

## C. T. English Middle

### School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

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



#### Ms. Karren Zook, Principal

Principal, C. T. English Middle

#### About Our School

C.T. English is a highly academic middle school that retains the qualities of connection and community that can only be found in a small-school environment. Our teachers become well-acquainted with our students and continually encourage them to strive for academic success while supporting social development and creativity.

#### Contact

*C. T. English Middle*  
23800 Summit Rd.  
Los Gatos, CA 95033-4054

Phone: 408-353-1123  
Email: [k.zook@loma.k12.ca.us](mailto:k.zook@loma.k12.ca.us)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Loma Prieta Joint Union Elementary
<b>Phone Number</b>	(408) 353-1101
<b>Superintendent</b>	Lisa Fraser
<b>Email Address</b>	<a href="mailto:lfraser@loma.k12.ca.us">lfraser@loma.k12.ca.us</a>
<b>Website</b>	<a href="http://www.loma.k12.ca.us">http://www.loma.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	C. T. English Middle
<b>Street</b>	23800 Summit Rd.
<b>City, State, Zip</b>	Los Gatos, Ca, 95033-4054
<b>Phone Number</b>	408-353-1123
<b>Principal</b>	Ms. Karren Zook, Principal
<b>Email Address</b>	<a href="mailto:k.zook@loma.k12.ca.us">k.zook@loma.k12.ca.us</a>
<b>Website</b>	<a href="https://www.loma.k12.ca.us/Domain/9">https://www.loma.k12.ca.us/Domain/9</a>
<b>County-District-School (CDS) Code</b>	43695006093058

*Last updated: 1/10/2020*

### School Description and Mission Statement (School Year 2019—20)

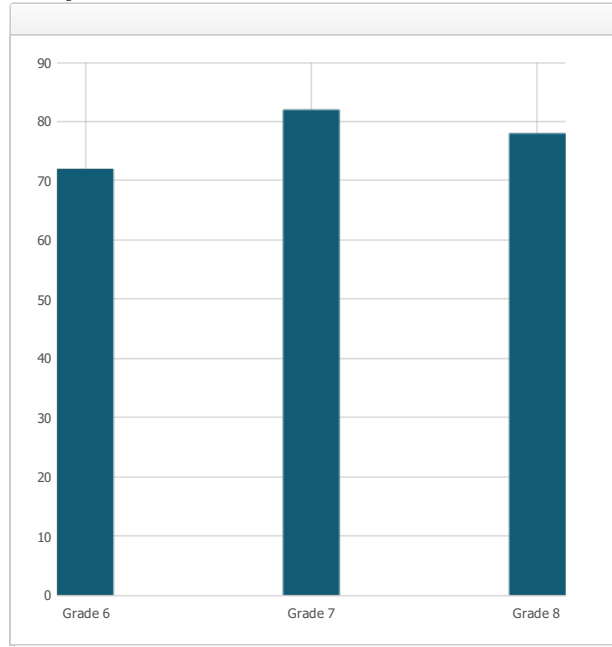
School Description: Our district lies at the heart of the Santa Cruz Mountains and benefits from an active and engaged community. In the spirit of this community, our school has developed strategies for providing an excellent education that nurtures the whole child. We are proud of the level of academic rigor we provide which prepares our students for high school in a much larger context. At the same time, we are equally proud of the traditions of community support and involvement that ensure our students have both enrichment opportunities and life skills.

Mission Statement: Loma Prieta Joint Union School District, a partnership of schools, parents and community, is committed to providing each student with optimal learning opportunities in a safe, stimulating and supportive environment so that each student can reach their full academic and social potential.

*Last updated: 1/9/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 6	72
Grade 7	82
Grade 8	78
Total Enrollment	232



Last updated: 12/17/2019

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	%
Asian	6.00 %
Filipino	0.40 %
Hispanic or Latino	9.50 %
Native Hawaiian or Pacific Islander	%
White	70.70 %
Two or More Races	12.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.90 %
English Learners	1.70 %
Students with Disabilities	13.80 %
Foster Youth	%
Homeless	%

## A. Conditions of Learning

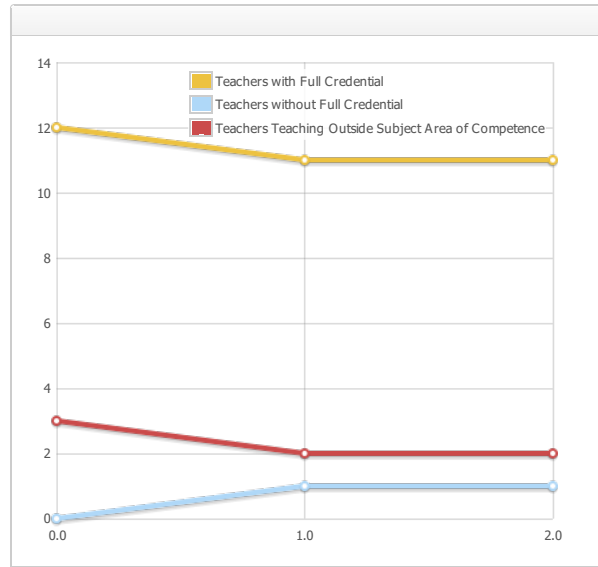
### State Priority: Basic

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

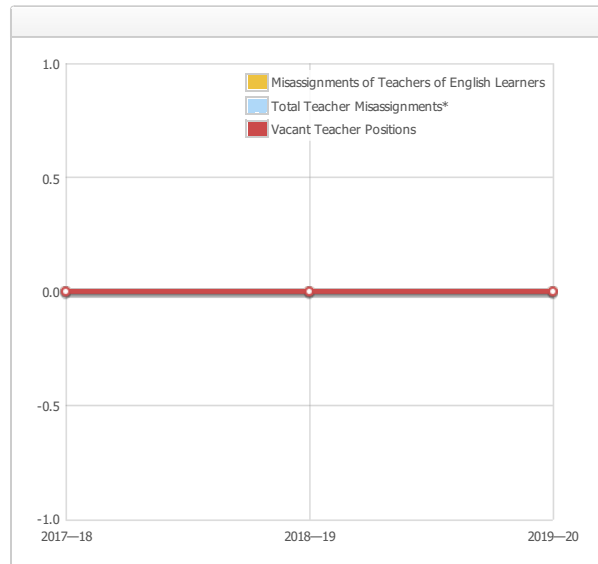
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	12	11	11	28
Without Full Credential	0	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	2	2	2



Last updated: 1/9/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/7/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Holt, Rinhart & Winston, Literature and Language Arts Introductory Course (6, 7 & 8)	Yes	0.00 %
Mathematics	California McDougal Littrell, Math Course 2 (A Pre-Algebra Course) (6) Adopted 2008  California McDougal Littrell, Math Algebra 1 (7) Adopted 2008  McDougal Littrell, Algebra Structure and Methods (8) Adopted 1998	Yes	0.00 %
Science	CPO Focus on Earth Science, CPO Science Pub. (6)  California Focus on Earth Science, Pearson Prentice Hall Pub. (7)  California Science Explorers, Focus on Life Science, Pearson Prentice Hall Pub. (8)	Yes	0.00 %
History-Social Science	Holt California Social Studies World History. Ancient Civilization (6)  Holt California Social Studies, World History, Medieval to Early Modern Times (7)  Holt California Social Studies, World History, United States History Independence to 1914 (8)	Yes	0.00 %
Foreign Language	Holt, Reinhart & Winston, Ven Conmigo Spanish Level 1 (7-8) Adopted 2003	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/17/2019

## School Facility Conditions and Planned Improvements

The primary campus of C.T. English Middle School was opened in October of 2006. This relatively new school building continues to perform well and is in excellent condition.

The primary campus consists of 9 traditional classrooms, 2 science classrooms, a computer/technology lab, a library, offices and bathrooms arranged in a rectangular fashion around a large central outdoor quad with landscaped seating. The campus also features an outdoor lunch patio and a large blacktop play area with equipment. The middle school shares a 1.5 acre grass play field and running track with the adjacent elementary school.

This school and the adjacent Loma Prieta Elementary School are supported by an on site district maintenance technician and an on site district groundskeeper working the day shift. Situations, defects, and maintenance requests are handled immediately. Larger tasks are scheduled and performed during the school breaks and the summer recess.

A FIT inspection is performed annually. This year's inspection was performed on August 12, 2019.

*Last updated: 12/20/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Exemplary
----------------	-----------

*Last updated: 12/20/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	78.0%	77.0%	76.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	70.0%	67.0%	70.0%	70.0%	38.0%	39.0%

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

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

*Last updated: 1/9/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	225	97.40%	2.60%	77.78%
Male	109	105	96.33%	3.67%	70.48%
Female	122	120	98.36%	1.64%	84.17%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	13	13	100.00%	0.00%	84.62%
Filipino	--	--	--	--	
Hispanic or Latino	21	20	95.24%	4.76%	55.00%
Native Hawaiian or Pacific Islander					
White	164	159	96.95%	3.05%	79.25%
Two or More Races	30	30	100.00%	0.00%	86.67%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	47.06%
English Learners	12	12	100.00%	0.00%	66.67%
Students with Disabilities	29	27	93.10%	6.90%	44.44%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

*Last updated: 1/9/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	225	97.40%	2.60%	67.11%
Male	109	105	96.33%	3.67%	65.71%
Female	122	120	98.36%	1.64%	68.33%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	13	13	100.00%	0.00%	84.62%
Filipino	--	--	--	--	
Hispanic or Latino	21	20	95.24%	4.76%	40.00%
Native Hawaiian or Pacific Islander					
White	164	159	96.95%	3.05%	67.92%
Two or More Races	30	30	100.00%	0.00%	76.67%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	35.29%
English Learners	12	12	100.00%	0.00%	66.67%
Students with Disabilities	29	27	93.10%	6.90%	37.04%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

*Last updated: 1/9/2020*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	7.00%	27.00%	61.00%

Note: 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.

*Last updated: 1/9/2020*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019–20)

Parents are encouraged to, and do, take an active role in school leadership and programs. C.T. English Middle School has a very active Home and School Club and equally active School Site Council. Our foundation, the Loma Public Education Fund, and our Community Foundation keep all community members apprised of school activities while they actively fund raise for specific programs. Parents assist in extracurricular activities including sports, community service clubs, and volunteer in the classroom.

### State Priority: Pupil Engagement

*Last updated: 12/20/2019*

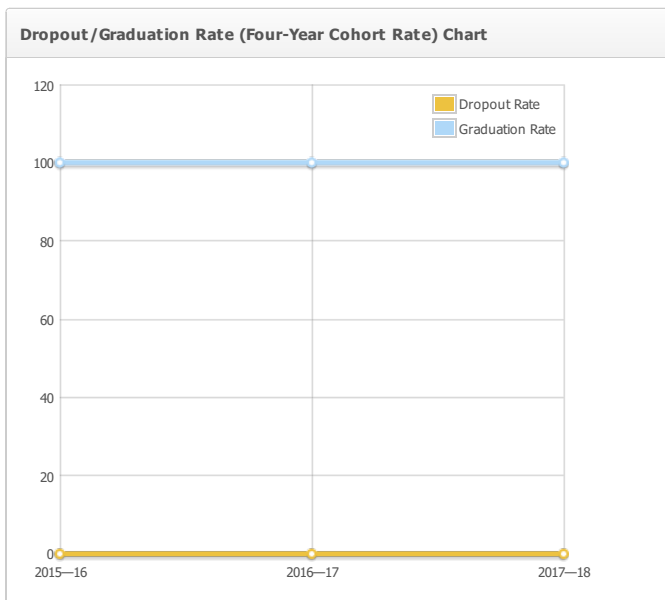
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	100.00%	100.00%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%
Graduation Rate	100.00%	100.00%	100.00%	100.00%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web



## 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.30%	0.40%	3.90%	0.59%	0.20%	2.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/10/2020*

### School Safety Plan (School Year 2019—20)

The design of C.T. English Middle School allows for excellent supervision of students throughout the school day. Teachers, administrators, and staff supervise students 20 minutes before and after the instructional day. Teachers and office staff ensure students are released only to parents and/or other authorized adults. A before and after school day care facility is located on the adjacent campus as an option for working parents. All campus visitors must sign-in and sign-out and are closely monitored in their work on campus and with students. The School Safety Plan is reviewed, updated and discussed with the stakeholders annually in the Spring. Key elements of the plan include monthly safety drills and crisis intervention plans.

*Last updated: 12/20/2019*

## D. Other SARC Information

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.00	5	16	3
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.00	8	14	3
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	17.00	13	15	3
Other**				

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

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

Last updated: 12/20/2019

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	2	2	2
Mathematics	24.00	3	2	2
Science	28.00		3	2
Social Science	27.00		5	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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	1	5	
Mathematics	24.00	2	5	
Science	25.00	1	5	
Social Science	25.00	2	7	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00		6	
Mathematics	27.00		7	
Science	27.00		6	
Social Science	28.00		9	

\* 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: 12/20/2019*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 12/20/2019*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.23
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.49
Psychologist	0.13
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	2.25
Other	

\*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: 1/8/2020*



**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12339.00	\$3263.00	\$9075.00	\$76032.00
District	N/A	N/A	\$9142.00	\$71005.00
Percent Difference – School Site and District	N/A	N/A	-1.00%	7.00%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	21.00%	17.00%

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

*Last updated: 1/8/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

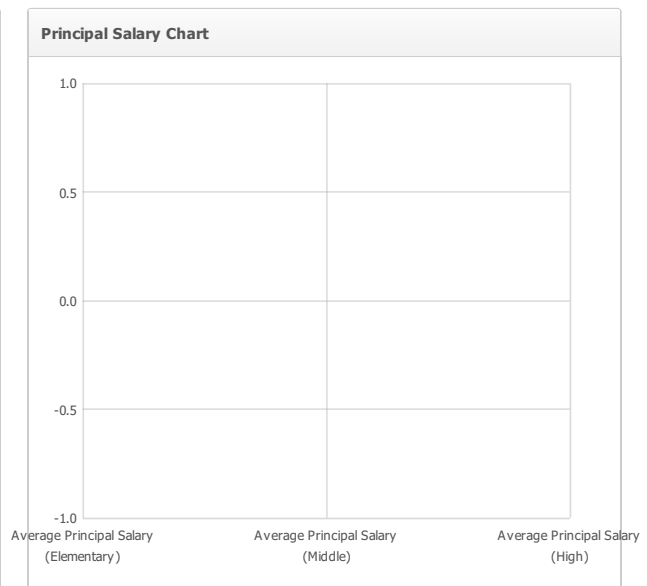
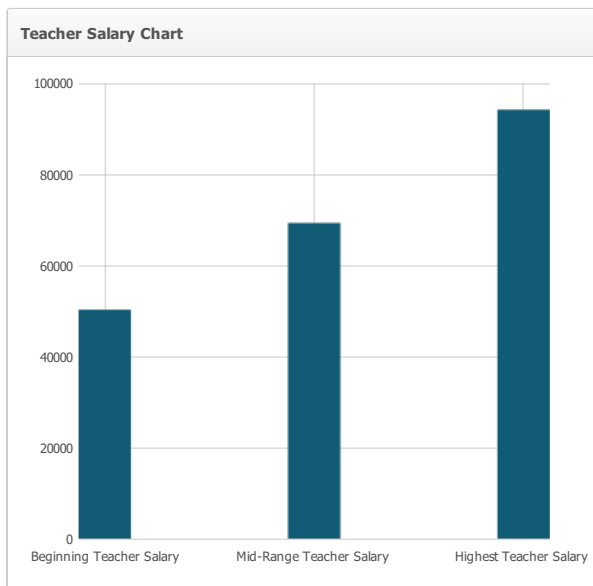
C.T. English Middle School provides many student support programs including tutorial support, student support specialists to reinforce Project Cornerstone, and character education components embedded in health and P.E. curriculum.

*Last updated: 1/10/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,245	\$45,252
Mid-Range Teacher Salary	\$69,297	\$65,210
Highest Teacher Salary	\$94,186	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$204,973	\$124,686
Percent of Budget for Teacher Salaries	32.00%	31.00%
Percent of Budget for Administrative Salaries	10.00%	7.00%

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



Last updated: 12/31/2019