

Corte Madera

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
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 - Most Recent Year	
School Name	Corte Madera
Street	4575 Alpine Road
City, State, Zip	Portola Valley, Ca, 94028-8040
Phone Number	650-851-1777
Principal	Cynthia Majjala
E-mail Address	cmajjala@pvsd.net
Web Site	http://www.pvsd.net/page/145
County-District-School (CDS) Code	41689816044275

Last updated: 1/6/2016

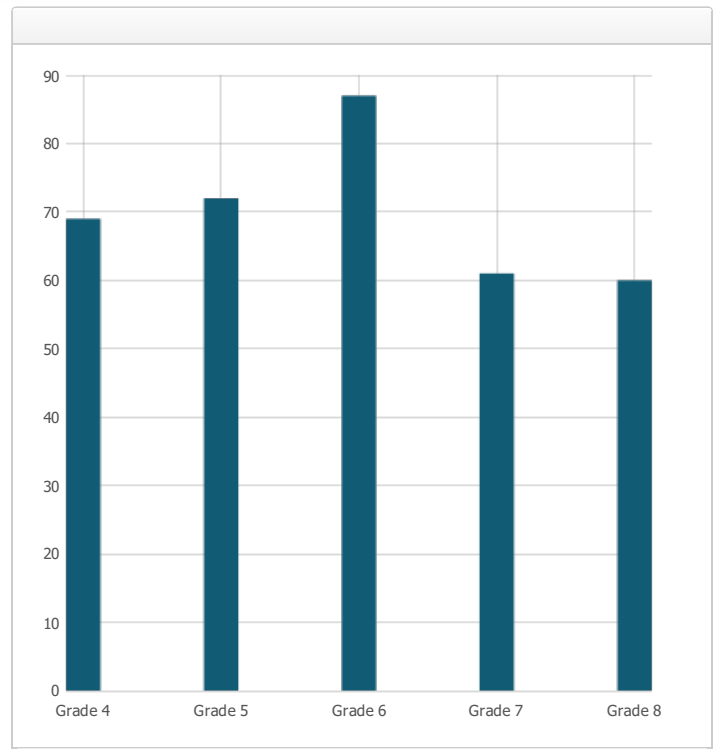
School Description and Mission Statement - Most Recent Year

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. The core academic curriculum is taught to 4th and 5th graders in departmentalized classrooms for homeroom, ELA and Math/Science. They also receive instruction in music, art, physical education, 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. In addition, all middle school students have an advisory period which allows for social emotional learning. 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 2014-15 year, 347 students were enrolled at the school, with classes arranged on a traditional calendar.

Last updated: 1/8/2016

Student Enrollment by Grade Level (School Year 2014-15)

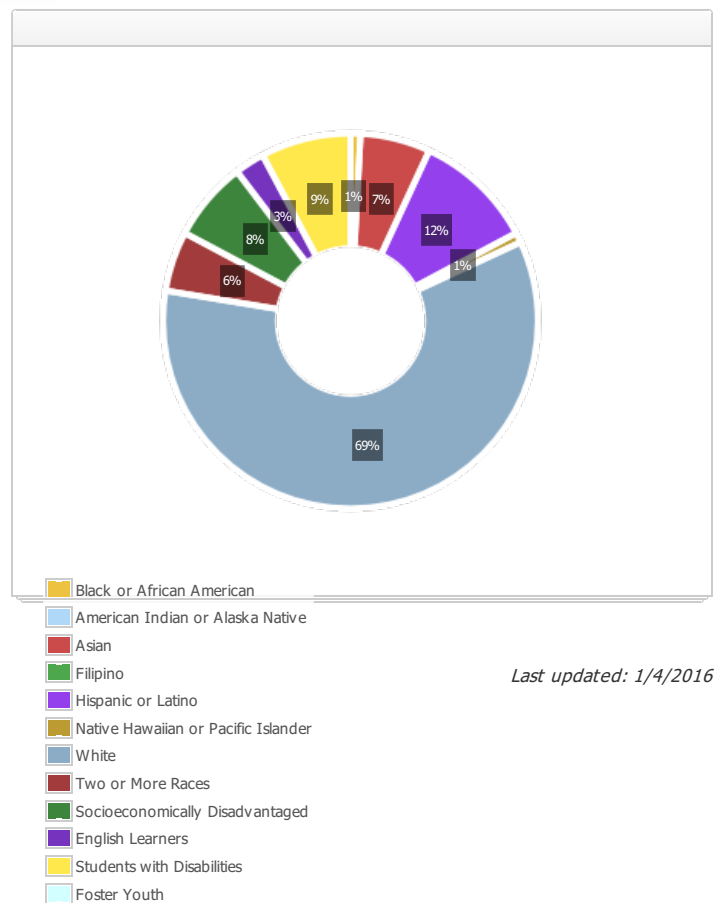
Grade Level	Number of Students
Grade 4	69
Grade 5	72
Grade 6	87
Grade 7	61
Grade 8	60
Total Enrollment	349



Last updated: 1/4/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.0 %
Asian	7.4 %
Filipino	0.0 %
Hispanic or Latino	12.3 %
Native Hawaiian or Pacific Islander	1.1 %
White	69.3 %
Two or More Races	6.0 %
Socioeconomically Disadvantaged	8.6 %
English Learners	3.4 %
Students with Disabilities	9.7 %
Foster Youth	0.0 %



Last updated: 1/4/2016

A. Conditions of Learning

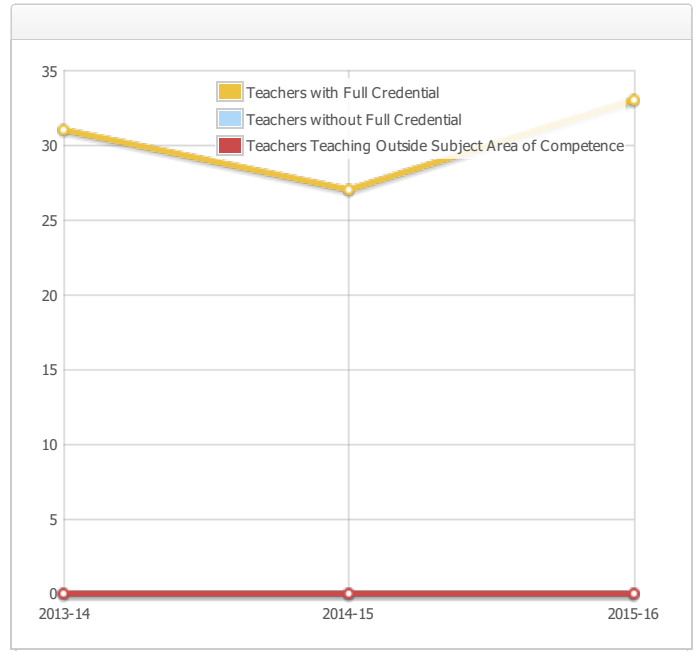
State Priority: Basic

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

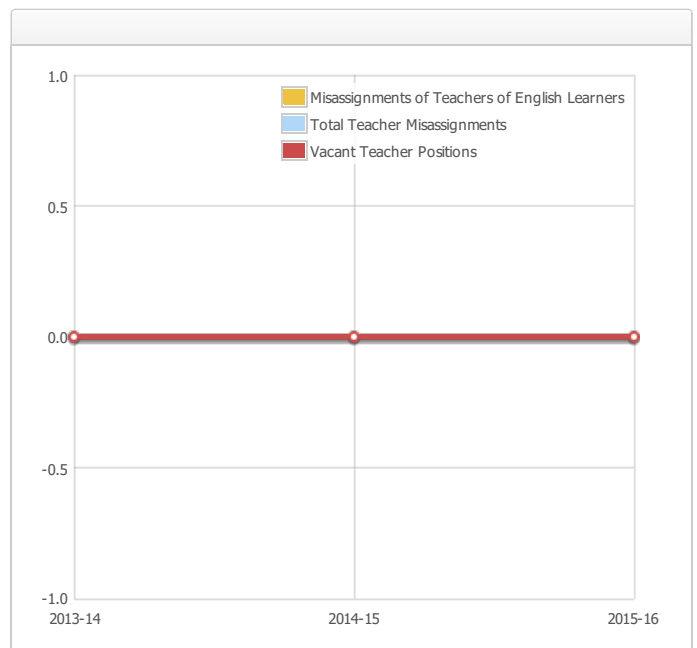
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	27	33	54
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	%
All Schools in District	100%	%
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	100%	%

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

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	Yes	0.0 %
Mathematics	Big Ideas Math, Grades 6-8 Houghton Mifflin Harcourt 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 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 Eqpmt (Grades 9-12)	NA		0.0 %

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

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 - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 1/6/2016

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	84%	83%	44%
Mathematics (grades 3-8 and 11)	83%	82%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	69	69	100.0%	7.0%	7.0%	12.0%	72.0%
Male	69	43	62.3%	9.0%	9.0%	14.0%	65.0%
Female	69	26	37.7%	4.0%	4.0%	8.0%	85.0%
Black or African American	69	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	69	6	8.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	69	9	13.0%	--	--	--	--
Native Hawaiian or Pacific Islander	69	2	2.9%	--	--	--	--
White	69	47	68.1%	0.0%	4.0%	13.0%	81.0%
Two or More Races	69	4	5.8%	--	--	--	--
Socioeconomically Disadvantaged	69	9	13.0%	--	--	--	--
English Learners	69	4	5.8%	--	--	--	--
Students with Disabilities	69	4	5.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	73	69	94.5%	7.0%	10.0%	25.0%	58.0%
Male	73	33	45.2%	6.0%	18.0%	30.0%	45.0%
Female	73	36	49.3%	8.0%	3.0%	19.0%	69.0%
Black or African American	73	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	73	1	1.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	73	13	17.8%	23.0%	15.0%	15.0%	46.0%
Native Hawaiian or Pacific Islander	73	1	1.4%	--	--	--	--
White	73	49	67.1%	0.0%	10.0%	27.0%	63.0%
Two or More Races	73	3	4.1%	--	--	--	--
Socioeconomically Disadvantaged	73	9	12.3%	--	--	--	--
English Learners	73	4	5.5%	--	--	--	--
Students with Disabilities	73	7	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	86	98.9%	9.0%	12.0%	34.0%	45.0%
Male	87	56	64.4%	13.0%	18.0%	34.0%	36.0%
Female	87	30	34.5%	3.0%	0.0%	33.0%	63.0%
Black or African American	87	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	87	9	10.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	87	7	8.0%	--	--	--	--
Native Hawaiian or Pacific Islander	87	1	1.1%	--	--	--	--
White	87	57	65.5%	7.0%	14.0%	35.0%	44.0%
Two or More Races	87	8	9.2%	--	--	--	--
Socioeconomically Disadvantaged	87	3	3.4%	--	--	--	--
English Learners	87	1	1.1%	--	--	--	--
Students with Disabilities	87	10	11.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	63	63	100.0%	10.0%	6.0%	29.0%	56.0%
Male	63	27	42.9%	19.0%	7.0%	22.0%	52.0%
Female	63	36	57.1%	3.0%	6.0%	33.0%	58.0%
Black or African American	63	1	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	63	3	4.8%	--	--	--	--
Filipino	63	1	1.6%	--	--	--	--
Hispanic or Latino	63	8	12.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	63	44	69.8%	5.0%	2.0%	32.0%	61.0%
Two or More Races	63	3	4.8%	--	--	--	--
Socioeconomically Disadvantaged	63	5	7.9%	--	--	--	--
English Learners	63	1	1.6%	--	--	--	--
Students with Disabilities	63	6	9.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	59	96.7%	2.0%	3.0%	42.0%	53.0%
Male	61	31	50.8%	0.0%	3.0%	52.0%	45.0%
Female	61	28	45.9%	4.0%	4.0%	32.0%	61.0%
Black or African American	61	1	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61	6	9.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	5	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	45	73.8%	0.0%	0.0%	44.0%	56.0%
Two or More Races	61	2	3.3%	--	--	--	--
Socioeconomically Disadvantaged	61	4	6.6%	--	--	--	--
English Learners	61	2	3.3%	--	--	--	--
Students with Disabilities	61	4	6.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	69	68	98.6%	1.0%	12.0%	28.0%	59.0%
Male	69	42	60.9%	2.0%	14.0%	21.0%	62.0%
Female	69	26	37.7%	0.0%	8.0%	38.0%	54.0%
Black or African American	69	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	69	6	8.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	69	9	13.0%	--	--	--	--
Native Hawaiian or Pacific Islander	69	2	2.9%	--	--	--	--
White	69	46	66.7%	0.0%	4.0%	28.0%	67.0%
Two or More Races	69	4	5.8%	--	--	--	--
Socioeconomically Disadvantaged	69	9	13.0%	--	--	--	--
English Learners	69	4	5.8%	--	--	--	--
Students with Disabilities	69	4	5.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	73	69	94.5%	7.0%	17.0%	13.0%	62.0%
Male	73	33	45.2%	6.0%	21.0%	15.0%	58.0%
Female	73	36	49.3%	8.0%	14.0%	11.0%	67.0%
Black or African American	73	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	73	1	1.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	73	13	17.8%	23.0%	38.0%	15.0%	23.0%
Native Hawaiian or Pacific Islander	73	1	1.4%	--	--	--	--
White	73	49	67.1%	0.0%	14.0%	10.0%	76.0%
Two or More Races	73	3	4.1%	--	--	--	--
Socioeconomically Disadvantaged	73	9	12.3%	--	--	--	--
English Learners	73	4	5.5%	--	--	--	--
Students with Disabilities	73	7	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/8/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	86	98.9%	3.0%	15.0%	17.0%	64.0%
Male	87	56	64.4%	5.0%	18.0%	18.0%	59.0%
Female	87	30	34.5%	0.0%	10.0%	17.0%	73.0%
Black or African American	87	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	87	9	10.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	87	7	8.0%	--	--	--	--
Native Hawaiian or Pacific Islander	87	1	1.1%	--	--	--	--
White	87	57	65.5%	2.0%	16.0%	18.0%	65.0%
Two or More Races	87	8	9.2%	--	--	--	--
Socioeconomically Disadvantaged	87	3	3.4%	--	--	--	--
English Learners	87	1	1.1%	--	--	--	--
Students with Disabilities	87	10	11.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	63	63	100.0%	11.0%	6.0%	24.0%	59.0%
Male	63	27	42.9%	11.0%	7.0%	26.0%	56.0%
Female	63	36	57.1%	11.0%	6.0%	22.0%	61.0%
Black or African American	63	1	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	63	3	4.8%	--	--	--	--
Filipino	63	1	1.6%	--	--	--	--
Hispanic or Latino	63	8	12.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	63	44	69.8%	5.0%	7.0%	23.0%	66.0%
Two or More Races	63	3	4.8%	--	--	--	--
Socioeconomically Disadvantaged	63	5	7.9%	--	--	--	--
English Learners	63	1	1.6%	--	--	--	--
Students with Disabilities	63	6	9.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	59	96.7%	5.0%	5.0%	22.0%	68.0%
Male	61	31	50.8%	0.0%	3.0%	29.0%	68.0%
Female	61	28	45.9%	11.0%	7.0%	14.0%	68.0%
Black or African American	61	1	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	61	6	9.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	5	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	45	73.8%	2.0%	0.0%	27.0%	71.0%
Two or More Races	61	2	3.3%	--	--	--	--
Socioeconomically Disadvantaged	61	4	6.6%	--	--	--	--
English Learners	61	2	3.3%	--	--	--	--
Students with Disabilities	61	4	6.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87%	87%	87%	87%	87%	87%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	87%
All Students at the School	87%
Male	92%
Female	82%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	61%
Native Hawaiian or Pacific Islander	--
White	94%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.6%	36.1%	47.2%
7	8.2%	19.7%	68.9%

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: 1/6/2016

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 - Most Recent Year

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: 1/6/2016

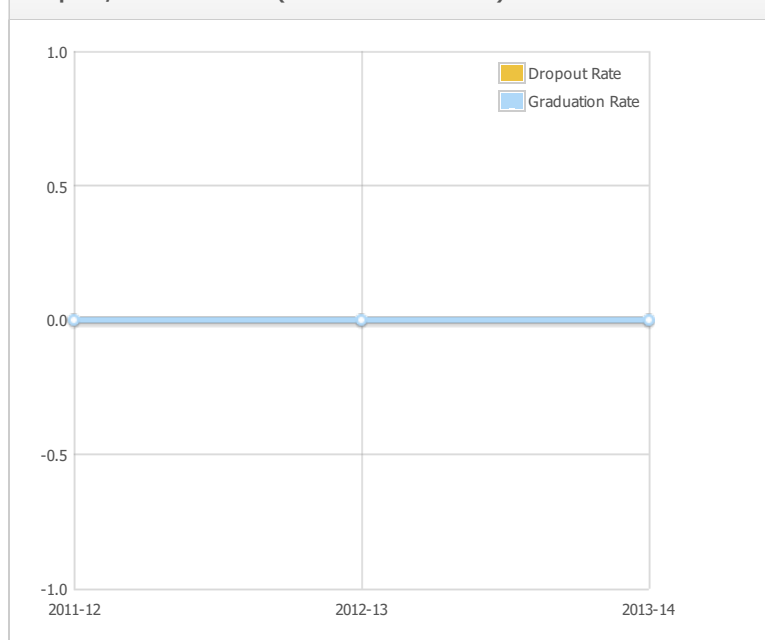
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	%	%	%	%	%	%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	78.87	80.44	80.95

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



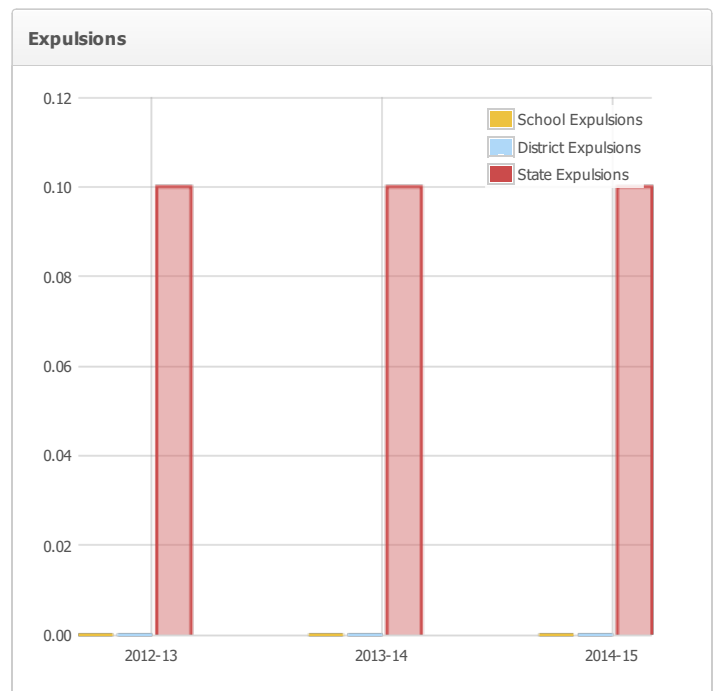
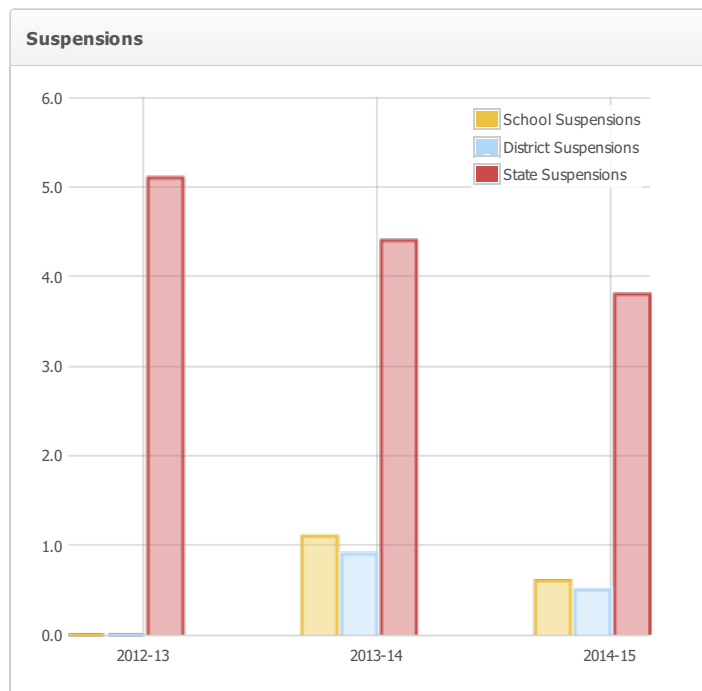
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	1.1	0.6	0.0	0.9	0.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/6/2016

School Safety Plan - Most Recent Year

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: 1/6/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/7/2016

Federal Intervention Program (School Year 2015-16)

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	%

Note: Cells with NA values do not require data.

Last updated: 1/7/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	20.0	3	2	19.0	8			17.0	4			
5	19.0		3	20.0	6	4		18.0	4			
6	18.0	15	14	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: 1/7/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	24.0	1	5		14.0	8	2					
Mathematics	16.0	7	2		11.0	11	1	15.0	7	1		
Science	24.0	1	5		19.0	5	2	19.0	6	1		
Social Science	21.0	3	4		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: 1/7/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	349.0
Counselor (Social/Behavioral or Career Development)	1.0	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	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	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: 1/7/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$19,994	\$3,282	\$16,712	\$95,669
District	N/A	N/A	\$17,204	\$98,125
Percent Difference – School Site and District	N/A	N/A	97%	97.5%
State	N/A	N/A	\$5,348	\$59,180
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/2016

Types of Services Funded (Fiscal Year 2014-15)

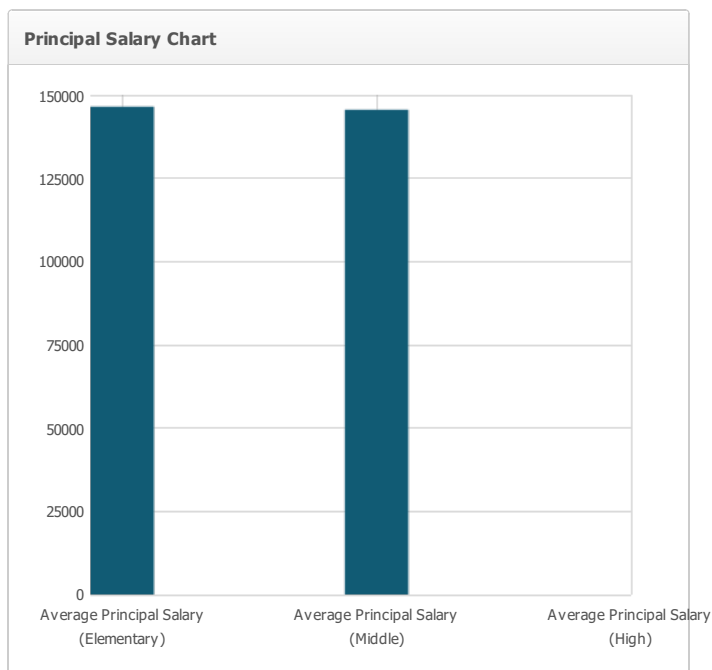
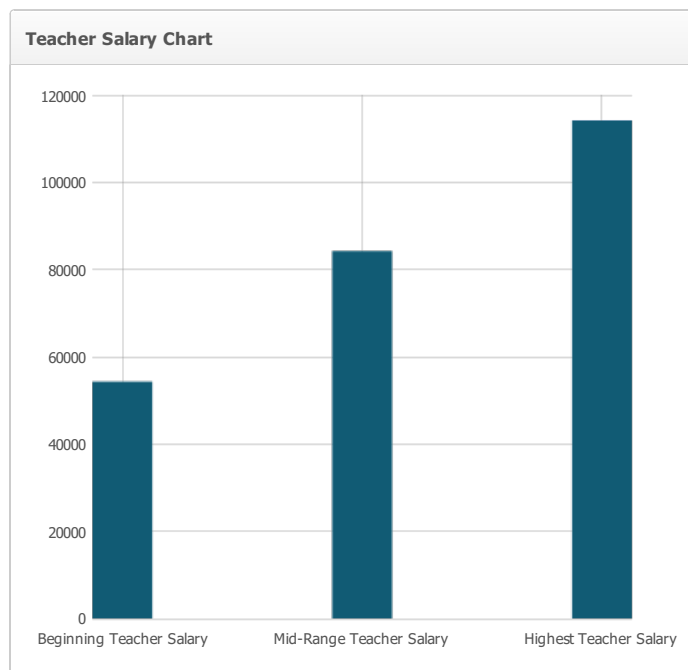
Corte Madera provides English language support to students who need assistance acquiring English. This support is provided by two credentialed teachers through a push-in and consultative program. In addition, Corte Madera provides additional support for students who need assistance with homework, organization, 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: 1/7/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,310	\$39,948
Mid-Range Teacher Salary	\$84,245	\$57,401
Highest Teacher Salary	\$114,175	\$73,183
Average Principal Salary (Elementary)	\$146,487	\$94,578
Average Principal Salary (Middle)	\$145,565	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	\$183,000	\$112,657
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	10%	7%

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



Last updated: 1/7/2016

Professional Development – Most Recent Three Years

Staff members build teaching skills and concepts by participating in District workshops throughout the year, and sharing their experiences and knowledge with District colleagues. The District dedicated 2.0 days to District and site level professional development, and provided 1.0 teacher work day prior to the beginning of the school year. Topics during the 2014-15 school year included effective content delivery strategies, technology integration, and differentiation.

Last updated: 1/7/2016