C.T. English Middle School

Principal's Message

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 ensures our students have both enrichment opportunities and life skills.

District 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.

Parental Involvement

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 fundraise for specific programs. Parents assist in extracurricular activities including sports, community service clubs, and volunteer in the classroom.

For more information on how to become involved, please contact C.T. English Home and School Club President Jill Talvensaari at (408) 353-1123 and Corey Kidwell at (408) 353-1101.

Professional Development

All CTE teachers are fully credentialed and teaching in appropriate grade levels and subjects. Grade level/departmental teams meet frequently to ensure cohesive, consistent lessons among classes. Wednesdays are minimum days to allow teachers to collaborate with colleagues on specific topics. Minimum days are also used for staff development in the areas of math, writing and technology, and areas determined by a careful examination of student assessment data. Teachers have done an excellent job of seeking professional development opportunities individually and as grade level teams. In addition to the weekly minimum days, no less than three days per year are allocated to on-site staff development and articulation based on student data and teacher surveys. Professional Development in the 2012-13 year focused on the adoption of the Common Core Standards.

For the previous three school years, we have had three days each year dedicated to staff and professional development.

School Safety

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 responsible adults. An on-site before- and after-school care facility is located on campus as an option for working parents. In addition, the on-campus volunteer Sheriff's Office frequently provides assistance with parking lot traffic during drop-off and pick-up times. 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 was reviewed near the beginning of the school year by a joint K-8 committee.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty February 2013. Key elements of the plan include monthly safety drills, crisis intervention plans, and insert other details.

> *"Parents are encouraged to, and do, take an active role in school leadership and programs."*

Corey Kidwell, Superintendent/Principal
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Phone: (408) 353-1123

CDS Code: 43-69500-6093058
Grades: 6-8

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.
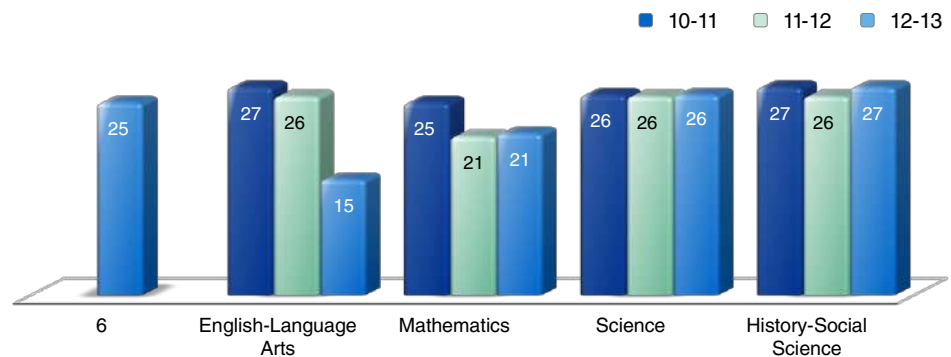
Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size	Three-Year Data Comparison

Legend: ■ 10-11 □ 11-12 ■ 12-13

Grade/Subject	10-11	11-12	12-13
6	25		
English-Language Arts	27	26	15
Mathematics	25	21	21
Science	26	26	26
History-Social Science	27	26	27

Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

C.T. English MS

	10-11	11-12	12-13
Suspension Rates	2.50%	0.00%	1.12%
Expulsion Rates	0.00%	0.00%	0.00%

Loma Prieta JUESD

	10-11	11-12	12-13
Suspension Rates	2.20%	0.64%	2.48%
Expulsion Rates	0.00%	0.00%	0.00%

Number of Classrooms by Size — Three-Year Data Comparison

Grade	10-11 1-20	10-11 21-32	10-11 33+	11-12 1-20	11-12 21-32	11-12 33+	12-13 1-20	12-13 21-32	12-13 33+
6								6	

Subject	10-11 1-22	10-11 23-32	10-11 33+	11-12 1-22	11-12 23-32	11-12 33+	12-13 1-22	12-13 23-32	12-13 33+
English-Language Arts		6		1	3		1	4	
Mathematics		6		1	4		1	4	
Science		6			4			4	
History-Social Science		6			4			4	

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram®* is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram®*. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2012-13 School Year
Percentage of Students Meeting Fitness Standards	**C.T. English MS**
	Grade 7
Four of Six Standards	10.30%
Five of Six Standards	25.90%
Six of Six Standards	62.10%

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	C.T. English MS			Loma Prieta JUESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	85%	86%	85%	86%	85%	85%	54%	56%	55%
Mathematics	76%	81%	75%	80%	82%	80%	49%	50%	50%
Science	82%	89%	92%	86%	88%	91%	57%	60%	59%
History-Social Science	93%	91%	86%	93%	91%	86%	48%	49%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	85%	80%	91%	86%
All Students at the School	85%	75%	92%	86%
Male	81%	76%	93%	90%
Female	89%	74%	91%	82%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	64%	45%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	86%	76%	95%	88%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	38%	25%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.
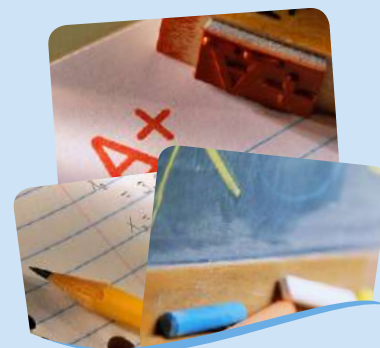
Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	10	10	10
Similar Schools API Rank	10	10	7

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API						C.T. English MS – Actual API Change		
	C.T. English MS		Loma Prieta JUESD		California				
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	167	935	353	932	4,655,989	790	3	11	-9
Black or African American	0	❖	1	❖	296,463	708	■	■	■
American Indian or Alaska Native	3	❖	4	❖	30,394	743	■	■	■
Asian	10	❖	23	943	406,527	906	■	■	■
Filipino	1	❖	4	❖	121,054	867	■	■	■
Hispanic or Latino	11	854	29	852	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	0	❖	0	❖	25,351	774	■	■	■
White	135	943	279	937	1,200,127	853	4	3	-7
Two or More Races	7	❖	13	959	125,025	824	■	■	■
Socioeconomically Disadvantaged	5	❖	6	❖	2,774,640	743	■	■	■
English Learners	2	❖	10	❖	1,482,316	721	■	■	■
Students with Disabilities	15	751	39	775	527,476	615	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	C.T. English MS	Loma Prieta JUESD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	✖	✖

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	C.T. English MS	Loma Prieta JUESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.00%

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

✧ Not applicable.

Types of Services Funded

Beyond the regular education program, LPJUSD offers its facilities for before- and after-school care, community classes, a large variety of extracurricular sports, enrichment classes, and numerous community events such as a local theater company performing adult's and children's semiprofessional performances.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

All textbooks are adopted from State-approved lists and are consistent with the Curriculum Frameworks adopted by the State Board of Education. Every child has their own textbooks and instructional materials to use in class with access at home. Printed and digital instructional materials are available to all learners including English Learners.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2013-14 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials List		2013-14 School Year
Subject	**Textbook**	**Adopted**
English-Language Arts	Holt, Rinehart & Winston, *Literature and Language Arts Introductory Course (6)*	2003
English-Language Arts	Holt, Rinehart & Winston, *Book 1 Literature and Language Arts (7)*	2003
English-Language Arts	Holt, Rinehart & Winston, *Book 2 Literature and Language Arts (8)*	2003
Mathematics	California McDougal Littell, *Math Course 2 (A Pre-Algebra Course) (6)*	2008
Mathematics	California McDougal Littell, *Math Algebra 1 (7)*	2008
Mathematics	McDougal Littell, *Algebra Structure and Methods (8)*	1998
Science	*CPO Focus on Earth Science,* CPO Science Pub. *(6)*	2008
Science	*California Focus on Earth Science,* Pearson Prentice Hall Pub. (6)	2008
Science	*California Science Explorers, Focus on Physical Science,* Pearson Prentice Hall Pub. (7)	2008
Science	*California Science Explorers, Focus on Life Science,* Pearson Prentice Hall Pub. (8)	2008
History-Social Science	*Holt California Social Studies World History,* Ancient Civilization (6)	2007
History-Social Science	*Holt California Social Studies, World History,* Medieval to Early Modern Times (7)	2007
History-Social Science	Holt California Social Studies, *United States History Independence to 1914 (8)*	2007
Foreign Language	Holt, Rinehart & Winston, *Ven Conmigo Spanish Level 1 (7-8)*	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2013-14 School Year
C.T. English MS	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	0%
Health	✧

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2013-14 School Year	
Data Collection Date	09/2013

✧   Not applicable.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
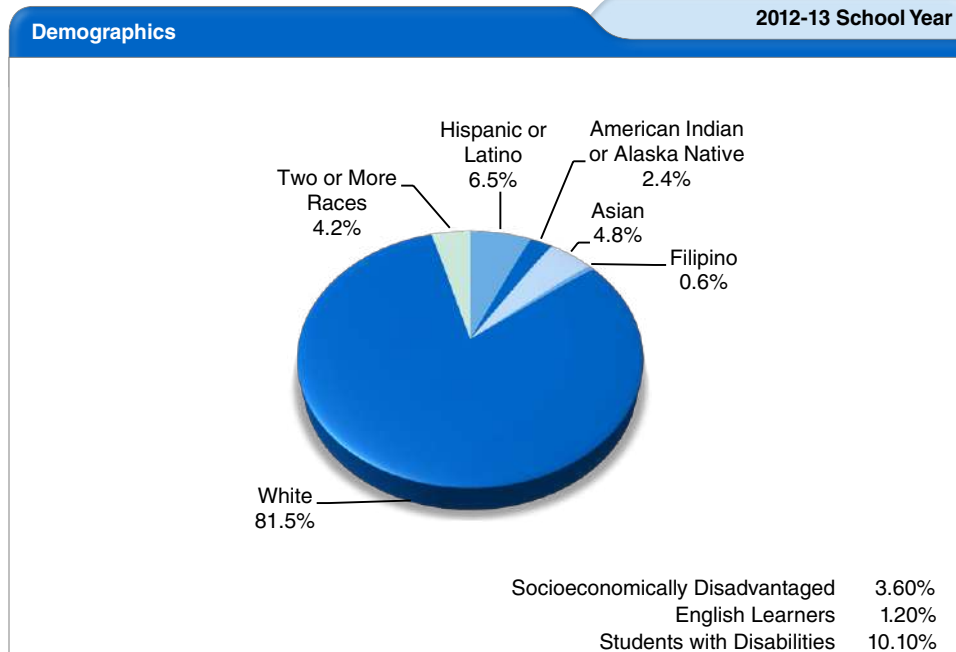- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			08/09/2013
Date of the Most Recent Completion of the Inspection Form			08/09/2013

Enrollment by Student Group

The total enrollment at the school was 168 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2012-13 School Year

Hispanic or Latino 6.5%
American Indian or Alaska Native 2.4%
Two or More Races 4.2%
Asian 4.8%
Filipino 0.6%
White 81.5%

Socioeconomically Disadvantaged	3.60%
English Learners	1.20%
Students with Disabilities	10.10%

School Facilities

Our community passed Measure K in 2002, a bond providing funds for several projects including the building of a new school. We took possession of the new building in October 2006. The building is in excellent repair.

This new school had multiple inspections by many agencies and passed them all. A few minor problems were quickly corrected. The condition of the facility is exemplary.

C.T. English Middle School has 10 classrooms, eight of which are used for regular classroom teaching; one is used part-time for District special classes. The school also has a library, a technology lab, a gymnasium, athletic fields, and a play area. The maintenance crew has a regular schedule of daily cleaning supplemented with special projects carried out during school breaks. There are two regular janitors. The janitors work split shift and evenings cleaning classrooms on rotation. One janitor works during school hours, arriving early to open the school. The facilities are inspected daily by staff members. Issues are reported directly to the maintenance department via e-mail/text message. The District completed installation of a new water main line and distribution system Nov. 14, 2010.

No construction projects are planned for the 2013-14 school year.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.
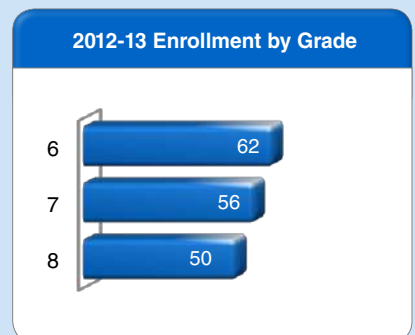
2012-13 Enrollment by Grade

6 — 62
7 — 56
8 — 50

"We are equally proud of the traditions of community support and involvement that ensures our students have both enrichment opportunities and life skills."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	0.00
Social Worker	0.00
Nurse	0.12
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	Loma Prieta JUESD	C.T. English MS		
Teachers	**12-13**	**10-11**	**11-12**	**12-13**
With Full Credential	24	8	8	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	C.T. English MS		
Teachers	**11-12**	**12-13**	**13-14**
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
C.T. English MS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2011-12 Fiscal Year	
	Loma Prieta JUESD	Similar Sized District
Beginning Teacher Salary	$45,093	$38,719
Mid-Range Teacher Salary	$62,191	$55,636
Highest Teacher Salary	$84,528	$70,796
Average Elementary School Principal Salary	$114,683	$90,283
Superintendent Salary	$152,950	$104,271
Teacher Salaries — Percent of Budget	31.92%	35.47%
Administrative Salaries — Percent of Budget	11.50%	6.54%

Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
C.T. English MS	$4,715	$73,441
Loma Prieta JUESD	$6,636	$69,767
California	$5,537	$57,720
School and District — Percent Difference	-28.9%	+5.3%
School and California — Percent Difference	-14.8%	+27.2%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$8,363
Expenditures Per Pupil From Restricted Sources	$3,648
Expenditures Per Pupil From Unrestricted Sources	$4,715
Annual Average Teacher Salary	$73,441

Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

"We are proud of the level of academic rigor we provide which prepares our students for high school in a much larger context."

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School Accountability Report Card

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