



# Thurston Middle School

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

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[www.lbusd.org](http://www.lbusd.org)

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Laguna Beach Unified School District

550 Blumont Street  
Laguna Beach, CA 92651  
(949) 497-7700  
[www.lbusd.org](http://www.lbusd.org)

#### District Governing Board

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

#### District Administration

Sherine Smith  
**Superintendent**

Darlene Messinger  
**Assistant Superintendent,  
Instructional Services**

Dean West  
**Assistant Superintendent,  
Business Services**

Irene White  
**Director of Special Education**

Mike Morrison  
**Chief Technology Officer**

Jeff Dixon  
**Director of Facilities**

Leisa Winston  
**Director, Human Resources/Public  
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

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 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 at (949) 497-7785 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	223
Grade 7	260
Grade 8	296
Grade 9	1
<b>Total Enrollment</b>	<b>780</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	4.6
Filipino	0.4
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.3
White	80
Two or More Races	2.3
Socioeconomically Disadvantaged	9.1
English Learners	4.5
Students with Disabilities	9.4
Foster Youth	0.1

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	34	35	35
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Laguna Beach Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thurston Middle School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	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 2015-16)

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, 2015, 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 monitors, 4CLE furniture and audio support. Having gone 1:1 devices this year, students receive computer instruction regularly. Elective courses provide students opportunities to further build technology skills. Through a variety of funding sources, we continue to add 4CLE classrooms to our campus. 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 2015	
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 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 McDougla (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, 2005 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 multipurpose room, administrative offices, restrooms, and storage rooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 20, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Some holes in drywall in several rooms. Cracked flooring due to utility trench and settling in science rooms. Since the report, corrections have been addressing the needs of the school. New "fly fan" being installed in cafe per health department.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: November 20, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			North fence leaning; east gate needs adjustment. East Fire Lane needs seal coat and crack patch. Exercise equipment needs to be replaced. Will be added into facilities plan to remedy.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	22.90	31.40	32.40

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	72	76	44
Math	63	66	33

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	96	92	93	90	88	86	59	60	56

\* Results are for 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.

2014-15 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	86
All Student at the School	93
Male	90
Female	95
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	--
White	93
Two or More Races	--
Socioeconomically Disadvantaged	70
English Learners	--
Students with Disabilities	77
Foster Youth	--

\* 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.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	226	221	97.8	9	18	46	28
	7	262	255	97.3	8	18	44	30
	8	303	296	97.7	8	23	45	23
Male	6		107	47.3	10	26	40	23
	7		142	54.2	12	22	41	25
	8		155	51.2	13	26	41	19
Female	6		114	50.4	7	11	51	32
	7		113	43.1	3	12	48	37
	8		141	46.5	4	21	48	28
Black or African American	6		5	2.2	--	--	--	--
	7		5	1.9	--	--	--	--
	8		3	1.0	--	--	--	--
American Indian or Alaska Native	6		1	0.4	--	--	--	--
	7		1	0.4	--	--	--	--
	8		3	1.0	--	--	--	--
Asian	6		16	7.1	0	6	75	19
	7		9	3.4	--	--	--	--
	8		11	3.6	18	18	18	45
Filipino	6		1	0.4	--	--	--	--
	8		2	0.7	--	--	--	--
Hispanic or Latino	6		14	6.2	29	29	36	7
	7		23	8.8	39	17	30	13
	8		39	12.9	10	44	44	3
Native Hawaiian or Pacific Islander	8		3	1.0	--	--	--	--
White	6		178	78.8	8	19	42	31
	7		208	79.4	4	20	46	30
	8		229	75.6	7	20	47	26
Two or More Races	6		6	2.7	--	--	--	--
	7		7	2.7	--	--	--	--
	8		5	1.7	--	--	--	--
Socioeconomically Disadvantaged	6		25	11.1	16	20	44	20
	7		19	7.3	21	32	37	11
	8		36	11.9	17	44	33	6
English Learners	6		12	5.3	50	42	8	0
	7		11	4.2	73	27	0	0
	8		11	3.6	18	64	18	0

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		30	13.3	33	33	17	17
	7		17	6.5	53	35	0	12
	8		25	8.3	40	12	36	12
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	226	221	97.8	11	24	31	34
	7	262	254	96.9	11	23	28	38
	8	303	296	97.7	15	24	27	33
Male	6		107	47.3	13	23	33	31
	7		141	53.8	13	28	26	33
	8		155	51.2	16	21	28	34
Female	6		114	50.4	9	25	29	38
	7		113	43.1	9	17	30	44
	8		141	46.5	14	28	25	33
Black or African American	6		5	2.2	--	--	--	--
	7		5	1.9	--	--	--	--
	8		3	1.0	--	--	--	--
American Indian or Alaska Native	6		1	0.4	--	--	--	--
	7		1	0.4	--	--	--	--
	8		3	1.0	--	--	--	--
Asian	6		16	7.1	6	6	50	38
	7		9	3.4	--	--	--	--
	8		11	3.6	9	27	0	64
Filipino	6		1	0.4	--	--	--	--
	8		2	0.7	--	--	--	--
Hispanic or Latino	6		14	6.2	29	36	29	7
	7		23	8.8	43	35	9	13
	8		39	12.9	33	28	21	18

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Native Hawaiian or Pacific Islander</b>	<b>8</b>		3	1.0	--	--	--	--
<b>White</b>	<b>6</b>		178	78.8	11	24	29	37
	<b>7</b>		207	79.0	9	24	29	38
	<b>8</b>		229	75.6	12	24	29	35
<b>Two or More Races</b>	<b>6</b>		6	2.7	--	--	--	--
	<b>7</b>		7	2.7	--	--	--	--
	<b>8</b>		5	1.7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>6</b>		25	11.1	16	32	36	16
	<b>7</b>		19	7.3	26	32	16	26
	<b>8</b>		36	11.9	28	36	25	11
<b>English Learners</b>	<b>6</b>		12	5.3	42	25	33	0
	<b>7</b>		11	4.2	64	27	9	0
	<b>8</b>		11	3.6	55	27	18	0
<b>Students with Disabilities</b>	<b>6</b>		30	13.3	43	20	20	17
	<b>7</b>		17	6.5	59	12	24	6
	<b>8</b>		25	8.3	56	16	8	20
<b>Foster Youth</b>	<b>6</b>		--	--	--	--	--	--
	<b>7</b>		--	--	--	--	--	--
	<b>8</b>		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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**

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](http://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 2015 and was reviewed with our school staff at that time as well.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.06	2.30	1.62
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.77	1.32	1.45
Expulsions Rate	0.03	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	22	23	24	7	8	7	12	7	10	4	10	7
Math	21	24	25	14	7	4	5	16	11	4		7
Science	30	31	29	1	1	1	8	7	13	7	10	5
SS	30	32	31	1			9	8	12	6	9	6

\* 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.



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	361

\* 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.

### 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 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. Weekly SMART Bytes (mini professional development given by teachers for teachers) are shared at our CCM (Cross Curriculum Meetings) to increase staff awareness on critical thinking, communication, creativity and communication skills in the classroom.

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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,329	\$40,379
Mid-Range Teacher Salary	\$93,717	\$62,323
Highest Teacher Salary	\$132,149	\$81,127
Average Principal Salary (ES)	\$154,311	\$99,192
Average Principal Salary (MS)	\$175,302	\$91,287
Average Principal Salary (HS)	\$157,121	\$112,088
Superintendent Salary	\$244,250	\$159,821
Percent of District Budget		
Teacher Salaries	34%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,848	\$597	\$8,251	\$105,075
District	♦	♦	\$13,272	\$105,135
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-37.8	-0.1
Percent Difference: School Site/ State			54.3	61.0

\* Cells with ♦ do not require data.

**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

**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, the county, and the state. 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.