

# Corte Madera School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Corte Madera School
<b>Street</b>	4575 Alpine Road, Portola Valley CA 94028
<b>City, State, Zip</b>	Portola Valley, CA 94028
<b>Phone Number</b>	(650) 851-1777
<b>Principal</b>	Kristen Shima
<b>Email Address</b>	kshima@pvsd.net
<b>School Website</b>	www.pvsd.net
<b>County-District-School (CDS) Code</b>	41 68981 6044275

## 2023-24 District Contact Information

<b>District Name</b>	Portola Valley Elementary School District
<b>Phone Number</b>	(650) 851-1777
<b>Superintendent</b>	Roberta Zarea
<b>Email Address</b>	rzarea@pvsd.net
<b>District Website</b>	www.pvsd.net

## 2023-24 School Description and Mission Statement

Corte Madera (4-8) is one of two schools in the Portola Valley School District. The school staff works with all students to develop 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. 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. In addition, 4th and 5th grade students have weekly access to specialist teachers for Art, PE, Music, Spanish and STEAM (Science, Technology, Engineering, Art, and Math). Sixth grade students follow a schedule that includes Core (English Language Arts/Social Studies), Math, Science, and Spanish each day. Physical Education, Music classes, Study Skills, and Art are offered every other day and STEAM is offered once a week. 7th and 8th grade students have seven periods of instruction daily. Their classes include English Language Arts, Social Studies, Science, Math, Physical Education, Spanish or Academic Skills and semester elective offerings (Leadership, Yearbook, STEAM, Art, Mosaics, Drama, Digital Art, Band, etc). The STEAM Center is open 5 days a week at lunch for students in all grades to imagine and create, a Tinkering Club is offered once a week after school to all students, and a Robotics club is offered once a week to middle school students. In addition, 0 period Choir and Advanced Band are offered to students to enhance their music skills.

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 2023-2024 school year, 259 students are enrolled at the school, with classes arranged on a traditional calendar.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	59
Grade 5	58
Grade 6	52
Grade 7	53
Grade 8	51
Total Enrollment	273

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1%
Male	57.9%
American Indian or Alaska Native	0.4%
Asian	6.6%
Black or African American	0.7%
Hispanic or Latino	11.7%
Two or More Races	13.6%
White	67%
English Learners	1.8%
Socioeconomically Disadvantaged	7.7%
Students with Disabilities	7%

#### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.20	99.06	39.40	99.45	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.94	0.20	0.55	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	23.50	100.00	39.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.00	95.96	37.00	97.55	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	1.83	0.40	1.11	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.50	2.17	0.50	1.32	15831.90	5.67
<b>Total Teaching Positions</b>	23.00	100.00	37.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other 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 Heinemann Publishing (a division of Houghton Mifflin Harcourt) (2018)	Yes	0.00 %

<b>Mathematics</b>	Houghton Mifflin Harcourt all adopted 2023: Big Ideas Math: Grades 6-8  Regular Pathway Course 1 Grade 6 Regular Pathway Course 2 Grade 7 Regular Pathway Course 3 Grade 8  Compacted Pathway Course 1 Grade 6 Compacted Pathway Accelerated Grade 7 Compacted Pathway Algebra 1 Grade 8  Advanced Pathway1 Grade 6 Advanced Pathway 2 Grade 6 Advanced Algebra 1 Grade 7 Advanced Geometry Grade 8	Yes	0.00 %
<b>Science</b>	Twig Science Imagine Learning Grades 4,5 Glencoe Grades 7,8 Activate Learning Grade 6 (2017): IQWST * Life Science IQWST Earth Science IQWST Physical Science (*Investigating our World Through Science and Technology) IQWST Science Integrated Model for CA Grades 6,7,8 (2019)	Yes	0.00 %
<b>History-Social Science</b>	TCI Social Studies Alive! For California Grades 4,5 (2019) TCI History Alive! For California Grades 6,7,8 (2019)	Yes	0.00 %
<b>Foreign Language</b>	Avancemos! Spanish 1 and Spanish 2, Grades 6,7,8 Houghton Mifflin Harcourt (2017)	Yes	0.00 %
<b>Health</b>			0.00 %
<b>Visual and Performing Arts</b>			0.00 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.00 %

## School Facility Conditions and Planned Improvements

Classroom lighting needs to be addressed. The correct light bulbs for our fixtures are no longer being manufactured. Fixtures will need to be modified to fit universal bulbs. Asphalt walkways need to be patched. Exterior lighting needs to be added.

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Lighting needs to be upgraded
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	87	83	86	47	46
<b>Mathematics</b> (grades 3-8 and 11)	82	86	84	86	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	271	269	99.26	0.74	86.62
<b>Female</b>	115	114	99.13	0.87	90.35
<b>Male</b>	156	155	99.36	0.64	83.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	18	94.74	5.26	94.44
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	32	32	100.00	0.00	56.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	37	36	97.30	2.70	91.67
<b>White</b>	180	180	100.00	0.00	90.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	22	22	100.00	0.00	54.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	56.25

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	271	270	99.63	0.37	85.56
<b>Female</b>	115	115	100.00	0.00	86.96
<b>Male</b>	156	155	99.36	0.64	84.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	94.74
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	32	32	100.00	0.00	65.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	37	36	97.30	2.70	88.89
<b>White</b>	180	180	100.00	0.00	87.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	22	22	100.00	0.00	68.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	56.25

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	73.20	76.42	73.20	75.70	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	107	106	99.07	0.93	76.42
<b>Female</b>	41	41	100.00	0.00	75.61
<b>Male</b>	66	65	98.48	1.52	76.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	14	100.00	0.00	42.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	18	94.74	5.26	83.33
<b>White</b>	65	65	100.00	0.00	81.54
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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, assemblies, additional supplies needed for classrooms, and a wide variety of theme and spirit day activities for students. 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 x2552, or visit the District website at [www.pvsd.net](http://www.pvsd.net). The Portola Valley Schools Foundation may be contacted 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	277	275	20	7.3
Female	117	117	6	5.1
Male	160	158	14	8.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	19	19	1	5.3
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	33	32	5	15.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	37	4	10.8
White	185	184	10	5.4
English Learners	11	10	2	20.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	24	23	6	26.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	20	3	15.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.38	0.36	0.00	0.41	0.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0
Female	0.85	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

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 Fall. The safety plan is updated annually. Corte Madera Safety Plan is aligned with San Mateo County's Big 5 Protocols. All revisions to the safety plan are communicated to both the classified and certificated staff during the back to school meetings. The school's 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. Our Safety Committee meets multiple times throughout the year to ensure safety protocols are being followed and emergency supplies are up to date. Student Council assists with practice drills and debriefs these drills with administration to provide student input. Drills provide important information related to needs on the campus.

Students are supervised before, during and after school by certificated staff, classified staff, and the administration. All parent volunteers and visitors are required to check in and out at the front office and receive a visitor badge. Parent volunteers, coaches, and after school instructors must also pass a background check and be cleared by administration to work with students. There is a designated area for student drop off and pick up and staggered entry /exit times to avoid large gatherings of students. In addition, there are staggered lunch and recess times to minimize overcrowding. We have a school nurse on site once a week to help students with medical issues and instruct staff on medical training.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	7		
Mathematics	15	7		
Science	15	7		
Social Science	15	7		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	6		
Mathematics	16	5	1	
Science	16	6		
Social Science	16	6		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	6	0	0
Mathematics	16	5	2	0
Science	17	6	0	0
Social Science	17	6	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	273

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	31,370.61	7,602.78	23,767.83	113,035.74
District	N/A	N/A	24,168.90	
Percent Difference - School Site and District	N/A	N/A	-1.7	6.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

The Portola Valley School District is community funded (basic aid) and does not receive substantial Federal or State grant funding. However, the District is fortunate to have strong support from the local community in funding locally defined grants via the Portola Valley Schools Foundation (PVSF) and the Portola Valley Parent Teacher Association (PTO). These grants support 21st century learning, visual, audio, and performing arts, student physical and mental health; additionally, they align with the Districts' LCAP goals, helping to cultivate a safe learning environment for students and staff.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$64,108	\$48,481
<b>Mid-Range Teacher Salary</b>	\$83,347	\$73,129
<b>Highest Teacher Salary</b>	\$132,969	\$99,406
<b>Average Principal Salary (Elementary)</b>	\$177,878	\$117,381
<b>Average Principal Salary (Middle)</b>	\$172,093	\$128,158
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$228,250	\$138,991
<b>Percent of Budget for Teacher Salaries</b>	30.1%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	7.16%	5.99%

## Professional Development

The District offers a variety of opportunities for advanced learning to all of its teachers, including in-house and county office sponsored professional development, post-BA coursework approval, and attendance at seminars, conferences, and workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3