

School Year: **2024-25**



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	May 28, 2024

School Vision and Mission

At our school, our staff is driven by the vision of creating a high-performing environment where every child is held to high academic standards, while also being nurtured in a supportive and caring setting. Our goal is to inspire a love for learning in all students through a challenging and comprehensive curriculum. We aim to equip each student with the knowledge, experiences, global perspectives, and skills needed to succeed in a competitive and interconnected world. These shared values influence our interactions with students and guide our decision-making and goal-setting processes at the school level. The staff at Thurston is dedicated to meeting the needs of every student on a daily basis. We believe in the power of collaboration and communication, from implementing state standards and using technology to establishing shared assessments and Expected Learning Outcomes. We use this data to inform our instructional strategies within a Multi-Tiered System of Support. We are committed to constant improvement and meet weekly in Professional Learning Communities to refine our teaching strategies, assess common data, and provide personalized support and enrichment to students. It is through these dedicated efforts that Thurston stands out, as we work tirelessly to help every child overcome their unique challenges and 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, and a California Distinguished School and Gold Ribbon School. Thurston serves approximately 515 students.

Demographically, our student population is approximately 71% White, 12% Hispanic, 6% Asian, 1% African American, with a small percentage of other backgrounds represented. About 19% 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.

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 COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

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.

Goal 1: Enhancing Instructional Practices and Academic Interventions

Universal Instructional Practices and Learner Profile Development: Our school has embraced the Learner Profile framework, shaping our teaching methods to foster skills essential for students' post-secondary success. By collaborating across departments and districts, we've curated impactful learning experiences, as well as a set of tangible learning experiences, called the TMS Look For Tool Guide, which will help direct our instructional practices school-wide. This initiative, still in its draft form, is already used in district-level observations and teacher evaluations, ensuring continuous improvement.

Additionally, we continue to see growth with our ELA and math intervention model, where students receive an average duration of instruction between 9-18 weeks of support, and see nearly a year of growth (.830-.930). Our hope for next year is to sustain these practices while increasing our participation rates through a series of data talks with students and parents by 20% so that we can continue to help students in need, as well as enhance our trajectory of overall student performance on our iReady diagnostic scores. We will also continue our collective work with our Tutorial model, which has grown tremendously by adding additional layers of early intervention with Tier I instruction, allowing numerous reteaching opportunities prior to an intervention referral. Our teams will utilize grades and common assessments to indicate who should receive priority and when.

Beyond Tier I monitoring and Tier II academic intervention referrals, our counseling and administration team met every three weeks using our Early Warning System in AERIES to track students who had a combination of low attendance, grades, and behavior---using a point system that is allocated based on associated risk factors. Throughout the year, the

counseling team identified those students and met to develop action plans. In some unique cases, the team will host SSTs to develop a comprehensive plan to ensure student success. For the upcoming year, and now with thorough layers of support systems in place for attendance, interventions, and behavior (see SPSA Goal 2), our team will shift our meetings every week to monitor GPA trends. For example, if a student's GPA drops from all As to Bs, or Bs to Cs, counselors will have outreach to learn why the trend exists and then allocate our students and families to supports to help remedy the situation. So in essence, the goal is to further increase our proactive approach to supporting kids prior to being at-risk (i.e., possessing Ds and Fs).

Performance Goal #2: Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

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.

TIER I:

PBIS - Each year, our Behavioral Committee utilizes the Tiered Fidelity Inventory to track their progress as a Positive Behavioral Support and Intervention team. The goal is to meet 80% of the implementation criteria (sustaining) and, in turn, increase positive reinforcement efforts while watching referral data decrease collectively. Over the course of this year, behavior referrals were reduced by 63% (from 19 per day to 7). Our hope is to sustain this work and keep our overall averages under 5 per day for the upcoming year. For positive reinforcement, we currently have more nearly 90% of staff using a combination of SMART behavior cards or 5 STAR (digital token reinforcement system) to positively reinforce students. For next year, we would like to see at least 80% of staff using the 5 STAR system, which helps promote positive behavior as well as provide students with a digital currency for our TMS Student Store.

Universal Screener (Panorama, CHKS): Using a combination of Panorama, California Healthy Kids Survey (CHKS), and our TMS Student Needs Assessment, our counseling team will provide tiered support for students who report at-risk regarding our Panorama universal screening tool. In addition, we will work on researching best practices and school-wide programming to boost school connectedness (63% per CHKS) and microaggressions (36% per CHKS). Our overall goal is to research and implement practices that will increase school connectedness while further decreasing peer-to-peer microaggressions. Our TMS Student Needs Assessment is a great indicator to guide our counseling team into the current cohort needs of our students. Over the last year, our counselors helped support study skills, organization, and dealing with stress through classroom lessons (53 classroom lessons total). For the 24-25 school year, and as of now, the top three areas of interest are study skills, stress management, and A-G College and Career Readiness.

Digital Citizenship: Working closely with our Technology and Library Services Departments, we will research best practices and instruction to support a comprehensive and supplemental digital citizenship curriculum to support middle school students and their families. According to the majority of our CHKS survey data, a majority of 36% of students who report microaggressions occur online.

TIER II

Alternative to Suspension: Reviewing our CA Dashboard and current suspension rates, TMS has a 7.5% suspension rate. Our goal is to explore alternatives to suspension (i.e., restorative practices) to educate students about impact and also have students engage in counseling support to teach self-management skills prior to suspension. Our goal is to reduce suspension to under 5%. With the support of our SMARTS and "Be Good People" small group counseling support conducted during the Tutorial, we hope to sustain these percentages while assisting students with the self-regulation skills necessary to ensure success and school connectedness.

Performance Goal #3: Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

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.

This year, we have successfully decreased our chronic absenteeism rate from 11.8% to 6.6%. This remarkable achievement underscores the importance of consistent student attendance for academic success and overall well-being.

Reducing chronic absenteeism is vital because regular attendance is directly linked to higher academic performance and stronger social connections. When students attend school consistently, they are more likely to stay on track with their studies, engage in learning activities, and build positive relationships with peers and teachers. This foundation is crucial for their long-term educational and personal development.

Our success in reducing chronic absenteeism is a testament to the collective efforts of our dedicated attendance team. This team, comprising our attendance clerk, teacher TOSA, assistant principal, and supportive staff, has been instrumental in creating and implementing effective strategies to engage students and families. Their approach includes:

Proactive Outreach and Communication: Engaging conversations with families to understand the root causes of absenteeism and collaboratively develop tailored solutions. This approach fosters trust and encourages open dialogue between the school and home.

Structured Support Meetings: Utilizing Student Study Team (SST), School Attendance Review Team (SART), and District Attendance Review Team (DART) meetings to create personalized intervention plans. These meetings ensure that each student's unique needs are addressed, providing targeted support to overcome barriers to regular attendance.

Holistic and Supportive Environment: Building a school culture that emphasizes the importance of attendance and celebrates improvements. By recognizing and rewarding consistent attendance, we motivate students to prioritize their education.

Our team's relentless dedication and strategic interventions have created a positive impact, reducing chronic absenteeism and fostering a supportive school environment. This progress highlights the power of collaboration and the importance of addressing attendance challenges with empathy and persistence.

We remain committed to continuing this momentum, ensuring that every student has the opportunity to thrive academically and socially. By maintaining a focus on reducing absenteeism, we are laying the groundwork for our students' future success and well-being.

Educational Partner 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

Student outcomes were analyzed and the SPSA was developed with input from our school Leadership Team, MTSS Subcommittees, and our School Site Council. DRAFT goals were reviewed by the SSC team, and approved on May 28, 2024.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.6%	0.68%	0.19%	4	4	1
Asian	5.2%	4.44%	3.35%	33	26	18
Filipino	1.3%	1.37%	1.12%	8	8	6
Hispanic/Latino	11.4%	11.43%	12.1%	73	67	65
Pacific Islander	%	%	0%			0
White	73.0%	72.35%	73.93%	467	424	397
Multiple/No Response	7.7%	8.70%	8.01%	49	51	43
	Total Enrollment			640	586	537

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	202	177	167
Grade 7	216	197	172
Grade 8	222	212	198
Total Enrollment	640	586	537

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	12	11	14	1.90%	1.9%	2.6%
Fluent English Proficient (FEP)	43	47	49	6.70%	8.0%	9.1%
Reclassified Fluent English Proficient (RFEP)	2			16.7%		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	195	172	165	0	169	163	0	169	163	0.0	98.3	98.8
Grade 7	211	192	171	0	185	160	0	184	160	0.0	96.4	93.6
Grade 8	214	212	199	0	208	181	0	208	181	0.0	98.1	91.0
All Grades	620	576	535	0	562	504	0	561	504	0.0	97.6	94.2

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2575.	2570.		37.87	31.90		30.18	40.49		20.71	17.18		11.24	10.43
Grade 7		2627.	2603.		40.76	35.63		43.48	39.38		8.70	15.63		7.07	9.38
Grade 8		2625.	2628.		31.73	38.67		43.27	38.67		17.79	14.92		7.21	7.73
All Grades	N/A	N/A	N/A		36.54	35.52		39.39	39.48		15.69	15.87		8.38	9.13

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		35.50	29.45		53.25	58.28		11.24	12.27		
Grade 7		44.57	36.25		50.54	54.38		4.89	9.38		
Grade 8		41.35	43.65		50.96	49.17		7.69	7.18		
All Grades		40.64	36.71		51.52	53.77		7.84	9.52		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		28.99	26.38		57.40	59.51		13.61	14.11
Grade 7		44.02	36.25		50.00	50.63		5.98	13.13
Grade 8		28.85	31.49		57.21	54.70		13.94	13.81
All Grades		33.87	31.35		54.90	54.96		11.23	13.69

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.49	17.79		74.56	77.30		2.96	4.91
Grade 7		22.83	21.25		72.83	72.50		4.35	6.25
Grade 8		27.88	27.07		68.27	69.61		3.85	3.31
All Grades		24.60	22.22		71.66	73.02		3.74	4.76

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		33.73	22.09		59.17	69.33		7.10	8.59
Grade 7		37.50	33.13		56.52	60.00		5.98	6.88
Grade 8		30.29	39.78		63.46	53.59		6.25	6.63
All Grades		33.69	31.94		59.89	60.71		6.42	7.34

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	195	172	165	0	169	163	0	169	163	0.0	98.3	98.8
Grade 7	211	192	171	0	186	163	0	186	163	0.0	96.9	95.3
Grade 8	214	212	199	0	209	186	0	209	186	0.0	98.6	93.5
All Grades	620	576	535	0	564	512	0	564	512	0.0	97.9	95.7

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2571.	2582.		37.87	45.40		22.49	20.25		25.44	20.86		14.20	13.50
Grade 7		2616.	2608.		45.16	42.33		24.73	28.83		21.51	18.40		8.60	10.43
Grade 8		2618.	2641.		42.11	52.15		23.92	19.35		19.14	15.59		14.83	12.90
All Grades	N/A	N/A	N/A		41.84	46.88		23.76	22.66		21.81	18.16		12.59	12.30

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		34.32	44.17		47.93	40.49		17.75	15.34	
Grade 7		45.41	45.34		45.95	40.99		8.65	13.66	
Grade 8		38.76	50.54		48.33	41.94		12.92	7.53	
All Grades		39.61	46.86		47.42	41.18		12.97	11.96	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.77	35.58		56.21	50.92		13.02	13.50
Grade 7		41.94	41.72		48.92	49.08		9.14	9.20
Grade 8		36.84	39.78		51.67	50.54		11.48	9.68
All Grades		36.70	39.06		52.13	50.20		11.17	10.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.26	32.52		68.64	58.90		7.10	8.59
Grade 7		34.41	28.83		59.14	60.74		6.45	10.43
Grade 8		28.23	33.87		61.72	55.91		10.05	10.22
All Grades		29.08	31.84		62.94	58.40		7.98	9.77

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
537	21	2.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Thurston Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	113	21
Students with Disabilities	60	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	18	3.4
Filipino	6	1.1
Hispanic	65	12.1
Two or More Races	43	8
White	397	73.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Blue		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

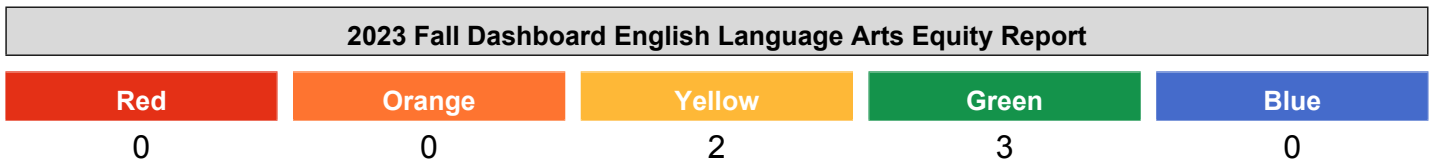
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 51.8 points above standard Decreased -8.6 points 497 Students	English Learners 26.3 points below standard Decreased Significantly -17.2 points 22 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 14.2 points above standard Decreased -9.7 points 108 Students	Students with Disabilities Yellow 38.9 points below standard Increased +5 points 65 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	87.6 points above standard Decreased -9.7 points 16 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.1 points above standard Decreased Significantly - 23.2 points 59 Students	 Green 61.2 points above standard Decreased Significantly - 18.3 points 41 Students	 No Performance Color 0 Students	 Green 51 points above standard Decreased -9.9 points 372 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	8.1 points above standard Decreased Significantly -31.4 points 13 Students	52 points above standard Decreased -10.4 points 440 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

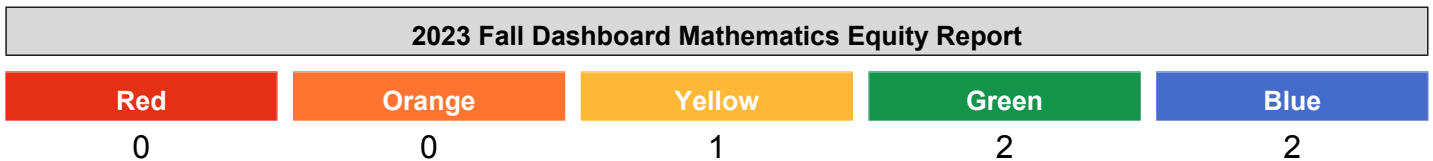
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 43 points above standard Increased +7.4 points 504 Students	English Learners 29.1 points below standard Increased +9.4 points 22 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 2.9 points above standard Increased +8.9 points 108 Students	Students with Disabilities Yellow 42.9 points below standard Increased +13.7 points 65 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	94.3 points above standard Increased +10.8 points 16 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.6 points above standard Maintained +2.7 points 60 Students	 Blue 62.4 points above standard Maintained +1.2 points 41 Students	 No Performance Color 0 Students	 Blue 43.9 points above standard Increased +8.4 points 373 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	25.5 points above standard Decreased -3.5 points 13 Students	45.8 points above standard Increased +7.3 points 443 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 9 Students Performance Level: No Performance Level

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.

2023 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
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Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

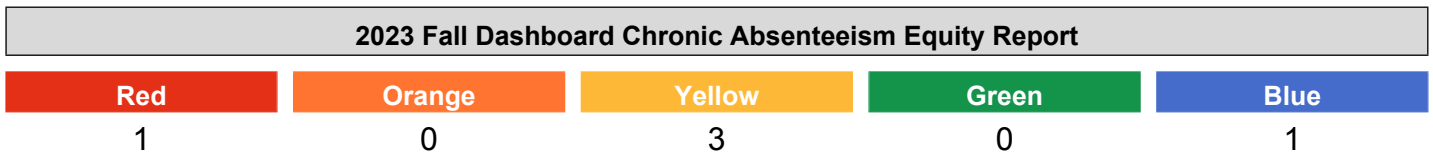
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11.2% Chronically Absent</p> <p>Declined Significantly -3</p> <p>545 Students</p>	<p>English Learners</p> <p>6.7% Chronically Absent</p> <p>Declined -24.1</p> <p>15 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>18.5% Chronically Absent</p> <p>Declined -6.1</p> <p>119 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25% Chronically Absent</p> <p>Maintained -0.4</p> <p>68 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">0% Chronically Absent</p> <p align="center">Declined -3.8</p> <p align="center">18 Students</p>	<p>Less than 11 Students</p> <p align="center">7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">12.3% Chronically Absent</p> <p align="center">Declined -5.3</p> <p align="center">65 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">1.9% Chronically Absent</p> <p align="center">Declined -6.8</p> <p align="center">52 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">12.9% Chronically Absent</p> <p align="center">Declined -2.3</p> <p align="center">402 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

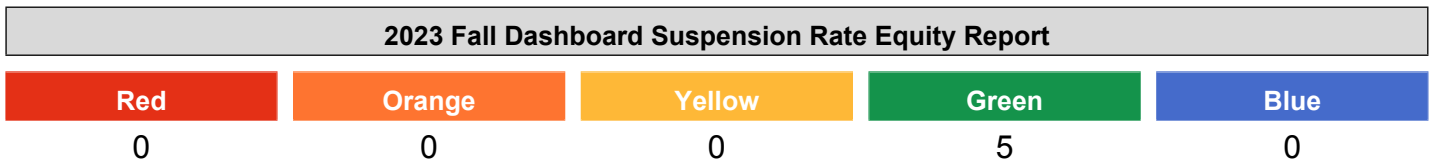
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined -1.9 551 Students</p>	<p>English Learners</p> <p>0% suspended at least one day</p> <p>Declined -15.4 15 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.1% suspended at least one day</p> <p>Declined -5.5 121 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined -12.2 70 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Declined -3.8 18 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p align="center">1.5% suspended at least one day</p> <p align="center">Declined -5.8 65 Students</p>	<p align="center"> Green</p> <p align="center">1.9% suspended at least one day</p> <p align="center">Maintained 0.2 52 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Green</p> <p align="center">3.4% suspended at least one day</p> <p align="center">Declined -1.4 407 Students</p>

Conclusions based on this data:

1.

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

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

Under LBUSD's LCAP goal of College and Career Readiness, and in support of developing and implementing a fully functioning assessment and academic intervention system of support, Thurston will implement a responsive multi-tiered academic framework that addresses the needs of all students. By June 2025, TMS will utilize professional learning communities and academic data to (a) inform universal instruction, (b) assign at-risk students to tutorial and/or intervention sections, (c) used to identify enrichment opportunities (e.g., classroom extension and enrichment activities, influence classroom speakers and field trips), and (d) inform our collective work in developing the Learner Profile.

Identified Need

TIER I:

iReady Assessments: For the 24-25 school year, TMS will administer the iReady diagnostic assessment in ELA and mathematics three times throughout the year (Fall, Winter, and Spring). Diagnostic assessments will help data teams identify who will be assigned additional support through Tutorial (twice a week for 30 minutes), or an intervention course (3 times per week for 55-90 minute sessions).

Grade Trends: Our Counseling Team meets every 3 weeks to monitor GPA trends. Students who have shown a significant decline in their GPA meet with their counselors to assess the need and develop a plan to address the need.

Learner Profile: This year, through the work of our Academic Committee and staff, TMS developed a list of classroom learning experiences that support the skills of our Learner Profile. Next year, we will begin to pilot ways to showcase/capture these student skills using digital. student portfolios.

TIER II:

Grades: Student grades are monitored throughout the year by teachers, counselors, and administrators. Students with missing work or assignments are automatically assigned to a teacher's Tutorial class for make up. Additionally, any student receiving a "D or F" are prioritized for support within Tutorial until their grade is remediated. Any "D" or "F" student is also offered after-school tutoring support through TMS's Homework Club (M-Th, 3pm-4pm). 6th and 7th-grade students who receive multiple Ds or Fs

ELA and Math Intervention Courses: Students who (a) are identified by iReady, (b) struggle in their main courses, (c) show below average in CAASPP, and (d) receive a referral from their teacher will attend an intervention course in their area of need. This year, the average intervention helped raise their skills from .83-.93 years of growth with an average range of attendance of 9-18 weeks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PALs and Tutorial Support	<p>Identify at-promise students and provide targeted intervention supports</p> <ul style="list-style-type: none"> # of D/F students are directly referred to designated Tutorial course 	<ul style="list-style-type: none"> To assign 100% of D/F students to designated Tutorial Support Less than 5% F rate across students
iReady Diagnostic	<p>Mid-Year 2023- 2024 Results: *Will update when End of Year testing is complete</p> <p>ELA: (74%) TIER I, (15%) TIER II, (11%) TIER III</p> <p>Math: (65%) TIER I, (26%) TIER II, (9%) TIER III</p>	<p>ELA: 80% at or above, 15% near, 5% below</p> <p>Math: 80% at or above, 15% near, 5% below</p>
Schools to Watch Designation	With Leadership and staff, complete the school-wide assessment portfolio to determine eligibility of Schools to Watch designation.	Designated as Schools to Watch
ELA and Math Intervention Courses	<p>MATH CRITERIA Avg Duration: 18 weeks Avg Yearly Growth: .930</p> <p>ELA CRITERIA: Avg Duration: 9-18 weeks Avg Yearly Growth: .830</p>	<p>MATH CRITERIA Sustain .90 years in growth and push for >70% participation rate</p> <p>ELA CRITERIA: Sustain .80 years in growth and push for >70% participation rate</p>
CAASPP Performance Data	<p>ELA (2023): Overall=75% at/above standard & ELA Dashboard performance level 2023=Green (high)</p> <p>ELA Performance Level By Grade Level: Grade 6: 71% at/above standard, Grade 7: 75% at/above standard, Grade 8: 77% at/above standard.</p> <p>ELA Performance By Student Group:</p>	<p>ELA: Increase overall proficiency levels by 2% (2024) to 77%</p> <p>Increase student group ELA proficiency levels by 3% Economically disadvantaged: 62% SWD: 50%</p> <p>Math: Increase overall proficiency levels by 2% (2024) to 71.5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Economically Disadvantaged: 58.33%</p> <p>Students with Disabilities: 47%</p> <p>Math (2023). Overall=69.54%. Math Dashboard performance level=Blue (very high)</p> <p>Math Performance By Grade Level: Grade 6: 65% at/above standard, Grade 7: 71% at/above standard, Grade 8: 71% at/above standard</p> <p>Math Performance by Student Group: Economically Disadvantaged: 51.85%</p> <p>Students with Disabilities: 34.62%</p>	<p>Increase student group Math proficiency levels by 3%</p> <p>Economically disadvantaged: 54.85%</p> <p>SWD: 37.62%</p>
ELPAC Performance Data	<p>ELPAC (2024) Preliminary: 83% of participating students scored Level 4 (Well-Developed English Proficiency Range)</p>	<p>ELPAC: Maintain high levels of performance. 80% or higher of students who are English learners will advance ELPAC levels or remain within Level 4 (Well-developed) range</p>

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)

Action/Service

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.

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

Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 2

Under LBUUSD's LCAP goal of Social-Emotional Competencies and Self-Identity, Thurston will implement a responsive multi-tiered behavioral and social-emotional support framework that addresses the needs of all students. By June 2025, TMS will utilize professional learning communities and behavioral and social-emotional data to (a) inform universal behavioral instruction and school-wide activities, (b) assign at-risk students to CICO and behavioral support counseling, and (c) explore and research curriculum and best practices to enhance digital citizenship, school connectedness, and alternatives to suspension.

Identified Need

TIER I:

PBIS - Each year, our Behavioral Committee utilizes the Tiered Fidelity Inventory to track their progress as a Positive Behavioral Support and Intervention team. The goal is to meet 80% of the implementation criteria (sustaining), and in turn, increase positive reinforcement efforts while watching referral data decrease collectively. Over the course of this year, behavior referrals reduced by 63% (from 19 per day to 7). Our hope is to sustain this work, and keep our overall averages under 5 per day for the upcoming year. For positive reinforcement, we currently have more nearly 90% of staff using a combination of SMART behavior cards or 5 STAR (digital token reinforcement system) to positively reinforce students. For next year, we would like to see at least 80% of staff using the 5 STAR system, which helps promote positive behavior as well as provide students with a digital currency for our TMS Student Store.

Universal Screener (Panorama, CHKS): Using a combination of Panorama, California Healthy Kids Survey (CHKS), and our TMS Student Needs Assessment, our counseling team will provide tiered support for students who report at-risk regarding our Panorama universal screening tool. In addition, we will work on researching best practices and school-wide programming to boost school connectedness (63% per CHKS) and microaggressions (36% per CHKS). Our overall goal is to research and implement practices that will increase school connectedness, while further decrease peer-to-peer microaggressions. Our TMS Student Needs Assessment is a great indicator to guide our counseling team into the current cohort needs of our students. Over the last year, our counselors helped support study skills, organization, and dealing with stress through classroom lessons (53 classroom lessons total). For the 24-25 school year, and as of now, the top three areas of interest are study skills, stress management, and A-G College and Career Readiness.

Digital Citizenship: Working closely with our Technology and Library Services Departments, we will research best practices and instruction to support a comprehensive and supplemental digital citizenship curriculum to support middle school students and their families. According to the majority of our CHKS survey data, a majority of 36% of students who report microaggressions occur online.

TIER II

Alternative to Suspension: Reviewing our CA Dashboard, and current suspension rates, TMS has an 7.5% suspension rate. Our goal is to explore alternatives to suspension (i.e., restorative practices) to educate students about impact and also have students engage in counseling support to teach self-management skills prior to suspension. Our goal is to reduce suspension to under 5%. With the support of our SMARTS and "Be Good People" small group counseling supports conducted during Tutorial, we hope to sustain these percentages, while assisting students with the self regulation skills necessary to ensure success and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 Star Digital Platform	87% of staff either use SMART Cards, or 5 STAR	80% of Staff will use 5 STAR to support positive reinforcement
Tiered Fidelity Inventory - TIER I and II	80% - Sustainability	80% or Greater - Maintain Sustainability
SWIS Referrals Per Day	SWIS Referrals - 7 Referrals per day	SWIS Referrals - under 5 Referrals per day
School Connectedness	California Healthy Kids Survey reports 63%	80% or above
TMS Needs Assessment	Initial Student Survey results indicate three areas of interest- Study Skills, Stress Management, and A-G College and Career Readiness	Based on pre and post survey results, 80% of students or greater will be able to indicate strategies that will enhance their study skills, reduce stress management, and identify their own strengths to help guide their interests supporting college and career readiness.
Alternatives to Suspension	Current data shows suspension rates at 7.5%	Under 5%
Annual Community Survey: Students Reporting Social-Emotional Supports are Available	2024 Annual Community Survey: 80% of students report social-emotional supports are available (14% neutral)	Increase agreement by 3%: 83% of students will report social-emotional supports are available (Spring 2025)
Annual Community Survey: Students Reporting there is at least 1 adult at school they feel comfortable talking to about Social-Emotional concerns	Annual Community Survey: 63.5% of students report there is at least 1 adult at school they feel comfortable talking to about Social-Emotional concerns (13.9% neutral) based on 2024 survey data	Increase agreement by 3%: 66.5% of students will report there is at least 1 adult at school they feel comfortable talking to about Social-Emotional concerns (Spring 2025)
Annual Community Survey: Students Reporting there is at least 1 adult at school who supports them	2024 Annual Community Survey: 78% of students report there is at least 1 adult at school who supports them (12% neutral)	Increase agreement by 3%: 81% of students will report there is at least 1 adult at school who supports them (Spring 2025)

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)

Action/Service

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.

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

Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 3

By June of 2025, Thurston will cultivate a safe and equitable environment by engaging with students, staff, and parents regarding the importance of school-wide attendance and providing tiered supports to families to ensure high attendance rates, and reduce chronic absenteeism to under 5% and continuing to emphasize students' sense of belonging, and physical and social-emotional safety through anti-bullying prevention and education and community-building school-wide programs and initiatives.

Identified Need

Thurston was able to reduce the overall number of students with/ attendance concerns, intervening with the 51 students identified and reducing it to 0 (i.e. before they reached 9 or more absences). Regardless, our chronic absenteeism was listed as 11.6%, requiring more immediate communications and practices prior to 6 or more absences. This year, through tiered practices, we were able to reduce absenteeism to 7.2%.

Through PBIS, SEL lessons, and school-wide bullying prevention education programs, such as No Place for Hate, TMS was able to reduce incidences of reported bullying to under 20 total incidences for the 2023-24 academic year. The goal is to educate and encourage students to report bullying incidents, increasing the percentage of students who are comfortable reporting bullying, while ultimately reducing the total number of bullying incidents over time, to continue to cultivate a safe and positive learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Letter 1:107 Letter 2: 33 Letter 3: 1 Sart: 12 Dart: 2 Sarb: 28 Current Absenteeism is 7.2% (reduction from 11.2% in 23-24)	Less than 5%
Incidences of Reported Bullying	2023-24: 18 total reported incidences (Aeries Analytics)	2024-2025: Reduce baseline by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual community survey: Students reporting TMS is a safe environment for all voices	2024 Survey: 71% of students reported TMS is a safe environment for all voices (19% indicated neutral responses)	2025 Survey: Increase agreement rate by 3%. 74% of students will report TMS is a safe environment for all voices
Annual community survey: Parents reporting they feel welcome at TMS	2024 Survey: 80% of parents reported they feel welcome at TMS (12% provided neutral responses)	2025 Survey: Increase agreement rate by 3%: 83% of parents will report they feel welcome at TMS
Annual community survey: Parents reporting TMS provides opportunities for input on school goals and action plans	2024 Survey: 64.8% of parents reported TMS provides opportunities for input (15.4% provided neutral responses)	2025 Survey: Increase agreement rate by 3%: 68% of parents will report TMS provides opportunities for input.
Annual community survey: Students in agreement they feel comfortable reporting bullying	2024 Survey: 42% of students feel comfortable reporting bullying (30% provided neutral responses)	2025 Survey: Increase agreement rate by 5%

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)

Develop a fluid system and workflow to ensure Thurston's attendance practices reflect LBUSD's "Attendance Intervention Process" (see document)

Action/Service

Continue to implement bullying prevention and education programs (SEL lessons, advisory sessions on empathy-building and respecting others, education on reporting bullying, No Place for Hate, PBIS, etc) and school-wide community building activities (advisory team challenges, clubs, sports, assemblies, PTA-sponsored activities, etc) and events to cultivate a safe and positive school environment

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.

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/i-Ready ELA & Math Proficiency Outcomes	Districtwide, 21% (ELA) and 33% (Math) were not grade-level proficient on the 2023 CAASPP. Districtwide, 8% (ELA) and 7% (Math) were in need of Tier 3 level interventions based on the 2024 iReady Assessment. The largest achievement gap exists for English learners and students with disabilities.	Lower percentage of students not achieving at grade level based on the CAASPP and iReady Assessment. Decrease in the achievement gap between English learners, students with disabilities, and districtwide average.

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)

English learners

Action/Service

Provide centralized program coordination.

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)
205,824	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2

Students to be Served by this Action/Service

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

At-risk students

Action/Service

Provide target interventions, including summer and after-school support.

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)

50,524

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

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

At-risk students

Action/Service

Parent engagement, staff development, direct or indirect services to foster and homeless children.

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)

10,165

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

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
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Joe Vidal	Principal
Randi Beckley	Classroom Teacher
Vince Fabella	Classroom Teacher
Kesity Hendricks	Classroom Teacher
Chanel Stewart	Other School Staff
Glen Warren	Other School Staff
Kat Blandino	Parent or Community Member
Nora Mousally	Parent or Community Member
Penny Johnsen	Parent or Community Member
Aleksander Tkachenko	Secondary Student
Lisette Zingale	Secondary Student
Audrey Peterson	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 5/28/24.

Attested:



Principal, Joe Vidal on 5/28/24

SSC Chairperson, Randi Beckley on 5/28/24