

Corte Madera

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Portola Valley Elementary
Phone Number	(650) 851-1777
Superintendent	Eric Hartwig
E-mail Address	ehartwig@pvsd.net
Web Site	www.pvsd.net

School Contact Information (School Year 2018—19)	
School Name	Corte Madera
Street	4575 Alpine Rd.
City, State, Zip	Portola Valley, Ca, 94028-8040
Phone Number	650-851-1777
Principal	Cynthia Majjala, Principal
E-mail Address	cmajjala@pvsd.net
Web Site	http://cms.pvsd.net/
County-District-School (CDS) Code	41689816044275

Last updated: 12/17/2018

School Description and Mission Statement (School Year 2018—19)

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.

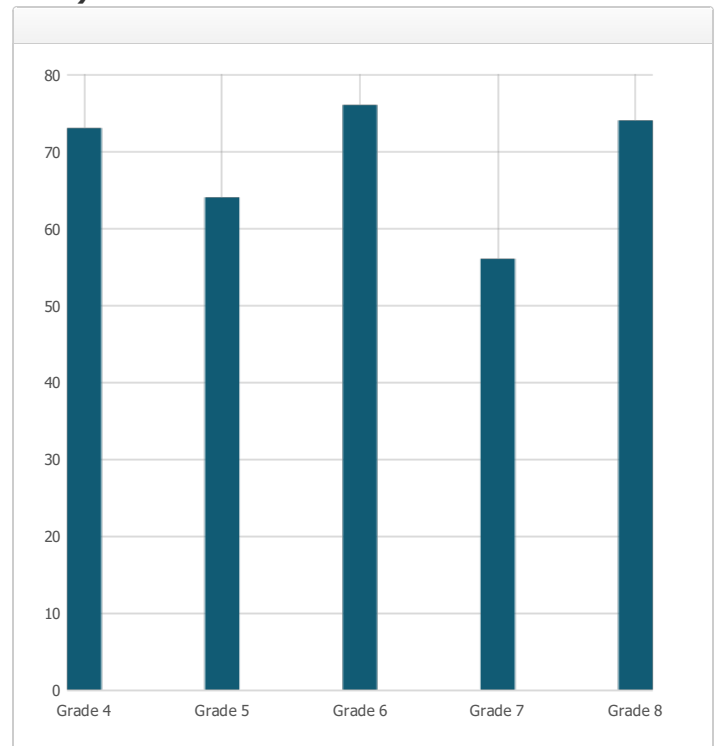
Corte Madera students perform very well on standardized assessments, and many are placed in advanced classes in both public and private high schools. During the 2018-19 school year, 361 students were enrolled at the school, with classes arranged on a traditional calendar.

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.

Last updated: 1/11/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 4	73
Grade 5	64
Grade 6	76
Grade 7	56
Grade 8	74
Total Enrollment	343



Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	%
Asian	5.0 %
Filipino	%
Hispanic or Latino	16.3 %
Native Hawaiian or Pacific Islander	0.9 %
White	67.9 %
Two or More Races	8.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	10.5 %
English Learners	4.4 %
Students with Disabilities	10.8 %
Foster Youth	%

A. Conditions of Learning

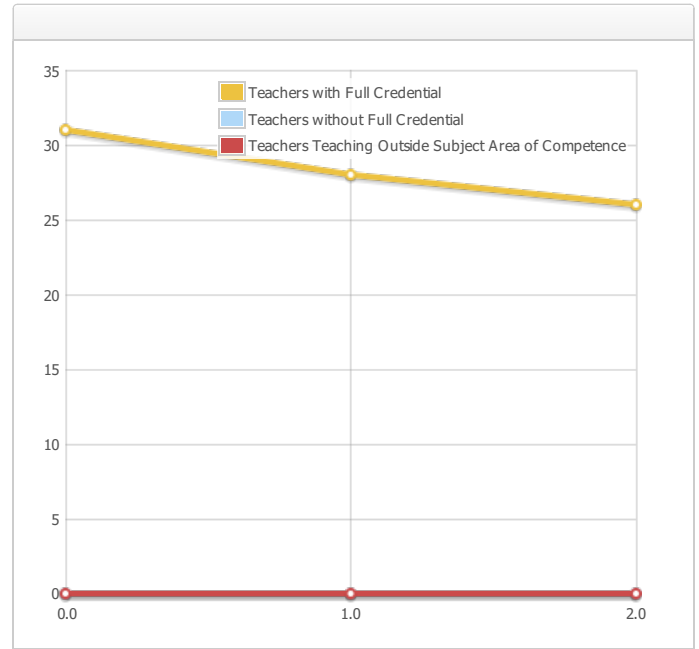
State Priority: Basic

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

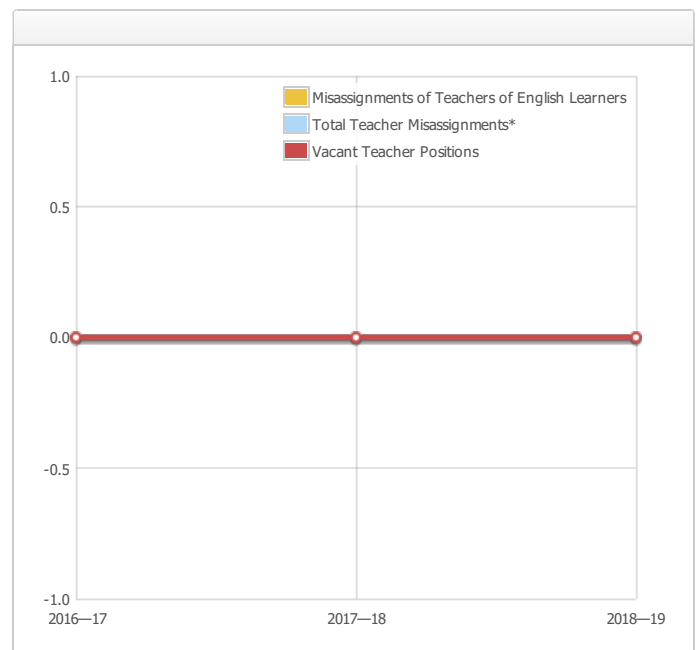
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	31	28	26	46
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

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 Reading & Writing Workshop Program 4,5 (2018) Heinemann Publishing (a division of Houghton Mifflin Harcourt)	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 Accelerated Grade 7 Algebra I Grade 8 Advanced Pathway: Advanced 1 Grade 6 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 Activate Learning, Grade 6 (2017): IQW ST * Life Science IQW ST Earth Science IQW ST Physical Science (*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	iHoughton Mifflin Harcourt (2017) Avancemos! Spanish 1 and Spanish 2, 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: 1/8/2019

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 2018-19, the District has a budget of \$583,000 for facilities upkeep and maintenance. The State requires a 3% of total general fund's expenditures. This amount represents 4% of the district's budget.

Last updated: 1/11/2019

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, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
Interior: Interior Surfaces	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
Electrical: Electrical	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	During the 2016-17 school year, PVSD developed a long-rang facility master plan, and deficiencies of our facilities have been identified. Emergency repairs were completed in January, 2018. In November 2018, the District passed a G.O. Bond initiative and is in the planning process of a multi-year plan to improve its facilities.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 1/11/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	83.0%	82.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	79.0%	83.0%	81.0%	85.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 12/18/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	337	331	98.22%	82.48%
Male	179	174	97.21%	78.74%
Female	158	157	99.37%	86.62%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	18	17	94.44%	94.12%
Filipino				
Hispanic or Latino	56	54	96.43%	59.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	227	225	99.12%	88.44%
Two or More Races	28	27	96.43%	92.59%
Socioeconomically Disadvantaged	32	31	96.88%	41.94%
English Learners	35	33	94.29%	60.61%
Students with Disabilities	32	32	100.00%	31.25%
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: 12/18/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	337	331	98.22%	83.38%
Male	179	174	97.21%	82.76%
Female	158	157	99.37%	84.08%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	18	17	94.44%	94.12%
Filipino				
Hispanic or Latino	56	54	96.43%	57.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	227	225	99.12%	88.89%
Two or More Races	28	27	96.43%	96.30%
Socioeconomically Disadvantaged	32	31	96.88%	45.16%
English Learners	35	33	94.29%	63.64%
Students with Disabilities	32	32	100.00%	28.13%
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: 12/18/2018

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 12/18/2018

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.9%	22.2%	57.1%
7	9.3%	24.1%	57.4%

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: 12/18/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 Portola Valley School Foundation (PVSF) 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 PVSF 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

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

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

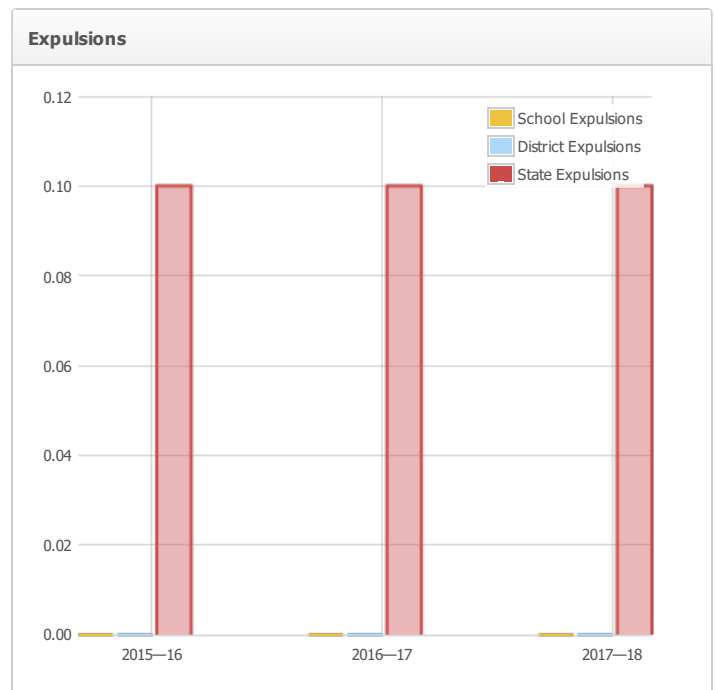
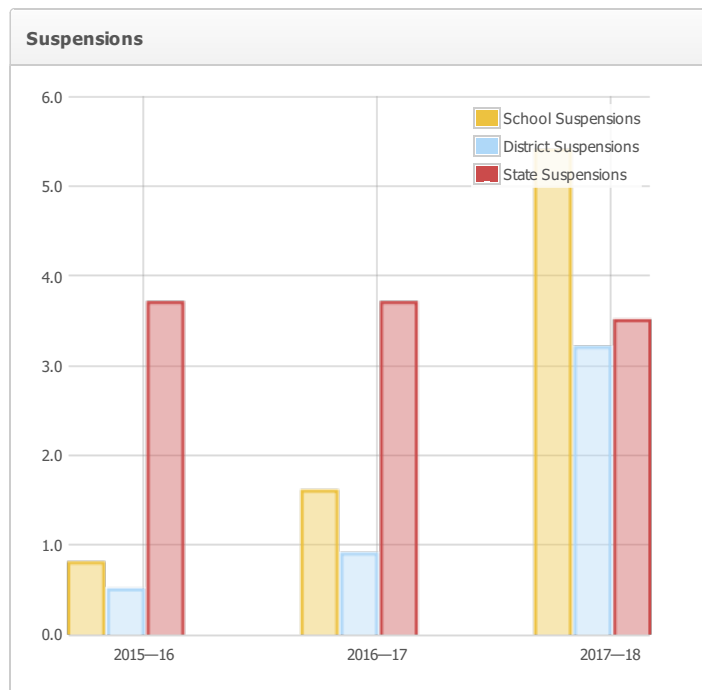
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.8%	1.6%	5.4%	0.5%	0.9%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

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 reviews and updates the plan each year, with the last update August, 2018, and meets multiple times throughout the school year to ensure safety protocols are being followed and emergency supplies are up to date. All revisions to the safety plan are communicated to both the classified and certificated staff during the back to school meetings in August. 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: 1/11/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	18.0	4		
5	17.0	4		
6	20.0	12	18	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	16.0	4		
5	19.0	4		
6	17.0	25	4	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	24.0		3	
5	21.0		3	
6	21.0	11	21	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/9/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	15.0	10		
Science	19.0	8	1	
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	2		
Mathematics	18.0	8	1	
Science	18.0	10	2	
Social Science	15.0	1		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	16.0	7	1	
Science	17.0	9		
Social Science	9.0	1		

* 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: 1/9/2019

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		343.0
Counselor (Social/Behavioral or Career Development)		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)	0.6	N/A
Other		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: 12/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15976.1	\$2626.3	\$13349.8	\$99525.0
District	N/A	N/A	\$26113.6	\$101106.6
Percent Difference – School Site and District	N/A	N/A	-48.0%	-1.0%
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	41.0%	28.0%

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

Last updated: 1/17/2019

Types of Services Funded (Fiscal Year 2017–18)

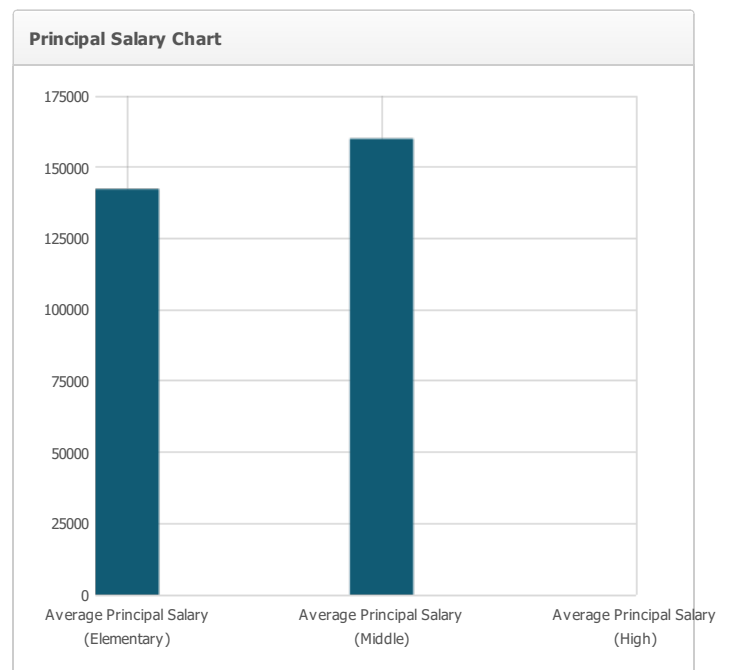
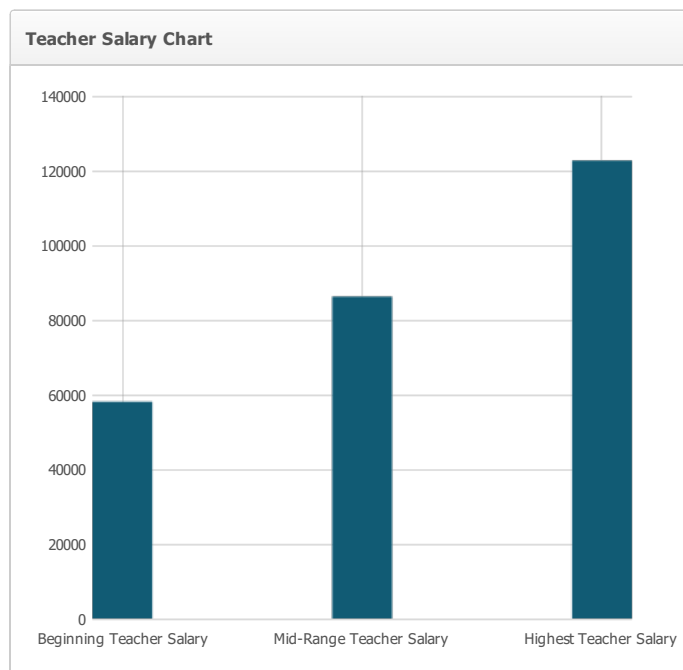
The Portola Valley School District does not receive substantial Federal or State grants; however PVSD is fortunate to have tremendous support from the local community in funding locally defined grants from the Portola Valley School Foundation and Portola Valley Parent Teacher Association. These grants support 21st century learning, visual, audio, and performing arts, student physical and mental health; they align with PVSD's LCAP, helping cultivate a safe learning environment for students, parents and staff.

Last updated: 1/11/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,106	\$44,375
Mid-Range Teacher Salary	\$86,284	\$65,926
Highest Teacher Salary	\$122,729	\$82,489
Average Principal Salary (Elementary)	\$142,380	\$106,997
Average Principal Salary (Middle)	\$160,020	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	\$210,000	\$121,894
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Last updated: 1/10/2019

Professional Development

The Portola Valley School District is dedicated to transformative professional development, as highlighted in the current Local Control Accountability Plan. Focus areas of professional development are aligned to all three areas of the Blueprint for Excellence -- Student Achievement, Climate, and Creative Hands-on Learning. In addition, statewide and local assessment data and surveys of stakeholders are used to determine major areas of focus annually.

The District provided ample professional development opportunities during the 2016-17 and 2017-18 school years via District-approved outside professional development choices, mandated site and District-wide trainings, and job-embedded coaching supported by our teacher leaders. District-wide training was offered three times per school year in August, October, and March. During 2016-17 the focus was on digital learning management systems, ongoing communication, meaningful homework programs, developing strategies to support student interests, and an overview of design thinking protocols and support to design effective lessons. 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 the 2017-18 school year, the focus continued on using design thinking to spark curiosity in the content areas, infusing global citizenship within the existing curricula, curriculum-based training,

and having a growth mindset around English Learners and other low performing sub-groups.

In 2018-19, the District has so far used professional development days to review data protocols, build on knowledge of lesson design, delve into student learning outcomes and engagement in collaborative teams, focus on executive functioning strategies for all students, and individualize instruction through educational technology programs. Work will continue later in the year with a focus on utilizing digital portfolios to showcase students work, equity training, and continued work with sparking curiosity and individualizing instruction.

The District also supports opportunities to attend conferences and workshops to build teacher knowledge on the latest strategies which are then shared with District colleagues in regularly scheduled site, department, and grade-level meetings. During the 2016-17 and 2017-18 school years, teachers had an opportunity to attend workshops focused on Reader's and Writer's workshop, attend local math consortium and San Mateo County articulation meetings, and discuss the latest educational technology initiatives through attendance at Illuminate, CUE, and ISTE annual conferences.

In summary, the District dedicated three days to District and site level professional development in 2016-2017 and 2017-18 and will do so again during the 2018-19 school year. Teachers will also continue to be supported through peer coaching and collaborative grade level and/or department time, and have opportunities to attend conferences that align with focus areas articulated in our Blueprint for Excellence.

Last updated: 1/8/2019