

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Thurston Middle School	30-66555-6028914	December 3, 2019

School Vision and Mission

Our staff is united by a vision of a high-performing school where every child is held to high academic expectations within a caring, supportive environment. It is our mission to ignite a passion for learning in all students through a rigorous, well-rounded, exploratory curriculum, and to give each student the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world. These shared values shape the approach we take in all interactions with students and guides us in the decision making and goal-setting activities that happen at the site-based level. The staff at Thurston work tirelessly to meet the needs of every student, every day. From the implementation of Common Core standards, to the integration of technology, from the establishment of shared departmental Benchmarks and Expected Learning Outcomes, to the evaluation of this data which drives our instructional strategies within a Multi-Tiered System of Supports, we believe wholeheartedly in the power of collaboration and communication. Our staff strives both individually and collectively for continual improvement. We meet weekly in Professional Learning Communities to refine teaching strategies, evaluate data from common assessments, and implement individualized, targeted student supports. These dedicated efforts are what set Thurston apart. We work tirelessly to help every child push beyond his or her unique challenges to achieve at a higher academic level.

School Profile

Established in 1968, Thurston Middle School is the only middle school within the Laguna Beach Unified School District in Orange County, California. We are a proud “Schools to Watch” recipient, as well as a Distinguished School and Gold Ribbon School. Thurston serves approximately 750 students at any given time, with class size average of 26.

Demographically, our student population is approximately 73% White, 12% Hispanic, 6% Asian, 1% African American, with a small percentage of other backgrounds represented. About 14% of our population is socioeconomically disadvantaged, and approximately 3% are English Language Learners. Furthermore, about 11% of our population is comprised of students with disabilities. Our 2019 CAASPP scores show that 81% of our students met or exceeded state standards in ELA and 75% of our students met or exceeded state standards in Math. Our scores are amongst the strongest in our county and in the top 100 in the state, but it is our dedication to providing students with “above and beyond” learning that makes Thurston special. Students can choose from a broad offering of elective courses, and more than 25 extra-curricular clubs are offered. There truly is a place for everyone on Thurston’s campus.

Evaluation and Impact of Previous Year’s SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students’ achievement.

Performance Goal #1: Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.
Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.

Yes. Essential Learning Outcomes, MTSS, our attendance plan, & WEB activities contributed most to meeting this goal.

Performance Goal #2: At least 75% of students report that they are aware of the CTE and CCR pathways at TMS.
Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.

No, we did not meet this goal. There are several factors as to why we did not reach our goal. First, the way this goal was written was incorrect. The measurement surveys break the data down by "strongly agree," "agree," "neither agree nor disagree," "disagree," and "strongly disagree." I believe our goal was written to include "strongly agree," "agree," as well as the "neither agree nor disagree" percentages. However, the third category should not be included in the percentage total, because we want all students to agree or strongly agree that they are aware of CTE/CCR pathways. Furthermore, the questions on the survey are worded in such a way that the respondents are being asked about their perception of whether or not LBUSD provides career and college readiness opportunities, not specifically TMS, and yet the goal was written as if the answers were specific to TMS alone.

Considering only "strongly agree" and "agree" responses, data from the 2018 LCAP Survey reveals that we increased the percentage of respondents who would agree or strongly agree that LBUSD is preparing them for college from 60% in 2018 to 62% in 2019. This survey also reveals that we increased the percentage of respondents who would agree or strongly agree that LBUSD is preparing them for careers from 56% in 2018 to 59% in 2019.

Strategies that mostly contributed to making progress toward this goal are the TMS Career Talks, the Passion Project field trips, and the My Next Move career unit.

Performance Goal #3: All staff will participate in professional development with a special focus on PLCs and the writing of ELOs.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes. All staff participated in professional development activities related to PLCs and ELOs throughout the 2018-19 school year. The most effective PD activities were the ELO information coached by our two TOSAs as well as the John Yost seminar on how PLC implementation and efficiency can transform a school.

Performance Goal #4: TMS will maintain its "good" facility rating and student safety perception, and adhere to the updated Comprehensive School and Safety Plan. TMS staff and teachers will continue to cultivate classroom learning environments that foster critical thinking, collaboration, creativity, and communication to promote student learning.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes. The 2018-19 LCAP survey indicates a 20% increase in the number of students, parents, and staff who feel that the TMS facilities are well-maintained (from 66% in 2017 to 86% in 2018). The survey also indicates a 12% increase in the number of students, parents, and school staff who feel that TMS provides adequate equipment for student learning (from 81% to 93%). Finally, the survey indicates a 1% increase in the number of students, parents, and staff who feel that TMS provides a positive learning environment for students (from 83% in 2017 to 84% in 2018). Factors that contributed most to meeting this goal are the addition of 21 security cameras located throughout the school, the hiring of a School Resource Officer (SRO), and the Facility Inspection Tool which evaluates maintenance needs which were acted upon.

Performance Goal #5: TMS will maintain or increase its percentage of parents/stakeholders satisfaction with communication, as well as communicate with all stakeholders in such ways as to strengthen the meaningful participation in the learning process.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes. The 2018-19 LCAP survey indicates a 1% increase in the number of students, parents, and staff who feel satisfied with the communication from TMS. (from 74% in 2017 to 75% in 2018). We attribute meeting this goal to the use of the Weekly Principal Updates, the Informational Nights and PTA website.

Performance Goal #6: N/A

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

First, our principal and our School Site Council chairperson met to discuss a timeline for setting up meetings with our School Site Committee. Then, an invitation was published in our weekly Principal's update for parents who might be interested in participating on our SSC. We had 8 responses and 8 spots available, so it worked out that elections were unnecessary. Our first meeting was held on October 22, 2019, with 8 teachers, two school staff members, 2 administrators, 8 parents, and 2 students present. At this meeting, we reviewed last year's SPSA briefly and then presented an opportunity for feedback from the participants about potential SPSA goals, actions currently taken toward those goals, and actions we could consider taking toward the goals. This data, in conjunction with the data from the LCAP survey, the CA Healthy Kids survey, the Co-Vitality Survey, and the School Climate Survey were taken into consideration when discerning where our

needs were. From those needs we set goals which were reviewed as a team on November 12th at our second SSC meeting. The draft of the plan was finalized and presented to the SSC for signatures on December 3, 2019.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.51%	0.4%	3	4	3
African American	1.4%	1.16%	0.94%	11	9	7
Asian	6.7%	6.04%	6.15%	51	47	46
Filipino	0.4%	0.39%	0.53%	3	3	4
Hispanic/Latino	9.7%	11.57%	12.03%	74	90	90
Pacific Islander	0.3%	0.13%	%	2	1	
White	76.0%	73.26%	73.13%	582	570	547
Multiple/No Response	0.3%	0.51%	0.4%	2	4	3
Total Enrollment				766	778	748

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	278	239	208
Grade 7	252	282	256
Grade 8	236	257	284
Total Enrollment	766	778	748

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	40	22	22	5.2%	2.8%	2.9%
Fluent English Proficient (FEP)	26	45	47	3.4%	5.8%	6.3%
Reclassified Fluent English Proficient		5	6	0.0%	12.5%	27.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	280	243	206	275	242	197	275	242	197	98.2	99.6	95.6
Grade 7	250	278	261	245	276	256	245	276	257	98	99.3	98.1
Grade 8	237	252	282	221	242	275	221	242	276	93.2	96	97.5
All	767	773	749	741	760	728	741	760	730	96.6	98.3	97.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2586.	2593.	2591.	37.45	40.50	42.13	40.36	38.84	36.04	14.18	14.46	13.71	8.00	6.20	8.12
Grade 7	2632.	2625.	2626.	44.08	44.57	42.58	40.82	37.32	39.06	11.43	11.23	12.89	3.67	6.88	5.47
Grade 8	2635.	2643.	2643.	35.75	41.32	42.18	46.15	39.67	38.18	13.57	14.46	16.00	4.52	4.55	3.64
All Grades	N/A	N/A	N/A	39.14	42.24	42.31	42.24	38.55	37.91	13.09	13.29	14.29	5.53	5.92	5.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.09	48.76	50.76	46.55	38.84	37.06	12.36	12.40	12.18
Grade 7	55.92	50.36	45.70	36.73	40.22	44.14	7.35	9.42	10.16
Grade 8	52.49	55.79	54.55	38.91	35.54	38.18	8.60	8.68	7.27
All Grades	49.39	51.58	50.41	41.03	38.29	39.97	9.58	10.13	9.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.18	51.24	40.61	38.55	38.84	50.76	11.27	9.92	8.63
Grade 7	61.89	60.51	60.16	34.02	31.52	35.55	4.10	7.97	4.30
Grade 8	54.75	51.24	49.82	38.46	42.56	44.73	6.79	6.20	5.45
All Grades	55.41	54.61	50.96	37.03	37.37	43.13	7.57	8.03	5.91

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.36	26.45	36.04	55.27	67.77	57.87	8.36	5.79	6.09
Grade 7	27.76	31.88	30.86	67.76	61.23	60.94	4.49	6.88	8.20
Grade 8	29.86	40.08	38.18	66.52	55.79	57.82	3.62	4.13	4.00
All Grades	31.58	32.76	35.03	62.75	61.58	58.93	5.67	5.66	6.04

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	46.91	54.96	53.30	44.00	38.43	37.06	9.09	6.61	9.64
Grade 7	62.86	54.71	48.83	32.65	39.13	43.36	4.49	6.16	7.81
Grade 8	48.87	59.92	52.73	43.89	33.47	41.82	7.24	6.61	5.45
All Grades	52.77	56.45	51.51	40.22	37.11	41.07	7.02	6.45	7.42

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	281	243	206	276	242	196	276	242	196	98.2	99.6	95.1
Grade 7	250	278	261	242	276	256	242	276	256	96.8	99.3	98.1
Grade 8	237	252	282	221	243	276	221	243	276	93.2	96.4	97.9
All	768	773	749	739	761	728	739	761	728	96.2	98.4	97.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2599.	2605.	2618.	48.19	47.93	57.65	27.17	25.21	21.94	15.94	18.60	15.82	8.70	8.26	4.59
Grade 7	2621.	2622.	2625.	49.59	50.36	48.44	26.45	24.28	23.44	11.98	16.67	14.45	11.98	8.70	13.67
Grade 8	2620.	2651.	2653.	44.34	54.73	55.80	20.81	21.81	22.83	21.72	12.35	13.04	13.12	11.11	8.33
All Grades	N/A	N/A	N/A	47.50	50.99	53.71	25.03	23.78	22.80	16.37	15.90	14.29	11.10	9.33	9.20

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	59.78	58.26	70.41	27.90	30.17	19.90	12.32	11.57	9.69	
Grade 7	58.26	60.14	58.98	26.45	24.64	24.22	15.29	15.22	16.80	
Grade 8	47.06	59.67	62.68	35.75	27.98	25.72	17.19	12.35	11.59	
All Grades	55.48	59.40	63.46	29.77	27.46	23.63	14.75	13.14	12.91	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	46.74	47.93	51.53	42.75	41.32	41.84	10.51	10.74	6.63
Grade 7	52.48	50.36	48.83	35.95	40.22	39.84	11.57	9.42	11.33
Grade 8	43.44	55.14	54.71	40.72	35.39	35.51	15.84	9.47	9.78
All Grades	47.63	51.12	51.79	39.92	39.03	38.74	12.45	9.86	9.48

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	47.10	48.35	57.65	37.68	40.91	33.16	15.22	10.74	9.18
Grade 7	45.87	45.65	48.44	46.28	46.01	40.63	7.85	8.33	10.94
Grade 8	45.25	53.91	54.71	42.53	40.33	38.41	12.22	5.76	6.88
All Grades	46.14	49.15	53.30	41.95	42.58	37.77	11.91	8.28	8.93

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
748	12.2	2.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	2.9
Homeless	1	0.1
Socioeconomically Disadvantaged	91	12.2
Students with Disabilities	72	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9
American Indian	3	0.4
Asian	46	6.1
Filipino	4	0.5
Hispanic	90	12.0
Two or More Races	48	6.4
White	547	73.1

School and Student Performance Data


Overall Performance

2019 Fall Dashboard Overall Performance for All Students


Academic Performance

English Language Arts


Blue

Mathematics

Blue

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Orange

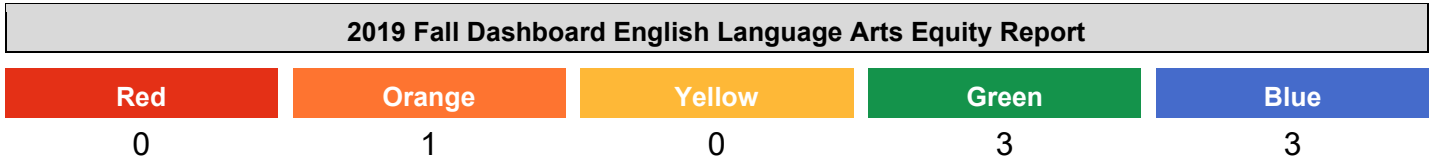
School and Student Performance Data

Academic Performance English Language Arts





The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 70.8 points above standard Maintained -0.1 points 718	<p>English Learners</p>  Green 12.9 points above standard Maintained -2.6 points 39	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Green 15.2 points above standard Declined Significantly -16.5 points 87	<p>Students with Disabilities</p>  Orange 28 points below standard Declined Significantly -17.1 points 70

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 95 points above standard Maintained ++0.4 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 31.5 points above standard Maintained -2.4 points 84	 Blue 101.6 points above standard Increased Significantly ++17.7 points 48		 Blue 72.7 points above standard Maintained -1.5 points 526

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
42.9 points below standard Increased Significantly ++24.9 points 15	47.8 points above standard Declined -12.5 points 24	75.1 points above standard Maintained ++0.6 points 652

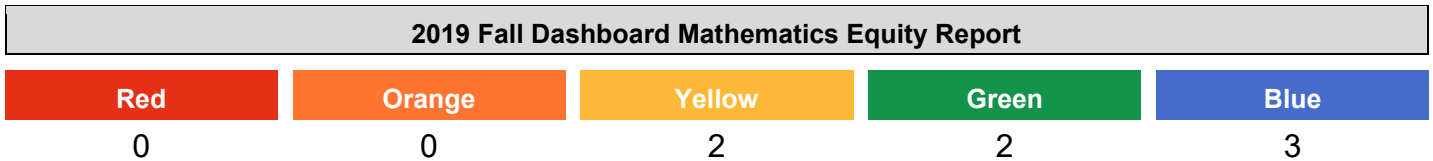
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 64.3 points above standard Increased ++6.4 points 716	<p>English Learners</p>  Green 9.2 points below standard Increased ++12.3 points 39	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 4.4 points below standard Declined -11.8 points 87	<p>Students with Disabilities</p>  Yellow 34.3 points below standard Increased ++9 points 70

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 108.8 points above standard Increased ++12.4 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.9 points above standard Maintained ++0.8 points 84	 Blue 99.1 points above standard Increased Significantly ++16.0 points 48	(Empty cell)	 Blue 67.7 points above standard Increased ++5.8 points 524

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

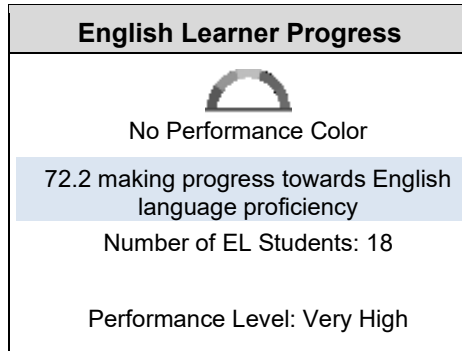
Current English Learner	Reclassified English Learners	English Only
82.3 points below standard Increased Significantly ++21.2 points 15	36.6 points above standard Increased ++13.9 points 24	68.6 points above standard Increased ++6 points 650

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	2	4	9

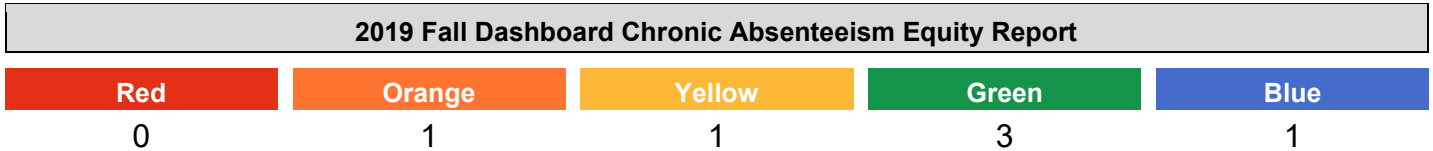
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.8</p> <p>Declined -1.1</p> <p>764</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -9.1</p> <p>21</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>9.5</p> <p>Declined -2.4</p> <p>95</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7.6</p> <p>Declined -3.7</p> <p>79</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 2.2 Declined -2 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.1 Increased +1.4 90	 Yellow 5.6 Maintained +0.2 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 5.2 Declined -1.1 559

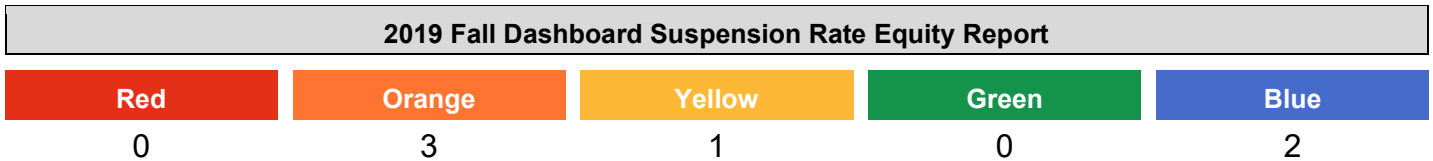
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.2 Increased +0.4 769	 No Performance Color 0 Declined -4.3 21	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1	 Orange 4.1 Increased +2.4 97	 Orange 5.1 Increased +2 79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Declined -2.1 46	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -4.3 92	 Yellow 3.7 Maintained +0.1 54		 Orange 2.7 Increased +1.5 562

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	2.2

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

Goal 1

Develop Common Formative Assessments (CFAs) that align with ELOs.

Identified Need

In our effort to provide Best First Instruction, we continue the work begun last year in our PLCs. Now that we have Essential Learning Outcomes (ELOs) for each grade level and subject area, our need now is to build ways to identify which students are not mastering these ELOs, as well as those who are. The next step in this process is to write and implement Common Formative Assessments which are aligned to the ELOs. These CFAs provide data to the curricular teams that is evaluated to decide what targeted interventions are necessary for students who have not mastered the ELO, as well as what enrichments are appropriate for the students who have.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Development & implementation of five CFA and data cycles	No CFAs developed prior to this year	Data will be utilized to identify which targeted interventions and enrichments students need.
LCAP Survey question: "My school provides additional supports for students with exceptional needs (through interventions, after-school tutoring, etc)." (last data collected 2018)	2018 LCAP data reveals that 64% of respondents agree or strongly agree.	We hope to see this number increase significantly, but realize that it may take more than one year before the awareness will be visible on a survey. The LCAP survey is given in the fall of each school year, so the 2019 survey data will not reflect a full school year's progress toward this goal. We hope that by the 2020 survey, we will see the increase we are working toward.
LCAP Survey question: "My student is aware of his learning strengths and needs." (last data collected 2018)	2018 LCAP data reveals that 56% of respondents agree or strongly agree.	We hope to see this number increase significantly, but realize that it may take more than one year before the awareness will be visible on a survey. The LCAP survey is

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		given in the fall of each school year, so the 2019 survey data will not reflect a full school year's progress toward this goal. We hope that by the 2020 survey, we will see the increase we are working toward.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Teachers were given targeted Professional Development in order to learn how to write strong CFAs. Staff participated in two Professional Development activities: "Assessment 101" on August 22, 2019. "Designing Engaging Assessments in Five Essential Phases" on October 18, 2019.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13000

6758

Source(s)

General Fund - Site Discretionary

General Fund - Site Discretionary

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Teachers meet during PLC time and district department days to develop CFAs.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Teachers meet during PLC time after each CFA to analyze data and identify targeted interventions and enrichments.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Action/Service 4

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Teachers share their CFA results in their grade-level teams in order to reflect upon and consider different teaching methods that may have been more successful in their teammate's classroom. The goal is to provide consistent delivery of the strongest instructional methods that meet the needs of all students.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Action/Service 5

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

SOME or FEW students

Action/Service

Staff (including MTSS team) uses the CFA data to determine interventions for students who are not mastering the ELOs.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Action/Service 6

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Investigate ways in which our school bell schedule can be modified in order to better capture time for interventions to include consideration of how ESP time needs to evolve to better meet the needs of our students.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

Goal 2

We want to increase social/emotional strength and awareness in our middle school students and to facilitate the development of resilience, grit, determination, motivation, and kindness.

Identified Need

Middle school students are faced with many stressors related to academic performance, social media, peer pressure, family situations, and other internal and external factors which can impact their academic success. We want to develop our students' social/emotional strength with the goal of reducing the negative impact of such factors. Survey data indicates that students report low levels of motivation and enjoyment toward school; we hope that by increasing opportunities for students to be meaningfully engaged on campus, they will develop a more positive attitude toward school activities that will both release stress and increase a positive perception of school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Climate Survey (last data collected 2018-19)	49% of students strongly agree or agree that they enjoy learning; 50% of students strongly agree or agree that they are motivated to learn; 43% of students strongly agree or agree that they like going to school; 45% of students strongly agree or agree that they are comfortable talking to school staff about social/emotional concerns; 53% of students strongly agree or agree that they are excited to go to school on most days.	With the addition of multiple layers of activities and programs that engage and connect students to school, we anticipate that we can increase these percentages by 10-15% as will be measured by the 2020 California School Climate Survey (so that our efforts in 2019-2020 can have a full year of implementation behind them before being evaluated in the fall of 2020).
California Healthy Kids Survey (last data collected 2017-18)	61% of students reported a high or moderate feeling of meaningful participation at school.	With the addition of multiple layers of activities and programs that engage and connect students to school, we anticipate that we can increase these percentages by 10-15% as will be measured by the 2021 California Healthy Kids Survey (so that our efforts in 2019-2020 can have a full year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		of implementation behind them before being the biannual CHKS survey in 2021).
Co-Vitality Survey (last data collected October 2019)	58% of students report "working diligently to accomplish one's goals, including maintaining interest in the face of adversity and failure" (Persistence); 26% of students report "experiencing one's life in the present moment as exciting and energizing" (Zest); 20% of students report "expecting the occurrence of good events and beneficial outcomes in one's future" (Optimism).	With the addition of multiple layers of activities and programs that engage and connect students to school, we anticipate that we can increase these percentages by 10-15% as will be measured by the 2020 Co-Vitality Survey (so that our efforts in 2019-2020 can have a full year of implementation behind them before being evaluated in the fall of 2020).
LCAP Survey (last data collected 2018-19)	53% of students strongly agree or agree that they like going to school; 50% of students strongly agree or agree that their teachers help them when they feel upset.	With the addition of multiple layers of activities and programs that engage and connect students to school, we anticipate that we can increase these percentages by 10-15% as will be measured by the 2020 LCAP Survey (so that our efforts in 2019-2020 can have a full year of implementation behind them before being evaluated in the fall of 2020).

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Development of our annual "theme" on campus...an awareness campaign with Mindful Mondays, WEB Wednesday activities, staff t-shirts, and reminders around campus and in our daily announcements of our "resilience, grit, determination, motivation, and kindness" theme.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2600

General Fund - Site Discretionary

3050

Parent-Teacher Association (PTA)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

SOME students

Action/Service

At-risk students are identified via MTSS and referral data, and are invited to participate in meaningful ways on campus, such as presenting a TMS Talk or serving as a Where Everyone Belongs (WEB) leader.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

General Fund - Site Discretionary

1000

Parent-Teacher Association (PTA)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

FEW students

Action/Service

Individual counseling with either the student's counselor or the Student Support Specialist; invitations to the Thurston State of Mind Workshops at lunch.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

General Fund - Site Discretionary

Action/Service 4

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Use of LiveSchool system school-wide, and provide rewards at the Student Store monthly.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Donations (School Power/PTA)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.

Goal 3

We will continue to further develop student awareness of Career and College Readiness (CCR) and Career and Technical Education (CTE) pathways at Thurston Middle School.

Identified Need

Last year we aligned our current practices with the terminology and explanations of our CCR/CTE pathways. For example, we renamed our electives "wheels" as electives "pathways." Furthermore, we were more intentional and explicit in describing our CCR/CTE activities (such as the Passion Project and career surveys) so that students would more readily understand their purpose. This year, we recognize the need for the StrengthsFinder course to be more than an isolated 6th grade activity. We need to build an articulated pathway which will extend students' ability to access their strengths into the 7th and 8th grades and beyond. The strategies listed below consist of our continued and focused efforts which were begun in the 2018-19 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Climate Survey (last data collected 2018)	67% of students strongly agree or agree that their teachers prepare them for life after high school.	We expect to see slow but continual progress toward an increased awareness of CCR and CTE pathways amongst our student population.
LCAP Survey (last data collected 2018)	62% of respondents (parents, staff, and students) strongly agree or agree that LBUSD prepares students for college, and 59% strongly agree or agree that LBUSD prepares students for careers.	We expect to see slow but continual progress toward an increased awareness of CCR and CTE pathways amongst our student population.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Career Talks on Thursdays during ESP time

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

SOME students

Action/Service

Passion Projects (field trips related to career explorations for 7th and 8th graders)

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

3000 Parent-Teacher Association (PTA)

6000 Donations (School Power/PTA)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

SOME students

Action/Service

"My Next Move" College and Career exploration survey (7th and 8th grade only)

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Action/Service 4

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

StrengthsFinder curriculum (includes Clifton Code Survey) - (6th grade only but now in 3rd year of implementation, so in effect, ALL students)

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8540

Donations (School Power/PTA)

5500

General Fund - Site Discretionary

Action/Service 5

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Counselors, administration, TOSAs, and StrengthsFinder teacher will work together to develop articulation of the StrengthsFinder curriculum to extend into 7th and 8th grade.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Action/Service 6

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Integrate the new NEPRIS technology into classrooms where careers are explored.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Donations (School Power/PTA)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All schools will provide safe, attractive, clean, well-equipped learning environment for all students that promote critical thinking, collaboration, creativity, and communication.

Goal 4

TMS will develop a comprehensive Site Safety Plan.

Identified Need

Although our district has a district-wide safety plan, it became clear to us this year that a site-specific plan would be helpful for staff, students, and parents to feel more safe and secure at school. There were 3 unspent bullets found on campus and the parent community became overwhelmed with fear that we were not adequately prepared to keep students safe on our campus. Therefore, we are reacting proactively to ensure that all stakeholders feel that their safety concerns are and will continue to be considered should there be any type of security threat on our campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Climate Survey (last data collected 2018-19)	85% of students, parents, and staff reported that they strongly agree or agree that the students feel safe at school.	We anticipate a dip percentage of respondents who report feeling safe at school on our 2019 School Climate Survey, due to a recent incident on campus that will certainly still be weighing heavily on everyone's minds as they answer the survey. However, with the work that our Safety Committee will do this year, and with the future publication of our Site Safety Plan, we anticipate that more people will report feeling safe at school in the future.
LCAP Survey (last data collected 2018-19)	84% of students, parents, and staff reported that they strongly agree or agree that TMS is a safe space for students.	We anticipate a dip percentage of respondents who report feeling safe at school on our 2019 LCAP Survey, due to a recent incident on campus that will certainly still be weighing heavily on everyone's minds as they answer the survey. However, with the work that our Safety Committee will do

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		this year, and with the future publication of our Site Safety Plan, we anticipate that more people will report feeling safe at school in the future.

Complete a copy of the Action/Service table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Formation of a Safety Committee including representatives from TMS staff & administration, LBUSD fire and police departmentw, LBUSD District Office personnel, and parents. This committee will meet twice in order to review current safety protocol, address outstanding concerns, and provide feedback for the Site Safety Plan both before it is written and after the first draft is completed.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Writing of the Site Safety Plan, to be completed by Ms. Harwood, a teacher on campus, in conjunction with the Safety Committee.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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897	General Fund - Site Discretionary
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Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL students

Action/Service

Publication and dissemination of the Site Safety Plan to all stakeholders.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Expenditures by Funding Source

Funding Source

Amount

Donations (School Power/PTA)	16,540.00
General Fund - Site Discretionary	32,255.00
Parent-Teacher Association (PTA)	7,050.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	19,758.00
Goal 2	12,150.00
Goal 3	23,040.00
Goal 4	897.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 7 Classroom Teachers
- 2 Other School Staff
- 8 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jennifer Salberg	Principal
Randi Beckley	Classroom Teacher
Annie Sadler	Other School Staff
Bjorn Avila	Classroom Teacher
Michael Bair	Classroom Teacher
Laura Silver	Classroom Teacher
Megan Bhaskaran	Classroom Teacher
Lila Samia	Other School Staff
Ivy Leighton	Classroom Teacher
April Coffman	Classroom Teacher
Lisa LaCorte	Parent or Community Member
Patrick Aleknavicius	Parent or Community Member
Caryn Dorfman	Parent or Community Member
Johnna Gherardini	Parent or Community Member
Shannon Huhn	Parent or Community Member
Peri Doshi-O'Neill	Parent or Community Member
Nick Brown	Parent or Community Member
Aegea Lee	Parent or Community Member
Molly Rhiele	Secondary Student
Joaquin Stock	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Jennifer Salberg on 12/06/2019



SSC Chairperson, Randi Beckley on 12/06/2019