

Corte Madera School Principal

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Corte Madera School Principal
Street	4575 Alpine Road, Portola Valley CA 94028
City, State, Zip	Portola Valley, CA 94028
Phone Number	(650) 851-1777
Principal	Kristen Shima
Email Address	kshima@pvsd.net
School Website	www.pvsd.net
Grade Span	4-8
County-District-School (CDS) Code	41 68981 6044275

2025-26 District Contact Information

District Name	Corte Madera School
Phone Number	(650) 851-1777
Superintendent	Roberta Zarea
Email Address	rzarea@pvsd.net
District Website	www.pvsd.net

2025-26 School Description and Mission Statement

Corte Madera School, serving grades 4-8, is one of two schools in the Portola Valley School District, located in a dynamic and nurturing environment aimed at preparing students for a rapidly evolving world. With a focus on developing critical skills like critical thinking, communication, collaboration, and problem-solving, the school strives to cultivate global citizens and innovators ready to tackle the challenges of the future. The Corte Madera community also places a strong emphasis on intellectual curiosity, personal responsibility, physical fitness, and service, all of which are integrated into the daily student experience.

Academic excellence is at the heart of the curriculum. For 4th and 5th grade students, the core subjects are taught by their homeroom teacher, supplemented by weekly specialist classes in Art, Physical Education, Music, Spanish, and STEAM (Science, Technology, Engineering, Art, and Math). In 6th grade, students follow a structured schedule that includes daily classes in Core subjects (English Language Arts/Social Studies), Math, Science, and Spanish, with additional offerings in Physical Education, Music, Art, Study Skills, and weekly STEAM sessions.

For 7th and 8th graders, the school provides a comprehensive seven-period day, which includes English Language Arts, Social Studies, Math, Science, Physical Education, Spanish or Academic Skills, and a rotating selection of semester-long electives such as Leadership, Yearbook, Coding, Science Workshop, Art, Mosaics, Creative Writing, Musical Theater, Digital Art, and Band. In addition to core academics, the school offers enriching opportunities like a STEAM Center, which is open at lunchtime for hands-on learning and creativity, an after school sports program which offers sports such as golf, soccer, basketball, flag football and volleyball, an after school Drama class that performs a play or musical each year, and 0 period advanced music programs like Choir and Advanced Band.

Social-emotional learning is also a key part of the student experience at Corte Madera. Every month, students engage in lessons designed to strengthen their social and emotional awareness, with themes aligned to enhance character development. These lessons are crafted by the school counselor and are taught to all students twice a month.

Corte Madera students consistently perform well on standardized assessments, and many go on to excel in advanced courses at both public and private high schools. With a student enrollment of 265 for the 2025-2026 school year, the school operates on a traditional academic calendar and offers a supportive, well-rounded education that fosters both academic success and

2025-26 School Description and Mission Statement

personal growth.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	50
Grade 5	49
Grade 6	51
Grade 7	48
Grade 8	54
Total Enrollment	252

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
Asian	6.7
Black or African American	1.2
Hispanic or Latino	13.1
Two or More Races	17.9
White	61.1
English Learners	2.4
Socioeconomically Disadvantaged	7.5
Students with Disabilities	11.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22	95.96	37	97.55	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.83	0.4	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.17	0.5	1.32	15831.9	5.67
Total Teaching Positions	23	100	37.9	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.2	95.9	38.5	97.59	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.86	0.2	0.51	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.16	0.5	1.27	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.08	0.2	0.63	14303.8	5.15
Total Teaching Positions	23.1	100	39.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	97.49	38.3	98.54	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.76	0.4	1.03	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.75	0.1	0.44	13705.8	4.91
Total Teaching Positions	22.7	100	38.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.40	0.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	0.2	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.5	0.4
Total Out-of-Field Teachers	0.00	0.5	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	4- 5: My View (Savvas) adopted 2024 6 - 8: My Perspective (Savvas) adopted 2024	0.00 %
Mathematics	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	0.00 %
Science	4 - 5: Twig Science Imagine Learning 6 - 8: FOSS Science (School Specialty) adopted 2024	0.00 %
History-Social Science	4 - 5: TCI Social Studies Alive! For California (2019) 6 - 8: TCI History Alive! For California (2019)	0.00 %
Foreign Language	Avancemos! Spanish 1 and Spanish 2, Grades 6,7,8 Houghton Mifflin Harcourt (2017)	0.00 %
Health	Teacher-created, and "Advocates for Youth" curriculum aligned to CA Standards	0.00 %
Visual and Performing Arts	Teacher-created, aligned to CA Standards	0.00 %
Science Laboratory Equipment (grades 9-12)	N/A	0.00 %

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

School Facility Conditions and Planned Improvements

Based on the Facility Inspection Tool (FIT) report from November 2025, Corte Madera School received an overall rating of "Good" with a final score of 97.54%. The inspection, conducted by Jeff Miller, indicates that the school is well-maintained, with most noted deficiencies being minor issues that can be addressed quickly or in-house. The school's physical condition was evaluated across eight major categories, yielding the following rankings:

Exemplary (100%): Five categories achieved a perfect score, including Systems (Gas, Mechanical, Sewer), Cleanliness (Pest/Vermin and Overall Cleanliness), Electrical, Safety (Hazardous Materials and Fire Safety), and External (Windows, Doors, Gates, and Fences).

Good (90%–97%): The remaining categories were ranked as "Good" due to minor deficiencies. These included Interior Surfaces (97%), Restrooms/Sinks/Fountains (90%), and Structural Damage/Roofs/Grounds (94%).

Specific Deficiencies: Out of the 43 total areas evaluated, only a few isolated deficiencies were noted, specifically one in Interior Surfaces, one in Restrooms, one in Structural Damage, and three regarding Roofs. No "Extreme Deficiencies" were found on the campus.

This rating confirms that Corte Madera School meets the standards of good repair, with the few existing deficiencies being non-critical and primarily resulting from minor wear and tear.

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathroom partition needs replacement - material Ordered
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Gutter replacement at the MUR
External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	86	87	85	86	47	48
Mathematics (grades 3-8 and 11)	85	83	84	84	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	252	99.21	0.79	86.90
Female	113	113	100.00	0.00	88.50
Male	141	139	98.58	1.42	85.61
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	48.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	46	100.00	0.00	97.83
White	155	153	98.71	1.29	90.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	52.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	252	99.21	0.79	83.33
Female	113	113	100.00	0.00	80.53
Male	141	139	98.58	1.42	85.61
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	94.12
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	57.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	46	100.00	0.00	86.96
White	155	153	98.71	1.29	87.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	48.00

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	79.82	84.47	79.09	84.47	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00	0.00	84.47
Female	44	44	100.00	0.00	86.36
Male	59	59	100.00	0.00	83.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	78.57
White	73	73	100.00	0.00	89.04
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	46.15

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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%	98%	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.

2025-26 Opportunities for Parental Involvement

Parent involvement at Corte Madera School is a cornerstone of the school's success, with active participation from both parents and the wider community. The Portola Valley School District benefits from strong support through its district-wide Parent Teacher Organization (PTO) and the Portola Valley Schools Foundation (PVSF). These organizations are integral to the school's operations, offering volunteer opportunities, funding, and resources to enrich the educational experience for students.

The PTO plays a vital role in supporting the school through a variety of initiatives, including parent education programs, child advocacy efforts, and organizing community-building events such as theme and spirit days. They also provide critical funding for classroom supplies, instructional support, and student assemblies, which help enhance the learning environment.

Similarly, the Portola Valley Schools Foundation (PVSF) works to raise funds each year to support the schools in multiple ways. The funds raised by the PVSF help finance electives, reduce class sizes, and provide additional resources for both students and staff, ensuring a well-rounded educational experience.

Parents and community members who are interested in getting involved can participate in Corte Madera's PTO and/or PVSF leadership teams, school activities, or volunteer opportunities. Those wishing to learn more or get involved can contact the school office or visit the District and Foundation websites for more details.

Overall, the collaborative efforts between parents, teachers, and community partners play an essential role in the success of Corte Madera School, helping to create a supportive, dynamic, and thriving educational environment for all students.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	257	256	12	4.7
Female	115	114	5	4.4
Male	142	142	7	4.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	5	14.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	46	3	6.5
White	157	156	3	1.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	21	21	4	19.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	30	2	6.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.36	1.15	0.39	0.19	0.59	0.2	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0.00
Female	0.00	0.00
Male	0.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Corte Madera School, the safety and well-being of students and staff are top priorities. The school adheres to all state and federal regulations related to safety, including hazardous materials handling and earthquake preparedness. Corte Madera's comprehensive safety plan is regularly reviewed and updated each Fall by the School Site Safety Committee to ensure it aligns with San Mateo County's Big 5 Protocols. Any revisions to the safety plan are communicated to all staff during back-to-school meetings, ensuring that everyone is well-informed and prepared.

The school's preparedness plan includes clear procedures for handling emergencies, with monthly fire and disaster drills held throughout the school year. These drills are an essential part of the school's safety protocol, and the Safety Committee meets regularly to ensure that all protocols are being followed and that emergency supplies are current. In addition to staff participation, the student body plays an active role in the process. The Student Council assists with practice drills and provides valuable input during debrief sessions with school administration, helping to ensure that the needs of the campus are met.

Corte Madera School takes extra steps to ensure student safety during daily activities. Students are supervised by certificated staff, classified staff, and administration before, during, and after school. To further enhance safety, all visitors and parent volunteers must check in at the front office, where they receive a visitor badge, and undergo background checks before working with students. There are designated areas for student drop-off and pick-up, and gates and fences have been installed around campus. Our gates are closed and locked during school hours.

In addition to these safety measures, Corte Madera School has a school nurse on site once a week to assist students with medical issues and provide medical training to staff, ensuring that the school community is prepared for any health-related emergencies.

Overall, Corte Madera's commitment to student safety is reflected in its well-established safety procedures, regular drills, and thorough staff training, all designed to provide a secure environment where students can thrive academically and personally.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	7	0	0
Mathematics	15	5	2	0
Science	18	6	0	0
Social Science	16	7	0	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	6	1	0
Science	15	7	0	0
Social Science	17	6	0	0

2024-25 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	258

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	36,985.49	8,745.41	28,240.08	121,915.21
District	N/A	N/A	27,408.12	129,699.27
Percent Difference - School Site and District	N/A	N/A	3.0	-6.2
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	86.8	35.4

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$82,130	\$55,248
Mid-Range Teacher Salary	\$120,306	\$80,746
Highest Teacher Salary	\$153,886	\$109,655
Average Principal Salary (Elementary)	\$206,021	\$133,828
Average Principal Salary (Middle)	\$214,653	\$142,253
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$273,000	\$155,954
Percent of Budget for Teacher Salaries	31.27%	25.26%
Percent of Budget for Administrative Salaries	8.87%	6.12%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3