



Thurston Middle School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Laguna Beach Unified School District

550 Blumont Street
Laguna Beach, CA 92651
(949) 497-7700
www.lbusd.org

District Governing Board

Ketta Brown
William Landsiedel
Carol Normandin-Parker
Dee Perry
Jan Vickers

District Administration

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Superintendent

Darlene Messinger
**Assistant Superintendent,
Instructional Services**

Dean West
**Assistant Superintendent,
Business Services**

Irene White
Director of Special Education

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Director of Facilities

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Information**

Amy Kernan
**Coordinator, Assessment,
Accountability, and Special
Programs**

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, choir, band, jazz band, instrumental strings, STEAM and leadership. A variety of clubs at lunch and after school is 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 497-7785.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Gr. 6 | 246 |
| Gr. 7 | 294 |
| Gr. 8 | 260 |
| Total | 800 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.6 |
| American Indian or Alaska Native | .6 |
| Asian | 5.1 |
| Filipino | 0.3 |
| Hispanic or Latino | 10 |
| Native Hawaiian/Pacific Islander | .5 |
| White | 82.1 |
| Two or More Races | 3.3 |
| Socioeconomically Disadvantaged | 10.9 |
| English Learners | 1.9 |
| Students with Disabilities | 8.5 |

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 | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 34 | 34 | 35 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Laguna Beach Unified School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | 142 |
| Without Full Credential | ◆ | ◆ | 0 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Thurston Middle School | 12-13 | 13-14 | 14-15 |
| 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

| 2013-14 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 | 100.00 | 0.00 |
| Districtwide | | |
| All Schools | 100.00 | 0.00 |
| High-Poverty Schools | 0.00 | 0.00 |
| Low-Poverty Schools | 100.00 | 0.00 |

* 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 2014-15)

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 October, 2014, 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 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. 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 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.

We take pride in our school's state-of-the-art technology. All classrooms are equipped with TV/DVDs and computers with Internet access. With almost 60% of our classrooms having Chrome books or iPads, students receive computer instruction regularly. Elective courses provide students opportunities to further build technology skills. Through a variety of funding sources, we have purchased FOUR Computers on Wheels (C.O.W.) Teachers check out the C.O.W. within departments and the core curriculum is enhanced through the use of this technology. We will continue to empower our students with the ability to utilize technology as a tool to enhance and extend learning.

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 areas possess the necessary textbooks and instructional materials.

| Textbooks and Instructional Materials | |
|--|---|
| Year and month in which data were collected: December 2014 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| <p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Holt Literature and Language Arts, Holt McDougal (Division of Houghton Mifflin Harcourt) - Adopted in 2003</p> |
| <p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Pearson Prentice Hall- Adopted in 2010 (8th grade)/Houghton Mifflin (6th and 7th grades)</p> |
| <p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Holt McDougla (Division of Houghton Mifflin Harcourt)- Adopted in 2008</p> |
| <p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>McDougal Littell - Adopted in 2006</p> |
| <p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>McDougal Littell, 2005</p> |

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 multipurpose room, administrative offices, restrooms, and storage rooms.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: May 2014 | | | | |
| 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] | [] | Since the report, corrections have been addressing the needs of the school. |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | [] | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

| CAASPP 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 | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 97 | 96 | 93 | 90 | 90 | 89 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

| STAR 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 | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 85 | 89 | 85 | 81 | 86 | 83 | 54 | 56 | 55 |
| Math | 79 | 86 | 79 | 72 | 77 | 74 | 49 | 50 | 50 |
| HSS | 92 | 90 | 84 | 83 | 87 | 85 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|---------|---------|---------|
| API Rank | 2010-11 | 2011-12 | 2012-13 |
| Statewide | 10 | 10 | 10 |
| Similar Schools | 9 | 10 | 8 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 16.6 | 30.3 | 42.4 |

* 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.

| 2013-14 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 89 |
| All Student at the School | 93 |
| Male | 91 |
| Female | 95 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 87 |
| Native Hawaiian/Pacific Islander | |
| White | 93 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 86 |
| English Learners | |
| Students with Disabilities | 79 |
| Students Receiving Migrant Education Services | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 28 | 9 | -17 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | 27 | 13 | -18 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

Parents and the community are very supportive of the educational program at Thurston Middle School. Our parents serve on the School Site Council, the English Language Advisory Council, the Parent Teacher Association, and the GATE Advisory Council. 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. School staff and administrators are on duty during recess, 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 2014 and was reviewed with our school staff at that time as well.

| Suspensions and Expulsions | | | |
|----------------------------|-------|-------|-------|
| School | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 3.9 | 5.1 | 2.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 2.6 | 2.8 | 1.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |
| Met API Criteria | | |

| 2014-15 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 | | 0.0 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| 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) | |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 3 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 387 |

* 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 | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Gr. 5 | | | | | | 19 | | | | | | |
| Gr. 6 | | 25 | 23 | | 21 | 22 | | 35 | 28 | | 16 | 17 |
| English | 24.6 | 22 | 23 | 5 | 7 | 8 | 13 | 12 | 7 | 2 | 4 | 10 |
| Math | 25.6 | 21 | 24 | 6 | 14 | 7 | 12 | 5 | 16 | 2 | 4 | |
| Science | 31.3 | 30 | 31 | 0 | 1 | 1 | 11 | 8 | 7 | 4 | 7 | 10 |
| SS | 30 | 30 | 32 | 1 | 1 | | 10 | 9 | 8 | 6 | 6 | 9 |

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

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | | \$38,920 |
| Mid-Range Teacher Salary | | \$59,803 |
| Highest Teacher Salary | | \$78,096 |
| Average Principal Salary (ES) | | \$95,836 |
| Average Principal Salary (MS) | | \$99,849 |
| Average Principal Salary (HS) | | \$107,599 |
| Superintendent Salary | | \$151,912 |
| Percent of District Budget | | |
| Teacher Salaries | 31 | 37 |
| Administrative Salaries | 6 | 6 |

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

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$7,903 | \$364 | \$7,538 | \$97,267 |
| District | ♦ | ♦ | \$11,357 | \$99,992 |
| State | ♦ | ♦ | \$4,690 | \$63,037 |
| Percent Difference: School Site/District | | | -33.6 | -2.7 |
| Percent Difference: School Site/ State | | | 60.7 | 54.3 |

Types of Services Funded at Thurston Middle School

Based on 2008-09 audited financial statements, Laguna Beach Unified School District spent an average of \$13,670 to educate each student. The chart provides a comparison of Thurston Middle School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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:

- *Class Size Reduction
- *Economic Impact Aid
- *Instructional Materials
- *Special Education

Professional Development provided for Teachers at Thurston Middle School

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 Laguna Beach High School participated 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 as well as weekly PLC department meetings.

Teachers at Thurston Middle School participated 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.

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.