

Thurston Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Thurston Middle School
Street	2100 Park Avenue
City, State, Zip	Laguna Beach, CA 92651
Phone Number	(949) 497-7785
Principal	Joe Vidal
Email Address	jvidal@lbusd.org
School Website	https://tms.lbusd.org/
County-District-School (CDS) Code	30-66555-6028914

2022-23 District Contact Information

District Name	Laguna Beach Unified School District
Phone Number	(949) 497-7700
Superintendent	Jason Vilorio, Ed.D.
Email Address	jvilorio@lbusd.org
District Website Address	www.lbusd.org

2022-23 School Overview

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. Currently, we have 537 students enrolled at Thurston with a population that includes 19.4% who are socioeconomically disadvantaged, 3% who are English learners, and 11% who receive special education support.

The school has worked diligently to provide a challenging curriculum. In preparing students for the rigors of the California State Content 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, multimedia, choir, band, jazz band, instrumental strings, STEAM, and leadership. A variety of clubs at lunch and after school are also offered: PALS, Spanish, French, Mandarin Chinese, Chess, Jazz, embroidery/crochet, Art, MUN, Book Club, Christian, Ecology, GSA, Strengths in Numbers, Dungeons and Dragons, and our infamous Nap Club. 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. At TMS we offer students tutorial and advisement periods that occur 3 days a week. Students have the opportunity to connect with a positive adult on campus during advisement, as well as build community with their peers. We also have an Advisement Cup Challenge that allows friendly competitions between advisement classes. Our tutorials allow our students to receive extra support in classes or attend enrichment opportunities like TMS Career Talks or TMS Student Talks. For those requiring additional academic support, we also offer Homework Club (study hall) and After-School Tutoring (small group support) Monday thru Thursday. Within the schedule, also has responsive ELA and Math intervention classes that provide fluid scoops of support when students' needs are identified. In support of the whole child, our counseling team meets with each student on campus as well as provides frequent check-ins or ongoing counseling for those in need.

Starting this year, Thurston was excited to announce to join the Coastal Athletic League, which offers 14 sports various sports teams----Volleyball, basketball, and soccer teams are formed for both 6/7th graders and 8th graders, along with cross country and track & field.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	177
Grade 7	197
Grade 8	212
Total Enrollment	586

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.0
Asian	4.4
Black or African American	0.7
Filipino	1.4
Hispanic or Latino	11.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.7
White	72.4
English Learners	1.9
Foster Youth	0.2
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	19.3
Students with Disabilities	11.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	83.34	135.80	88.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.34	0.50	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.30	0.20	12115.80	4.41
Unknown	5.70	15.32	16.20	10.61	18854.30	6.86
Total Teaching Positions	37.30	100.00	152.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 Council provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Council, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels. 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. The Curriculum Council 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.

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 in September 2022 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.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: StudySync, 2017	Yes	0%
Mathematics	Big Ideas Learning, LLC: Big Ideas Math (grades 6, 7 and 8), 2016	Yes	0%
Science	Teachers Curriculum Institute (TCI): Bring Science Alive!, 2020	Yes	0%
History-Social Science	Cengage Learning: Ancient Civilizations (6), Medieval and Early Modern Times (7), American Stories (8), 2019	Yes	0%
Foreign Language	McDougal Littell: 2005	Yes	0%
Health			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.	Yes	0%

School Facility Conditions and Planned Improvements

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 1950s with additions built in the early 90's. 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 that promote 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 display monitors in the classrooms provide for easy viewing of digital content. Teachers use audio systems for all students to clearly hear instruction within the classroom. The 21st-century classrooms helps prepares students for today's globally competitive society developing a well-rounded, competent college and career-ready student.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Package Units replaced at Kitchen and Library buildings.
Interior: Interior Surfaces	X			New classrooms D1 and D2 completed in 2021.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			Site and slopes replaced with new in 2021 - 2022.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	76	N/A	77	N/A	47
Mathematics (grades 3-8 and 11)	N/A	65	N/A	67	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	578	564	97.58	2.42	75.67
Female	273	268	98.17	1.83	85.02
Male	305	296	97.05	2.95	67.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	24	24	100.00	0.00	91.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	63.64
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	55	53	96.36	3.64	84.91
White	420	409	97.38	2.62	75.49
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	111	107	96.40	3.60	63.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	55	91.67	8.33	34.55

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	578	566	97.92	2.08	65.37
Female	273	268	98.17	1.83	66.79
Male	305	298	97.70	2.30	64.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	24	24	100.00	0.00	79.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	57.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	55	53	96.36	3.64	77.36
White	420	411	97.86	2.14	64.72
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	111	108	97.30	2.70	48.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	56	93.33	6.67	28.57

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	62.68	NT	59.12	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	209	98.58	1.42	62.68
Female	95	95	100	0	64.21
Male	117	114	97.44	2.56	61.4
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100	0	69.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	17	89.47	10.53	76.47
White	149	149	100	0	59.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	48.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93%	97%	45%	84%	91%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Thurston Middle School. Our parents serve on the School Site Council, the Site Safety Committee, the English Language Advisory Council, the Equity Committee, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	597	85	14.2
Female	281	278	39	14.0
Male	321	319	46	14.4
American Indian or Alaska Native	--	--	--	--
Asian	26	26	1	3.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	68	68	12	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	3	5.9
White	438	433	66	15.2
English Learners	13	13	4	30.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	124	122	30	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	71	18	25.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.70	0.98	2.45
Expulsions	0.00	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.15	5.32	0.29	2.79	0.20	3.17
Expulsions	0.00	0.17	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.32	0.17
Female	0.36	0.00
Male	9.66	0.31
American Indian or Alaska Native	0.00	0.00
Asian	3.85	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.96	1.96
White	5.25	0.00
English Learners	15.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.07	0.00

2022-23 School Safety Plan

The 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 drills, disaster drills and lockdown 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 with 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 safely entering, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The plan is annually reviewed with our school safety team, staff, and the School Site Council.

Our School Site Council meets on October 25, November 15, February 14, and April 4 to review, approve, and progress monitor our School Plan for Student Achievement and Safety Plan.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	14	2
Mathematics	24	5	15	1
Science	28	1	15	1
Social Science	28	1	13	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	24	1	
Mathematics	12	22	2	2
Science	12	14	1	
Social Science	10	18	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	23	7	
Mathematics	17	14	9	1
Science	27	1	16	
Social Science	24	3	14	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	293

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.25
Social Worker	1.0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,045	\$5,415	\$16,630	\$116,210
District	N/A	N/A	\$17,691	\$113,421
Percent Difference - School Site and District	N/A	N/A	-6.2	2.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	86.4	37.9

2021-22 Types of Services Funded

In addition to general fund state funding, Thurston Middle School received supplemental state and federal categorical funding, and COVID-19 relief funds to provide categorical, special education, and support programs during 2021-2022. Laguna Beach Unified School District continues to allocate its funding to improve student achievement, connectedness, and social-emotional wellness. Expanded learning opportunities address supplemental instruction and support within our district MTSS during the summer and academic school year. Universal, targeted support, and intervention is embedded within extended learning time offered in the summer, which includes social-emotional support and curriculum that is integrated into the offerings for grades K-8, enrichment and orientation classes, expanded credit recovery for grades 9-12, and English Learner support for Grades K-12.

The District also continues to provide additional funding in direct services for English Learners, low-income, and foster youth. Some of the 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, an EL TOSA to provide support for teachers, professional development to teachers regarding CA-ELA/ELD frameworks, and oversight of the site EL programs and target students for additional support, a counselor/community liaison to provide support for students and parents, 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 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 ELPAC scores, local and state testing (CAASPP, CAST, CAA) proficiency, engagement (attendance), and reclassification rates.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,409	\$48,503
Mid-Range Teacher Salary	\$103,348	\$74,912
Highest Teacher Salary	\$143,788	\$100,321
Average Principal Salary (Elementary)	\$192,602	\$122,160
Average Principal Salary (Middle)	\$200,025	\$127,632
Average Principal Salary (High)	\$208,071	\$137,578
Superintendent Salary	\$297,845	\$198,665
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Laguna Beach Unified School District offered two professional development days for classified, management, and certificated staff at the beginning of each school year prior to the first day of school, as well as a variety of additional days throughout the year and after-school professional development opportunities. The District offers two full staff development days annually during the school year where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers are supported in additional training through workshops, conferences, and demonstration lessons on balanced literacy and math, NGSS, inquiry, writing, instructional strategies, assessment, school climate, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. State standards implementation is continuous through district and staff training as well as weekly PLC grade-level department meetings.

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 outcomes. 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.

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4