

School Year: **2020-21**



# 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	February 23, 2021

# 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 650 students, with class size average of 26.

Demographically, our student population is approximately 71% 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 9% of our population is comprised of students with disabilities. Although the state postponed CAASPP testing for the 2019-2020 school year, our 18-2019 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 extra-curricular clubs. 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: Develop Common Formative Assessments that Align with Essential Learning Outcomes.**  
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.

During the 2019-2020 school year, activities and objectives were conducted up until COVID-19 school closures. Although the metrics (LCAP) to measure the effectiveness of this goal were not available during the completion of the 20-21 School Plan for Student Achievement (SPSA), the following activities/actions were conducted:

- Professional Learning Communities met and began to collect benchmark assessments by department.

**Performance Goal #2: We want to increase social/emotional strength and awareness in our middle school students and to develop resilience, grit, determination, motivation, and kindness.**  
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.

During the 2019-2020 school year, activities and objectives were conducted up until COVID-19 school closures. Although the metrics (CA School Climate Survey, CA Healthy Kids Survey) to measure the effectiveness of this goal were not available during the completion of the 20-21 School Plan for Student Achievement (SPSA), the following activities/actions were conducted:

- An annual theme (resilience, grit, determination, motivation, kindness) was identified and an awareness campaign through the use of Mindful Mondays, WEB Wednesdays, staff t-shirts, and daily announcements.
- At-risk students were identified via Multi-Tiered System of Support (MTSS) and referral data.
- Counseling services and/or invitations to the Thurston State of Mind Workshops.

**Performance Goal #3: We will continue to further develop student awareness of College and Career Readiness (CCR) and Career and Technical Education (CTE) pathways at Thurston Middle School.**

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.

During the 2019-2020 school year, activities and objectives were conducted up until COVID-19 school closures. Although the metrics (CA Healthy Kids Survey, LCAP) to measure the effectiveness of this goal were not available during the completion of the 20-21 School Plan for Student Achievement (SPSA), the following activities/actions were conducted:

- Career Talks on Thursdays during ESP.
- Passion Projects (field trips related to career explorations for 7th and 8th graders).
- StrengthFinders curriculum for 6th graders.

**Performance Goal #4: TMS will complete a Site Safety Plan.**

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.

During the 2019-2020 school year, activities and objectives were conducted up until COVID-19 school closures. Although the metrics (CA School Climate Survey, LCAP) to measure the effectiveness of this goal were not available during the completion of the 20-21 School Plan for Student Achievement (SPSA), the following activities/actions were conducted:

- Formation of a Site Safety Committee.
- Publication of the Site Safety Plan to all stakeholders.

**Performance Goal #5:**

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.

**Performance Goal #6:**

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

Due to COVID-19 school closures, and LBUSD's current Phase I structure (distance learning), Thurston Middle School convened an Advisory Team comprised of parents, staff members, and administration to meet and review school and safety goals and programming.

**Members:**

Joe Vidal, Principal  
 Randi Beckley, Certificated staff  
 Anne Sadler, Classified staff  
 Amy Hundhausen, Parent  
 Christina Locklin, Parent  
 Johnna Gherardini, Parent

**Meetings:**

Monday, Feb. 8, 2021 - Introductions, Roles, and Review of Draft School Goals  
 Tuesday, Feb. 23, 2021 - Review and Recommend School Plan for Student Achievement  
 Thursday, March 11, 2021 - Review and Recommend School Safety Plan

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.51%	0.4%	0.29%	4	3	2
African American	1.16%	0.94%	1.16%	9	7	8
Asian	6.04%	6.15%	5.64%	47	46	39
Filipino	0.39%	0.53%	1.01%	3	4	7
Hispanic/Latino	11.57%	12.03%	12.3%	90	90	85
Pacific Islander	0.13%	%	0%	1		0
White	73.26%	73.13%	71.2%	570	547	492
Multiple/No Response	0.51%	0.4%	7.38%	4	3	7
<b>Total Enrollment</b>				<b>778</b>	<b>748</b>	<b>691</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	239	208	209
Grade 7	282	256	209
Grade 8	257	284	273
<b>Total Enrollment</b>	<b>778</b>	<b>748</b>	<b>691</b>

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	22	22	16	2.8%	2.9%	2.3%
Fluent English Proficient (FEP)	45	47	51	5.8%	6.3%	7.4%
Reclassified Fluent English Proficient (RFEP)	5	6	3	12.5%	27.3%	13.6%

# 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

Maintain a keen focus on ensuring student academic success and development of the whole child.

## School Goal 1

Strengthening school-wide Multi-Tiered System of Supports (MTSS) practices by building a common understanding, assessing current practices, identifying areas of growth, and developing collective actions to improve our framework.

## Identified Need

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency (source Dept. of Education).

As a continuous improvement framework, TMS will utilize an MTSS Self-Assessment tool (Fidelity Integrity Assessment) to analyze strengths and areas of improvement to endure we are providing comprehensive support to our school community. Based on the assessment results, stakeholders will convene to develop appropriate actions to enhance our current MTSS frame work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fidelity Integrity Assessment	"Installing" scores within each of the following domains: Administrative leadership, Multi-Tiered System of Support, Integrated Educational Framework).	Growth in features (a) Academic and/or (b) Inclusive Behavioral Instruction as indicated by a shift from "installing" to "implementation" scoring results.

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

- (a) All staff will review the Fidelity Integrity Assessment (FIA) to build a common understanding of the essential components of a comprehensive Multi-Tiered System of Supports framework.
- (b) Administration, counselors, and department chairs will use the FIA as a self-reflection tool to identify strengths and areas of growth in the following domains (i) administrative leadership, (ii) MTSS: academic and behavior/social-emotional instruction, (iii) integrated educational framework, (iv) family and community engagement, and (v) inclusive policy and structure.
- (c) All staff will review the FIA results, and identify growth area(s) to enhance our MTSS framework.
- (d) Based on staff feedback, we will convene an inquiry team to investigate the identified problem(s) of practice, review related research, and propose solutions to address school-wide needs (e.g., academic, behavioral, social-emotional instruction).

# 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

Engagement and Attendance

## School Goal 2

Thurston is committed to ensuring pupils are engaged in their learning, attend class regularly, and make adequate academic progress.

## Identified Need

In order to ensure all students engage in their learning and make adequate progress, TMS will provide a tiered engagement and attendance plan to support students through Phase I - Phase III learning during the 20-21 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Attendance and participation rates</li> <li>Academic grades</li> <li>Frequency of Student Study Team Meetings</li> <li>Frequency of School and District Attendance Review Team Meetings (SART, DART)</li> <li>Establish and expand Learning Center for highest-needs students (in-person support)</li> </ul>	<p>2019-2020 Attendance data: 95% attendance rate</p> <p>2020-2021 Attendance and participation data: 98% (as of Trimester II)</p>	<ul style="list-style-type: none"> <li>Increase in attendance and participation rates from trimester I to trimester III</li> <li>Decrease in low-performance indicators (e.g., D and F rates) from Trimester I to trimester III</li> <li>Increase in outreach as indicated from the number of SST, SART, and DART meetings from trimester I to trimester III.</li> </ul>

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

### Tier I:

Per our attendance procedures, classroom teachers record student attendance during each period. The attendance secretary makes contact with parents/guardians of absent students to verify the reason for the student's absence. Classroom teachers, working with the attendance secretary and other site staff, will use Weekly Attendance and Engagement reports to identify students with low attendance, participation, and work completion. As a first step, teacher(s) will reach out to students and or parents/guardians who are not engaging in learning. When more support is needed, the teacher may work with site administrators and colleagues using to identify additional accommodations or supports that may be provided.

MTSS Meetings: Staff will conduct periodic reviews of school-wide attendance data, and develop individualized action plans that identify requiring additional support. Staff will schedule goal setting meetings with students and parents, and provide strategies and accommodations to ensure ongoing engagement.

### Tier II:

If a student continues to have low attendance, participation, and work completion for more than two weeks, the teacher may refer the student for an SST (Student Success Team). The Student Success Team will include teacher(s), site administration, counselors, and others service providers as needed and appropriate. The team will develop a support plan to improve outcomes, and monitor progress overtime.

### Tier III:

If a student continues to have low attendance, participation, and work completion for more than two weeks following the Tier II SST meeting, the team will hold a follow-up SST to discuss further interventions and supports. Examples of interventions are as follows:

- formalized counseling and student check-ins
- Learning Center (in-person support located at our Library Media Center)
- referral for Student Attendance Review Team
- referral for District Attendance Review Team

# 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

Maintain safe, welcoming and healthy environments for all.

## School Goal 3

Thurston Middle school is committed to providing tiered behavioral and social-emotional supports of our students. Our staff will utilize the results of our Multi-Tiered System of Support assessment to identify areas of growth and develop actions to enhance programming to support the whole-child.

## Identified Need

The initial results of our Fidelity Integrity Assessment (FIA) indicate a need to enhance the following features and components:

4.1 Behavior/SE Support: procedures to measure the fidelity of implementation of the universal behavior and social-emotional support system

4.3 Data-Based Decision-Making for Behavior and Social-emotional Support: clear entrance and exit criteria to determine students requiring Tier II supports (10-15% of the student population).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>• Fidelity Integrity Assessment - Feature 4.1 Behavior Support</li> <li>• Fidelity Integrity Assessment - Feature 4.3 Data-Based Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Integrity Assessment - Feature 4.1 Behavior Support (Installing)</li> </ul> <p>Needs: develop procedures to measure the fidelity of implementation around critical components (universal expectations, fidelity of implementation)</p> <ul style="list-style-type: none"> <li>• Fidelity Integrity Assessment - Feature 4.3 Data-Based Decision Making (Installing)</li> </ul> <p>Needs: enhance Tier II behavior/SE interventions (entrance and exit criteria, ongoing data review including student subgroups)</p>	<p>Growth as indicated in FIA, from "installing" to "implementation" scoring.</p> <ul style="list-style-type: none"> <li>• Fidelity Integrity Assessment - Feature 4.1 Behavior Support (installing)</li> <li>• Fidelity Integrity Assessment - Feature 4.3 Data-Based Decision Making (Installing)</li> </ul>

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)

Systems: Our Leadership team and staff will review the results of our Fidelity Integrity Assessment, school climate data, student surveys (e.g., Kelvin Pulse Survey, CoVitality), and determine whether our focus should be directed towards enhancing current Positive Behavioral Intervention and Support (PBIS) practices, or exploration into social-emotional learning practices and curriculum.

Based on the identified need, TMS will convene a Behavior/SE Advisory team to address the areas of growth indicated in FIA Features 4.1 Behavior Support and 4.3 Data-Based Decision Making.

Results and recommendations will be shared with all stakeholders, and fidelity of implementation and outcome measures will be monitored and analyzed to ensure ongoing success.

# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Joe Vidal	Principal
Randi Beckley	Classroom Teacher
Anne Sadler	Other School Staff
Amy Hundhausen	Parent or Community Member
Christina Locklin	Parent or Community Member
Johnna Gherardini	Parent or Community Member

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 2/23/2021.

Attested:

Principal, Joe Vidal on 2/23/21

SSC Chairperson, Randi Beckley on 2/23/21