



Thurston Middle School

2100 Park Avenue • Laguna Beach, CA 92651 • (949) 497-7785 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Laguna Beach Unified School District

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District Governing Board

Jan Vickers
Dee Perry
Carol Normandin-Parker
Ketta Brown
Peggy Wolff

District Administration

Jason Vioria
Superintendent
Alysia Odipo
**Assistant Superintendent,
Instructional Services**
Leisa Winston
**Assistant Superintendent, Human
Resources and Public
Communications**
Irene White
Director of Special Education
Mike Morrison
Chief Technology Officer
Jeff Dixon
Director of Facilities
Amy Kernan
**Director, Assessment and
Accountability**

School Description

Established in 1968, Thurston Middle School is proud of being a Schools to Watch and a California Distinguished School. Our mission statement communicates our school-wide philosophy: To ignite a passion for learning in all students through a rigorous, well-rounded, exploratory curriculum. Each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world. Our mission statement is the nexus for our staff's approach.

The school has worked diligently to provide a challenging, Common-Core based curriculum. In preparing students for the rigors of the California Common Core Standards and higher education, we continue to implement practices and procedures to support all students in a variety of ways. Dedicated efforts to provide students above and beyond learning make Thurston a distinctively special place. A broad offering of electives is available: foreign language, drama, yearbook, art, home economics, multimedia, forensics, choir, band, jazz band, instrumental strings, STEM and leadership. A variety of clubs at lunch and after school are also offered: PALS, Spanish, French, Mandarin Chinese, Spelling Bee, Geography Bee, Destination Imagination, chess, MUN, Book Club, Coding, Mock Trial, History Day, Mythology, Running, Ecology and Yoga. A combination of extracurricular, elective and academic education presents possibilities for a bright future; thus, a whole-child approach is important to our staff and community.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 232 |
| Grade 7 | 225 |
| Grade 8 | 264 |
| Total Enrollment | 721 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.5 |
| American Indian or Alaska Native | 0.1 |
| Asian | 5.5 |
| Filipino | 0.3 |
| Hispanic or Latino | 9.7 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 79.6 |
| Two or More Races | 2.8 |
| Socioeconomically Disadvantaged | 9.6 |
| English Learners | 5.1 |
| Students with Disabilities | 11.1 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | |
|--|-------|-------|-------|
| Thurston Middle School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 35 | 35 | 40 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Laguna Beach Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 149 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Thurston Middle School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 0.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations. The District's Curriculum Committee provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Committee, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels.

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on September 13, 2016, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal device at home and at school. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators, parents, and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

| Textbooks and Instructional Materials | |
|--|---|
| Year and month in which data were collected: December 2016 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Holt Literature and Language Arts, Holt McDougal (Division of Houghton Mifflin Harcourt) - Adopted in 2003 Scope Scholastic Magazine McGraw Hill's Study Sync pilot The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Big Ideas (grades 6, 7 and 8) - Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Holt McDougal (Division of Houghton Mifflin Harcourt) - Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | McDougal Littell - Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | McDougal Littell - Adopted in 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | Botvins The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | Jazz - Essential Elements for Jazz Ensemble 6th Grade Band - Standard of Excellence for Band, Book One by Bruce Pearson published by KJOS. 7th Grade Band & 8th Grade Bands - Standard of Excellence for Band, Book Two by Bruce Pearson published by KJOS; 14 Weeks to a Better Band, Book One, by Roger Maxwell published by C.L. Barnhouse; Great Beginnings for 2nd Year Band, by Steve Graves published by American Band College. String Orchestra - Essential Elements for Strings, Book 2, by Allen, Gillespie and Hayes published by Hal Leonard. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Thurston Middle School provides a safe and clean environment for our students, staff, and volunteers. The school is situated on 15 acres. School facilities were built in the 1930's with additions built in 2004. They span 49,218 square feet, and include classrooms, a collaboratory, gym, administrative offices, restrooms, and storage rooms.

Classrooms have been prepared with 21st century competencies which promotes an environment of increasing critical thinking, collaboration, communication and creativity. Thurston's commitment to the new learning environment focuses on resources and 21st century classroom design. The flexible furniture provides students opportunities for a range of grouping strategies. The large tv monitors in the classrooms make it easy for students to view material from any angle, no matter what the set up is. Teachers use audio systems for all students to clearly hear instruction within the classroom. The 4CLE helps prepares students for today's globally competitve society developing a well-rounded, competent college and career ready student.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|--|
| Year and month in which data were collected: December 27, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Included in the Facilities Master Plan is to replace exercise equipment and improve field. |
| Overall Rating | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 72 | 81 | 76 | 81 | 44 | 48 |
| Math | 64 | 71 | 66 | 71 | 34 | 36 |

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 267 | 254 | 95.1 | 97.6 |
| Male | 149 | 141 | 94.6 | 94.3 |
| Female | 118 | 113 | 95.8 | 101.8 |
| Hispanic or Latino | 29 | 27 | 93.1 | 92.6 |
| White | 213 | 202 | 94.8 | 98.0 |
| Socioeconomically Disadvantaged | 28 | 25 | 89.3 | 88.0 |
| English Learners | 12 | 9 | 75.0 | 88.9 |
| Students with Disabilities | 26 | 22 | 84.6 | 90.9 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

* 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 92 | 93 | 98 | 88 | 86 | 89 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 27.7 | 27.2 | 27.2 |

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 6 | 238 | 233 | 97.9 | 81.5 |
| | 7 | 237 | 221 | 93.3 | 78.7 |
| | 8 | 267 | 259 | 97.0 | 82.6 |
| Male | 6 | 115 | 111 | 96.5 | 78.4 |
| | 7 | 120 | 114 | 95.0 | 71.9 |
| | 8 | 149 | 145 | 97.3 | 75.9 |
| Female | 6 | 123 | 122 | 99.2 | 84.4 |
| | 7 | 117 | 107 | 91.5 | 86.0 |
| | 8 | 118 | 114 | 96.6 | 91.2 |
| Black or African American | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 8 | -- | -- | -- | -- |
| Asian | 6 | 15 | 15 | 100.0 | 93.3 |
| | 7 | 16 | 16 | 100.0 | 93.8 |
| | 8 | -- | -- | -- | -- |
| Filipino | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | 28 | 28 | 100.0 | 64.3 |
| | 7 | 17 | 15 | 88.2 | 66.7 |
| | 8 | 29 | 29 | 100.0 | 51.7 |
| Native Hawaiian or Pacific Islander | 6 | -- | -- | -- | -- |
| White | 6 | 183 | 178 | 97.3 | 83.7 |
| | 7 | 191 | 177 | 92.7 | 77.4 |
| | 8 | 213 | 205 | 96.2 | 85.4 |
| Two or More Races | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | 22 | 22 | 100.0 | 54.5 |
| | 7 | 31 | 30 | 96.8 | 70.0 |
| | 8 | 28 | 28 | 100.0 | 64.3 |
| English Learners | 6 | 14 | 14 | 100.0 | 57.1 |
| | 7 | 13 | 12 | 92.3 | 41.7 |
| | 8 | 12 | 11 | 91.7 | 27.3 |

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Students with Disabilities | 6 | 20 | 20 | 100.0 | 20.0 |
| | 7 | 35 | 34 | 97.1 | 35.3 |
| | 8 | 26 | 23 | 88.5 | 34.8 |
| Foster Youth | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 6 | 238 | 232 | 97.5 | 72.8 |
| | 7 | 237 | 215 | 90.7 | 64.5 |
| | 8 | 267 | 260 | 97.4 | 74.2 |
| Male | 6 | 115 | 111 | 96.5 | 77.5 |
| | 7 | 120 | 111 | 92.5 | 66.4 |
| | 8 | 149 | 146 | 98.0 | 66.4 |
| Female | 6 | 123 | 121 | 98.4 | 68.6 |
| | 7 | 117 | 104 | 88.9 | 62.5 |
| | 8 | 118 | 114 | 96.6 | 84.2 |
| Black or African American | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 8 | -- | -- | -- | -- |
| Asian | 6 | 15 | 15 | 100.0 | 93.3 |
| | 7 | 16 | 16 | 100.0 | 81.3 |
| | 8 | -- | -- | -- | -- |
| Filipino | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | 28 | 27 | 96.4 | 59.3 |
| | 7 | 17 | 15 | 88.2 | 40.0 |
| | 8 | 29 | 29 | 100.0 | 48.3 |
| Native Hawaiian or Pacific Islander | 6 | -- | -- | -- | -- |

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 6 | 183 | 178 | 97.3 | 74.7 |
| | 7 | 191 | 171 | 89.5 | 65.3 |
| | 8 | 213 | 206 | 96.7 | 75.2 |
| Two or More Races | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | 22 | 22 | 100.0 | 50.0 |
| | 7 | 31 | 30 | 96.8 | 44.8 |
| | 8 | 28 | 28 | 100.0 | 57.1 |
| English Learners | 6 | 14 | 14 | 100.0 | 50.0 |
| | 7 | 13 | 12 | 92.3 | 33.3 |
| | 8 | 12 | 11 | 91.7 | 27.3 |
| Students with Disabilities | 6 | 20 | 19 | 95.0 | 26.3 |
| | 7 | 35 | 32 | 91.4 | 29.0 |
| | 8 | 26 | 23 | 88.5 | 34.8 |
| Foster Youth | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational programs at Thurston Middle School. Our parents serve on the School Site Council, the English Language Advisory Council, and the Parent Teacher Association. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation.

Parents who are interested in Thurston Middle School's committees, school activities, or volunteer programs, may contact the principal at 949-497-7785, or visit the school's website at www.lbusd.org.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of our students and staff is our primary concern. The school has a closed campus; all visitors must sign in at the front office and wear identification tags while on school grounds. Campus supervisors and administrators are on duty during break, lunch, and before and after school to ensure the safety of all our students.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive School Safety Plan was developed by the School Site Council in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in August 2016 and was reviewed with our school staff during staff development in August 2016.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 2.3 | 1.6 | 2.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 1.3 | 1.5 | 1.9 |
| Expulsions Rate | 0.0 | 0.0 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 0 |
| Percent of Schools Currently in Program Improvement | | .0 |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 2 |
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | 0 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 3 |
| Other | 6 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 383 |

* 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 Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 23 | 24 | 30 | 8 | 7 | 0 | 7 | 10 | 23 | 10 | 7 | 2 |
| Mathematics | 24 | 25 | 28 | 7 | 4 | 3 | 16 | 11 | 20 | | 7 | 3 |
| Science | 31 | 29 | 30 | 1 | 1 | 0 | 7 | 13 | 18 | 10 | 5 | 6 |
| Social Science | 32 | 31 | 30 | | | 0 | 8 | 12 | 18 | 9 | 6 | 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.

Professional Development provided for Teachers

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers two full staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers at Thurston Middle School participate in additional training through workshops, conferences, and demonstration lessons on Common Core Mathematics, Literacy, STEM, instructional strategies, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. Common Core implementation is continuous through district and staff trainings.

Teachers at Thurston Middle School participate in additional training on technology, analysis of student achievement, and developing strategies to assist all students to meet grade level standards. To identify staff development needs for focus areas, teachers collaborate by department in professional learning communities to improve student outcome. Weekly SMART Bytes (mini professional development given by teachers for teachers) are shared at our Cross Curriculum Meetings (CCM) to increase staff awareness on critical thinking, communication, creativity and communication skills in the classroom.

In order to support the unique developmental challenges of middle school students, Thurston uses an innovative MTSS (Multi-Tiered Systems of Support) process which begins with collecting data to identify areas of need (academic, behavioral, and social-emotional) for struggling students in grades 6, 7, and 8. Counselors meet every 6 weeks to review educational data such as discipline referrals, grades, citizenship marks, attendance, and anecdotal accounts from teachers. Counselors then meet with teachers to collaborate on student issues and methods of support. Then at the MTSS meeting, the entire Thurston staff collaborates to discuss ways to better support the students. The meeting begins with a brief professional development presentation. This organic professional development focuses on a strategy intended to support students from any of the three regions of the RTI pyramid and supports outstanding teaching.

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. In addition, at Thurston, we provide our new staff with a SMART Support - monthly meetings to support them in acclimating to our campus.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$52,329 | \$42,063 |
| Mid-Range Teacher Salary | \$88,066 | \$64,823 |
| Highest Teacher Salary | \$117,968 | \$84,821 |
| Average Principal Salary (ES) | \$154,311 | \$101,849 |
| Average Principal Salary (MS) | \$175,302 | \$107,678 |
| Average Principal Salary (HS) | \$157,121 | \$115,589 |
| Superintendent Salary | \$244,250 | \$169,152 |
| Percent of District Budget | | |
| Teacher Salaries | 31% | 35% |
| Administrative Salaries | 6% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general fund state funding, Laguna Beach Unified School District received state and federal categorical funding for the following categorical, special education, and support programs:

- Title I, Improving Academic Achievement of the Disadvantaged
- Title II, Teacher Training
- Title III, Limited English Proficient
- Instructional Materials
- Special Education

Laguna Beach Unified School District allocates its funding to improve student achievement. The District provides additional funding in direct services for English Learners, low-income, and foster youth. Some of the direct services to provide support and foster academic success for English Learners and reclassified English Learners at each school site are MTSS supports, including academic support classes, assessment, intervention, counseling, etc. at each site, the Juntos after school program, an EL TOSA to provide support for teachers, professional development to teachers regarding CA-CCSS ELA/ELD frameworks, and oversight of the site EL programs and target students for additional support, a community liaison to provide support for students and parents, an after school bus for tutoring, English Learner instructional assistants at all sites to directly support ELs, implementation integrated and designated ELD program for all ELs, English Language Development classes at all school sites, a summer ELD program, translation services for

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$9,452 | \$460 | \$8,992 | \$100,656 |
| District | ◆ | ◆ | \$16,293 | \$99,978 |
| State | ◆ | ◆ | \$5,677 | \$67,348 |
| Percent Difference: School Site/District | | | -44.8 | 0.7 |
| Percent Difference: School Site/ State | | | 58.4 | 49.5 |

* Cells with ◆ do not require data.

school/district events and meetings/conferences and parent education and involvement opportunities including DELAC. These direct services are designated specifically for English Learners and re-designated students. These services are meant to increase student achievement across all content areas and provide equal access to 21st-century learning and teaching. The expected annual outcomes are increased CELDT scores, state testing proficiency, graduation rates, engagement (attendance), and reclassification rates.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.