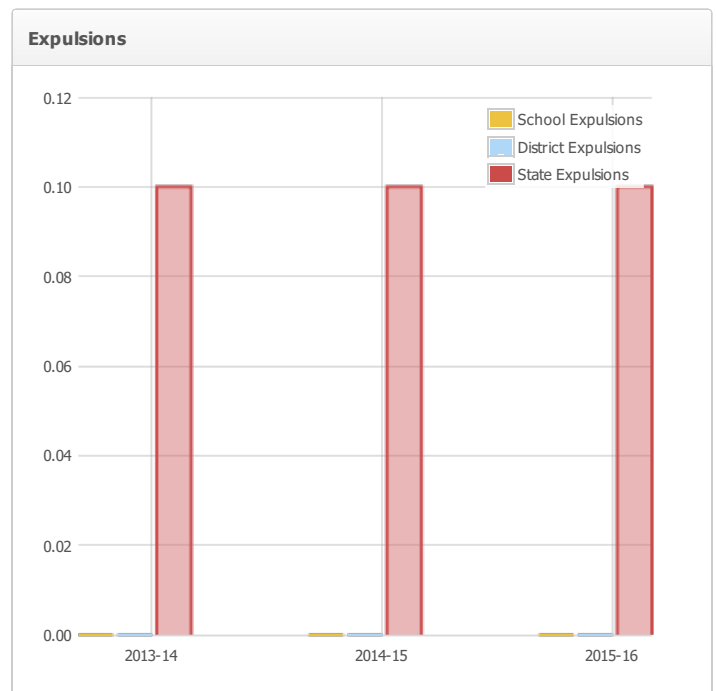
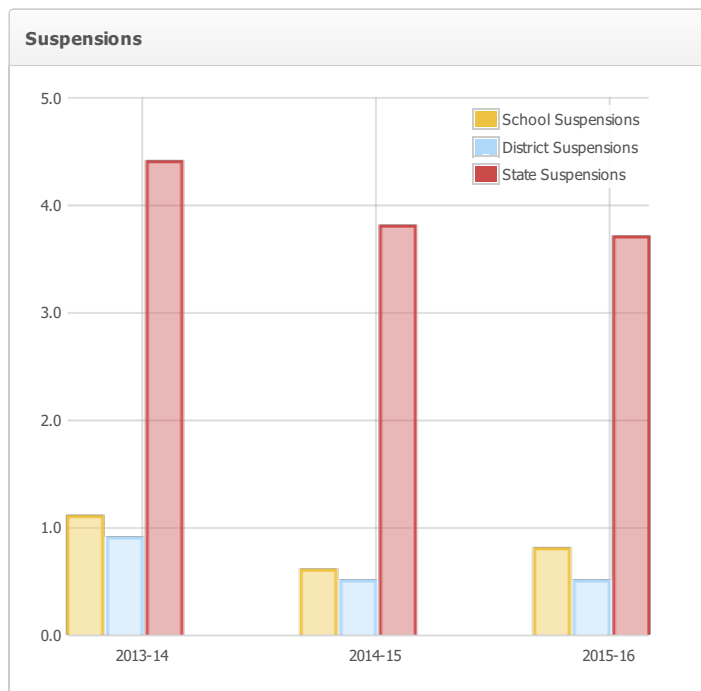
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.1	0.6	0.8	0.9	0.5	0.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/4/2017

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Corte Madera School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Committee reviewed and updated the plan in Fall 2015. 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 are conducted on a monthly basis throughout the school year. Students are supervised before, during and after school by certificated staff, classified staff, and the principal. There is a designated area for student drop off and pick up. Visitors must obtain a visitors' badge before entering the campus.

Last updated: 1/5/2017

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 2016-17)

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%

Note: Cells with NA values do not require data.

Last updated: 1/5/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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												
1												
2												
3												
4	19.0	4		17.0	4		18.0	4				
5	20.0	4	0	18.0	4		17.3	4				
6	17.0	20	8	18.0	22	13						
Other												

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

Last updated: 1/5/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English	14.0	8	2						
Mathematics	11.0	11	1	15.0	7	1	16.4	12	1
Science	19.0	5	2	19.0	6	1	21.4	6	4
Social Science	22.0	4	2						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/5/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	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: 1/5/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$20298.0	\$3397.0	\$16901.0	\$96586.0
District	N/A	N/A	\$17599.0	\$96292.0
Percent Difference – School Site and District	N/A	N/A	16901.0%	97.2%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	N/A	N/A	298.0%	158.0%

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

Last updated: 1/6/2017

Types of Services Funded (Fiscal Year 2015-16)

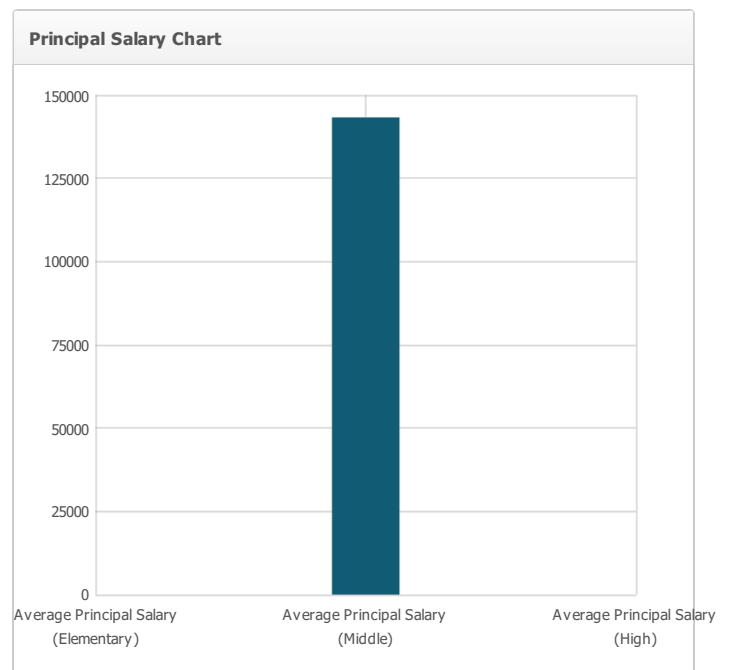
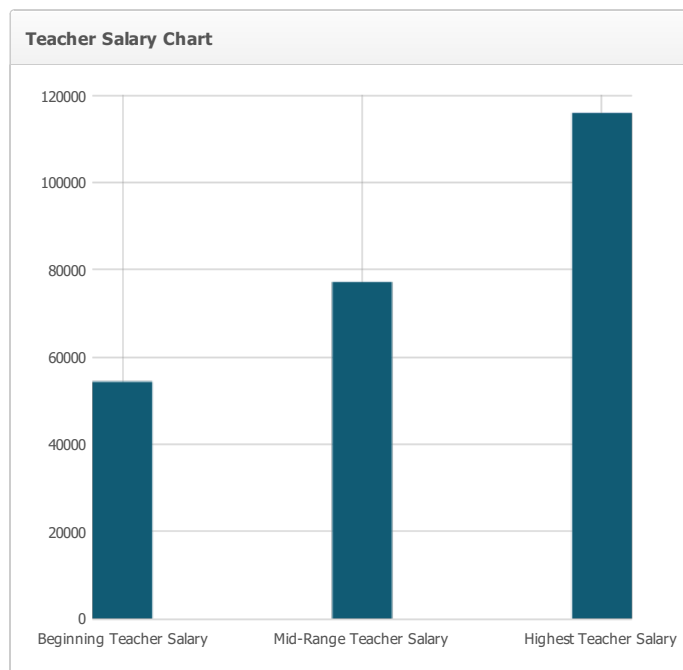
Corte Madera provides English language support to students who need assistance acquiring English. This support is provided by two credentialed teachers through a push-in and consultative program. In addition, Corte Madera provides additional support for students who need assistance with homework, organization, study skills, and test preparation during the school day and at lunch time. This support is provided by credentialed teachers and is available to students daily. Finally, students who qualify for special education services receive speech and language, resource, psychological, and adaptive physical education services from specialists in a fully inclusive environment whenever possible.

Last updated: 1/5/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,310	\$41,085
Mid-Range Teacher Salary	\$77,152	\$59,415
Highest Teacher Salary	\$115,890	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$143,270	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$185,000	\$116,069
Percent of Budget for Teacher Salaries	37.0%	33.0%
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: 1/5/2017

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. The District provided ample professional development during the 2015-16 school year via District-approved outside professional development of choice, 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 data-driven decision making and effective assessment delivery. Mid-year the District provided one more day focused on developing professional learning communities and discussing student work. Staff members build teaching skills and concepts by participating in District workshops throughout the year, and sharing their experiences and knowledge with District colleagues. Site-based training included project-based learning, STEM-based instruction, technology integration, differentiation, universal design and assessment delivery as well as new math curriculum training for the middle school math teachers and Next Generation Science

Standards support for all science teachers. Job-embedded coaching was provided on an ongoing weekly basis in literacy for grades K-5.

The 2015-16 school year concluded with a comprehensive 5-day District organized symposium focused on building transformative approaches to teaching and learning. Approximately 80% of District teachers participated. A similar event will be held at the conclusion of the 2016-17 school year.

In summary, the District dedicated two days to District and site level professional development. Topics during the 16-17 school year will include effective content delivery strategies, technology integration, and differentiation.

Last updated: 1/6/2017