

# Corte Madera

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

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

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Cynthia Maijala

Principal, Corte Madera

#### About Our School

At Corte Madera, our 21st century learners demonstrate exceptional character, leadership and life skills. We are proud of our students and our joint efforts to ensure we have a positive and nurturing school climate that supports all students so they can learn at high levels and enjoy themselves while doing so. Corte Madera School has a well-earned reputation for academic excellence and we are very proud of our accomplishments. Our students have performed very well on state exams and our school's ranking consistently has been exceptional.

We started our work with Challenge Success to ensure that we have a holistic view of student success. Parent education nights, student assemblies and a focus on designing a balanced day for our students help keep our staff and students centered. Our goal is to have a vibrant learning environment where students are stretched academically and where curiosity is honored and fostered. Recognizing the importance of play, an Engage Space, an outdoor learning area at each site, was funded through partnership with our Portola School Foundation and the district.

As well as having high test scores, we were recognized as a California Distinguished School in the spring of 2011 and a National Blue Ribbon School in 2008. In 2015 Corte Madera was honored as a California Gold Ribbon School. Our achievements are a testament to our hard-working students, dedicated faculty and staff, and highly supportive parents and guardians.

#### Contact

Corte Madera  
4575 Alpine Road  
Portola Valley, CA 94028-8040

Phone: 650-851-1777  
E-mail: [cmajjala@pvsd.net](mailto:cmajjala@pvsd.net)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Portola Valley Elementary
<b>Phone Number</b>	(650) 851-1777
<b>Superintendent</b>	Eric Hartwig
<b>E-mail Address</b>	<a href="mailto:ehartwig@pvsd.net">ehartwig@pvsd.net</a>
<b>Web Site</b>	<a href="http://www.pvsd.net">www.pvsd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Corte Madera
<b>Street</b>	4575 Alpine Road
<b>City, State, Zip</b>	Portola Valley, Ca, 94028-8040
<b>Phone Number</b>	650-851-1777
<b>Principal</b>	Cynthia Majjala
<b>E-mail Address</b>	<a href="mailto:cmajjala@pvsd.net">cmajjala@pvsd.net</a>
<b>Web Site</b>	<a href="http://cms.pvsd.net/">http://cms.pvsd.net/</a>
<b>County-District-School (CDS) Code</b>	41689816044275

*Last updated: 1/4/2018*

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

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.

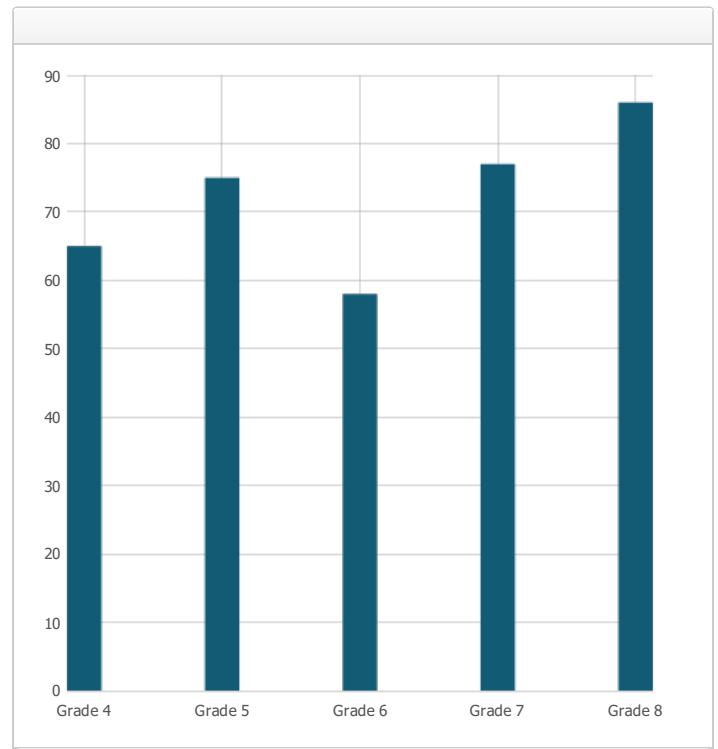
The core academic curriculum is taught to 4th and 5th graders by their homeroom teacher. They also receive instruction in music, art, physical education, science and spanish from content specialists. 6th grade students follow a schedule that includes core (English Language Arts/Social Studies), math, 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 2016-17 school year, 361 students were enrolled at the school, with classes arranged on a traditional calendar.

*Last updated: 1/11/2018*

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

Grade Level	Number of Students
Grade 4	65
Grade 5	75
Grade 6	58
Grade 7	77
Grade 8	86
<b>Total Enrollment</b>	<b>361</b>



Last updated: 1/4/2018

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

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.0 %
Asian	5.8 %
Filipino	0.0 %
Hispanic or Latino	15.2 %
Native Hawaiian or Pacific Islander	1.1 %
White	67.6 %
Two or More Races	9.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.4 %
English Learners	3.0 %
Students with Disabilities	9.7 %
Foster Youth	0.0 %

Last updated: 1/4/2018

## A. Conditions of Learning

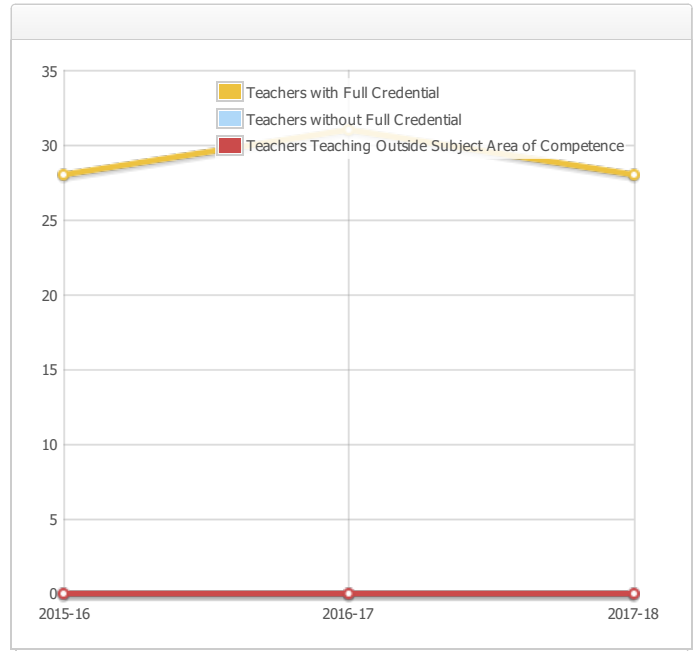
### State Priority: Basic

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

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

#### Teacher Credentials

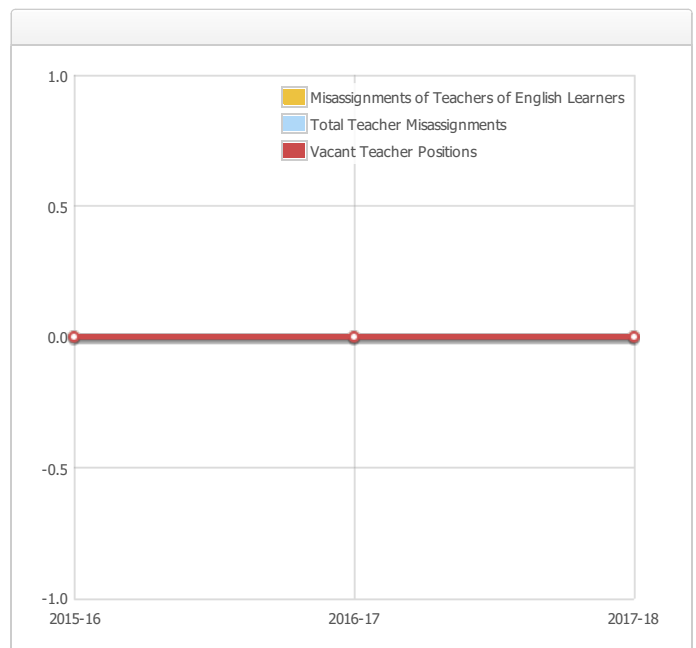
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	31	28	49
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/2/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	HSP Excursions Grades 4,5 McDougal-Littell Literature Grades 6,7,8	Yes	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 7,8 IQWST* Life Science IQWST Earth Science IQWST Physical Science Activate Learning, 2017 Grade 6 (*Investigating our World Through Science and Technology)	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	iAvancemos! Spanish 1 and Spanish 2 (Grades 6-8) Houghton Mifflin Harcourt, 2017 Grades 6-8	Yes	0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2018

## School Facility Conditions and Planned Improvements

Corte Madera School was originally constructed in 1960. The campus is currently comprised of an extended school office (which houses several offices, two conference rooms and a first aid room), 25 classrooms, one each multipurpose room/gym, library, staff lounge, large playground, and two computer labs. Two local bond measures allowed for a complete renovation of the campus during 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 more recent upgrades include the partial 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. Students are safe on Corte Madera School grounds before, during, and after school. Corte Madera has sufficient classroom, playground, and staff spaces to support teaching and learning.

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

The Overall Rating for Corte Madera School was 77%, or "fair."

The condition of the school is fair, with some serious facility issues identified during the 2016-17 school year. These issues have either been immediately addressed, or are included in the recently started Facilities Master Plan process.

Corte Madera employs two full time custodians who help ensure that the school is clean, safe, and functional. The district governing board has adopted cleaning standards for all schools in the district (PVSD policy #3500). A summary of these standards is available at the district office for review. Maintenance staff ensures that work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

The Deferred Maintenance Program (DMP) became inoperative effective July 1, 2013. Since January 1, 2015, governing boards for all public school districts have complete control over deferred maintenance expenditures, earnings and funds.

School site building systems must be routinely and regularly maintained in order for the building(s) to function safely and adequately for school purposes. For the 2017-18, the District set aside \$35,410 for a district-wide major repair or replacement work.

*Last updated: 1/18/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	During the 2016-17 school year, the PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. The District hopes to improve its facilities by passing a G.O. Bond initiative in the November 2018 general election.
Interior: Interior Surfaces	Fair	During the 2016-17 school year, the PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. The District hopes to improve its facilities by passing a G.O. Bond initiative in the November 2018 general election.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	During the 2016-17 school year, the PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. The District hopes to improve its facilities by passing a

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

### Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 1/18/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	85%	83%	85%	84%	48%	48%
Mathematics (grades 3-8 and 11)	82%	79%	83%	81%	36%	37%

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

*Last updated: 1/4/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	362	355	98.07%	83.38%
Male	199	197	98.99%	80.71%
Female	163	158	96.93%	86.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	21	20	95.24%	85.00%
Filipino				
Hispanic or Latino	54	53	98.15%	62.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	246	242	98.37%	87.60%
Two or More Races	33	32	96.97%	93.75%
Socioeconomically Disadvantaged	35	35	100.00%	45.71%
English Learners	30	30	100.00%	53.33%
Students with Disabilities	38	36	94.74%	30.56%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/4/2018*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	362	354	97.79%	79.10%
Male	199	196	98.49%	78.06%
Female	163	158	96.93%	80.38%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	21	20	95.24%	85.00%
Filipino				
Hispanic or Latino	54	53	98.15%	41.51%
Native Hawaiian or Pacific Islander	--	--	--	
White	246	241	97.97%	86.72%
Two or More Races	33	32	96.97%	93.75%
Socioeconomically Disadvantaged	35	35	100.00%	25.71%
English Learners	30	30	100.00%	36.67%
Students with Disabilities	38	35	92.11%	20.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/4/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	87.0%	87.0%	87.0%	87.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/4/2018*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	13.7%	26.0%	52.1%
7	16.2%	28.4%	51.4%

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.

*Last updated: 1/4/2018*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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](http://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: 1/11/2018*

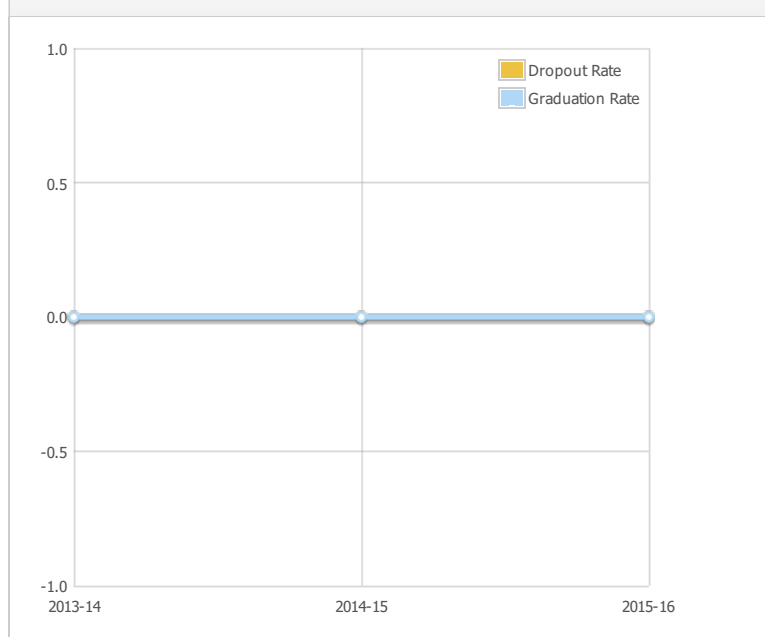
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



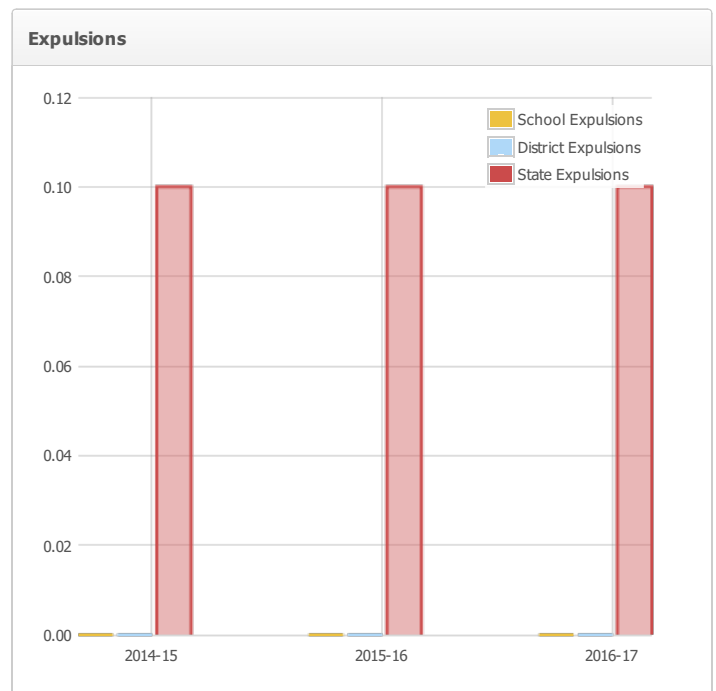
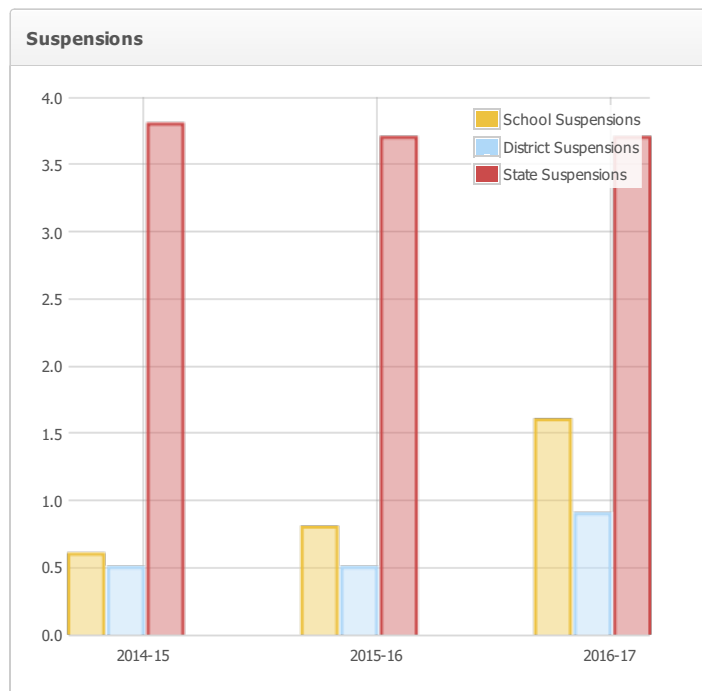
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	0.8%	1.6%	0.5%	0.5%	0.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

## School Safety Plan (School Year 2017-18)

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 each Fall. All revisions are 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: 1/11/2018

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

*Last updated: 1/8/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	17.0	4	0	0	18.0	4	0	0	16.0	4	0	0
5	18.0	4	0	0	17.0	4	0	0	19.0	4	0	0
6	18.0	22	13	0	20.0	12	18	0	17.0	25	4	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/8/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	14.0	2	0	0
Mathematics	15.0	7	1	0	15.0	10	0	0	18.0	8	1	0
Science	19.0	6	1	0	19.0	8	1	0	18.0	10	2	0
Social Science	0.0	0	0	0	0.0	0	0	0	15.0	1	0	0

\* 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: 1/4/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	361.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/4/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14661.1	\$2383.6	\$12277.5	\$94943.3
District	N/A	N/A	\$22318.0	\$96939.5
Percent Difference – School Site and District	N/A	N/A	-58.0%	-2.1%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	60.5%	42.1%

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

Last updated: 1/8/2018

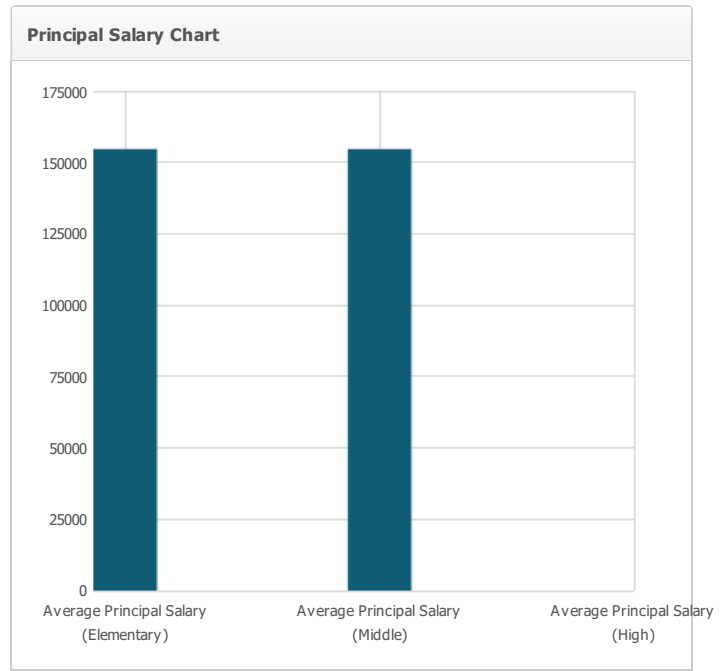
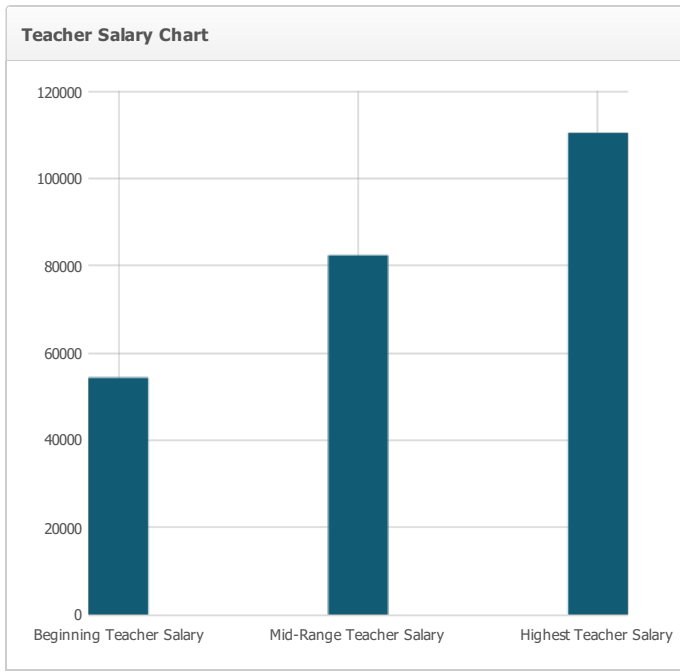
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,310	\$42,598



Mid-Range Teacher Salary	\$82,352	\$62,232
Highest Teacher Salary	\$110,392	\$80,964
Average Principal Salary (Elementary)	\$154,671	\$102,366
Average Principal Salary (Middle)	\$154,671	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$306,305	\$117,868
Percent of Budget for Teacher Salaries	36.0%	32.0%
Percent of Budget for Administrative Salaries	9.0%	7.0%

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



Last updated: 1/8/2018

## Professional Development

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

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

The 2016-17 school year concluded with a voluntary, comprehensive 5-day District organized symposium focused on building transformative approaches to teaching and learning and instilling a growth mindset in all stakeholders. Approximately 90% of District teachers participated.

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

Last updated: 1/8/2018