

School Year: **2025-26**



# 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 29, 2025

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# School Vision and Mission

At Thurston Middle School, we are committed to cultivating a safe, inclusive, and high-performing learning environment where every student is challenged to grow academically, socially, and emotionally. We believe that when students feel a strong sense of connection and belonging, they are best positioned to thrive both in and beyond the classroom.

Our vision is rooted in empowering students to become engaged learners, compassionate citizens, and creative problem-solvers. Through a rigorous and relevant curriculum, purposeful use of technology, and opportunities for voice and choice, we prepare students for a future that is interconnected, diverse, and dynamic.

The staff at Thurston works collaboratively within Professional Learning Communities and Multi-Tiered Systems of Support to ensure every student receives the instruction and care they need. We are data-informed, equity-driven, and deeply invested in continuous improvement. We integrate social-emotional learning, Positive Behavioral Interventions and Supports (PBIS), and restorative practices into daily school life to nurture student wellness, foster accountability, and strengthen school culture.

Thurston Middle School stands out for its dedication to academic excellence, wellness, innovation, and community. Together—with students, families, and staff—we cultivate a school experience that is joyful, empowering, and deeply connected to the success of every child.

# School Profile

Established in 1968, Thurston Middle School is the only middle school in the Laguna Beach Unified School District, located in the coastal community of Laguna Beach, California. We serve approximately 515 students in grades 6–8, and take great pride in being a recognized “School to Watch”, a California Distinguished School, and a Gold Ribbon School.

At Thurston, our mission is to foster the intellectual, social, and emotional development of each student through a rigorous academic program, strong character education, and a commitment to equity and inclusion. Our core values are reflected in our SMART expectations: Solve problems, Make great decisions, Achieve, Respect, and be There and ready—a schoolwide behavioral framework that supports a safe, supportive, and inclusive learning environment for all students.

We provide a wide array of academic offerings, including robust elective courses, tiered interventions, and enrichment opportunities through our tutorial period, Homework Club, and student support systems. In addition to academic excellence, we prioritize student wellness through our Advisement program, counseling services, and multi-tiered system of supports (MTSS) that address both social-emotional and behavioral needs. The school offers a Positive Behavior Interventions and Supports (PBIS) framework, restorative practices, and an array of recognitions that promote positive student behavior and engagement.

Demographically, our student population is approximately 71% White, 12% Hispanic, 6% Asian, and 1% African American, with other backgrounds also represented. Approximately 19% of students are socioeconomically disadvantaged, 11% receive special education services, and about 3% are English learners. We are committed to closing achievement and opportunity gaps through differentiated instruction, data-informed practices, and targeted academic and emotional supports.

Thurston Middle School’s reputation for excellence is built on our collective commitment to continuous improvement, staff collaboration, student voice, and strong partnerships with families and the greater Laguna Beach community.

# 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: 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-promise 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.

Thurston Middle School continues to align its academic strategies with LBUSD's LCAP goal of College and Career Readiness. Over the 2024–2025 school year, we implemented a responsive Multi-Tiered System of Supports (MTSS) focused on using assessment data, weekly progress monitoring, and tutorial intervention to improve student outcomes.

#### English Language Arts (ELA) Growth and Progress Monitoring

Through three cycles of i-Ready diagnostic assessments in reading, students showed significant gains in performance from the beginning to the end of the academic year:

Fall 2024 (Diagnostic 1) – 512 students assessed

---On or Above Grade Level (Mid + Early On): 61%

---One Grade Level Below: 24%

---Two or More Grade Levels Below: 15%

Spring 2025 (Diagnostic 3) – 425 students assessed -- STILL IN PROGRESS

---On or Above Grade Level: 76%

---One Grade Level Below: 14%

---Two or More Grade Levels Below: 10%

These results reflect a 15-percentage point increase in students meeting or exceeding grade-level benchmarks and a 5-point reduction in students significantly behind. These gains are inclusive of our 50 students with Individualized Education Plans (IEPs), who comprise 9.7% of our population and receive formal academic support through specially designed instruction and integrated intervention services.

#### Targeted ELA Interventions (Tier II):

---Average Duration: 9.6 weeks

---Average Growth: 1.16 years of reading growth within a single quarter

---Additional Metrics: 129 Lexile point gain; 78% app completion score (Read180)

Total Students Supported: 30

#### ELA Academy (Tier III)

---Average Duration: 18 weeks

---Average Growth: Up to 2 years of growth in one semester

---Additional Metrics: 200+ Lexile point gains; 69% average Read180 progress

Total Students Supported: 10

Both interventions are implemented in small group settings with a focus on individualized instruction, progress monitoring, and digital literacy tools. Students exit or continue support based on their demonstrated growth and current placement level.

#### Mathematics Progress and Anticipated Outcomes

While Diagnostic 3 data for math is currently being collected, mid-year trends and prior-year growth patterns suggest a continued trajectory of improvement.

Math Boost (Tier II/III) launched with 28 students who demonstrated one full year of math growth within just one semester by Diagnostic 2. We are still waiting for the results of our diagnostic 3 (being given this week). Drawing from the 2023–2024 academic year, math students in similar interventions increased their growth from 0.93 to 1.25 years between Diagnostics 2 and 3.

#### Comprehensive Tutorial and Advisement Systems

Embedded into our master schedule, Thurston's Tutorial Program provides structured academic support during the school day. Students receive targeted help based on real-time academic data and are guided by both staff

recommendations and self-selected needs. Our rotation system ensures all students have equitable access to reteaching, enrichment, and assignment completion time.

Key components of our intervention system:

- Weekly data team meetings to review D/F lists and i-Ready data
- Assigned tutorial sessions for at-promise and underperforming students
- Student voice and choice when not assigned

D/F Monitoring and Academic Recovery:

By monitoring grades across multiple checkpoints, we've seen substantial improvement in reducing D and F rates:

First Semester

- 69 students had a D or F at the 12-week progress mark
- Only 19 students earned an F as a final grade (less than 4%)

Second Semester

- 83 students with a D or F at the 12-week progress check
- Most are already placed in tutorial interventions

This progress was driven by early identification, focused support, and persistent follow-up by instructional and counseling teams. We are still awaiting the results of our final grades, but current trends indicate a less than 4% D/F rates by the end of the year. We remain committed to maintaining these high-impact practices to support all students on their path to academic success and lifelong learning.

**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.

Over the 2024–2025 school year, Thurston achieved a nearly 50% reduction in suspensions, decreasing from 7.2% in 2023–24 to just 3.1% this year. This progress is the result of system-wide supports including expanded counseling services, restorative re-entry meetings, weekly data monitoring, student success panels, and our 5 Star digital positive reinforcement system. Teachers and support staff also engaged students through SMART Cards, social-emotional learning lessons, Unity Week events, and ongoing digital citizenship education.

However, despite the significant reduction in suspensions, behavior referrals increased by 25% compared to the previous year. The most notable spikes occurred during the spring months—March through May—with April averaging nearly 17 referrals per day, the highest of any month

. This upward trend highlights the continued need to strengthen Tier I systems, improve consistency in staff response to behavior, and implement more proactive Tier II supports for students with escalating or repeated behaviors.

Counseling and Tiered Support Systems

Tier I supports included:

- 74 classroom lessons on empathy, coping, identity, and digital wellness
- Over 130 CASEL-based "Mindful Moments" during Advisement
- Two No Place for Hate lessons, lunch events, and Unity Week participation
- All students participated in Naviance college and career readiness activities

Tier II supports:

- 24 students in SMARTS executive functioning groups
- 86 restorative mediation circles
- Weekly tutorial-based small groups (PAL Mentoring, Counseling Connection)
- 9 Student Success Panels for students in need of personalized behavior support

Tier III supports:

- 525 individual academic and wellness counseling conferences
- 25 restorative return-from-suspension meetings
- Crisis response, SSTs, 504s, SARTs, and grade-level conferencing

Restorative Reflection Survey Results -- across all grade levels:

6th grade: 14.3% increase in students identifying how to promote inclusion  
7th grade: 17% increase in students feeling responsible for school culture  
8th grade: 23.7% increase in students' ability to communicate empathetically

#### Behavior Audit Findings and Next Steps

In May 2025, TMS partnered with Solution Tree consultants Jessica and John Hannigan to conduct a full-site Behavior Audit. This process included empathy interviews, stakeholder focus groups, and a review of key schoolwide systems. The audit affirmed Thurston's strong commitment to academic success and student relationships but also identified several systemic areas needing improvement:

- Inconsistent communication around behavior expectations, referrals, and follow-up
- Need for clarified roles and teaming structures for staff in behavior response
- Gaps in alignment between behavior supports and long-term student outcomes
- Stakeholder desire for more frequent updates, clearer processes, and deeper student involvement

In response, Thurston will continue its partnership with Solution Tree in 2025–26, focusing on building clarity, consistency, and stronger collaborative behavior support teams.

#### **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.

At Thurston Middle School, our 2024–25 attendance improvement work was grounded in a proactive, data-informed, and student-centered approach. The Thurston team monitored attendance data weekly, targeting chronic absenteeism, tardiness, and truancies. Our tiered support system followed LBUSD's Attendance Intervention Process, ensuring early, consistent communication with families.

#### Key steps included:

- Launching and maintaining a clear intervention cycle using attendance letters, meetings, and contracts.
- Implementing School Attendance Review Team (SART) meetings when student attendance dropped below 90%.
- Requiring District Attendance Review Team (DART) meetings for students not meeting SART contract expectations.
- Hosting 14 SART intervention meetings and sending 318 attendance letters (258 Letter 1, 59 Letter 2, 1 Letter 3).
- Issuing lunch detentions for students with 5+ tardies.
- Tracking all student interventions and engaging directly with families through calls and meetings.

This system of support increased accountability while also providing tailored intervention and positive reinforcement for attendance improvement.

#### Annual Measurable Outcomes

Thurston made notable strides toward achieving its schoolwide goal of cultivating a safe, inclusive, and connected learning environment while addressing attendance and student well-being. Our work on reducing chronic absenteeism, improving school climate, and supporting students' sense of belonging resulted in meaningful growth across several key indicators.

Chronic absenteeism, one of the central focus areas, showed modest improvement this year. The overall rate decreased from 7.2% in 2023–24 to 6.1% in 2024–25. While this falls short of our aspirational target of reducing chronic absenteeism to below 5%, the reduction demonstrates that the systems we have in place—such as consistent monitoring, attendance letters, SART and DART meetings, and family communication—are yielding positive results. Continued refinement of these tiered interventions will be key in reaching our long-term attendance goals.

In terms of school climate and safety, we exceeded expectations across every measurable outcome. Reports of bullying dropped from 18 incidents to 16—a reduction of more than 10%—thanks in large part to the sustained implementation of programs such as PBIS, SEL lessons, No Place for Hate, and student-led wellness and empathy activities. These efforts not only helped deter negative behavior but also empowered students to speak up and seek help. This is reflected in the student perception data: the percentage of students who reported feeling comfortable reporting bullying increased significantly from 42% to 55%, far surpassing our goal of a 5% gain.

Student voice and perceptions of safety also improved. In the annual community survey, 76% of students agreed that TMS is a safe environment for all voices (and 19% indicated neutral responses)—up from 71% the year prior. This growth is attributed to increased use of Restorative Circles, peer-led advisory activities, and schoolwide inclusion efforts. These strategies helped ensure more students felt heard, valued, and safe.

Feedback from parents mirrored these positive trends. This year, 86% of parents reported feeling welcome at TMS (and 6% indicated a neutral response)—an increase from 80%. When asked whether the school provides opportunities for input on goals and action plans, 70% of parents responded favorably (up from 64.8%), while 15.4% responded neutrally. These results highlight the school's ongoing efforts to expand two-way communication and meaningful parent engagement through PTA events, School Site Council, surveys, and outreach.

Overall, these results reflect a cohesive and intentional effort by the Thurston team to create a culture of care, consistency, and connection. The year's data validates our approach to intervention and prevention and provides strong momentum heading into the next school year. While we have not yet met our chronic absenteeism target, the systems and improvements we've put in place have laid the foundation for continued progress.

#### Summary of Progress

- Thurston's chronic absenteeism decreased from 7.2% to 6.1%, showing incremental progress toward the goal.
- Over 300 attendance letters and 17 SART referrals helped ensure timely intervention.
- Clear structures, including SART and DART systems, helped ensure that students and families received multiple layers of support and accountability.
- Bullying prevention education and proactive SEL instruction positively shifted school climate data across all survey areas.

#### Considerations for 2025–26 Focus Areas:

##### (I) Reduce Chronic Absenteeism Below 5%

- Increase proactive tiered interventions before the 5% threshold is reached. Consider additional student incentives for strong attendance.
- Continue Data-Based Support Structures
- Continue using real-time tracking and timely follow-up systems (as visualized in the attendance response cycle) to engage students and families.

##### (II) Promote SEL and Student Voice Through Leadership

- Strengthen peer-to-peer support systems like Restorative Circles, and involve students in goal setting and school climate improvement.

##### (III) Scale Family Engagement

- Offer more workshops and opportunities to build family-school connections tied to attendance, wellness, and behavior.
- Maintain and Deepen Bullying Prevention Work
- Build on positive student perception gains and deepen practices related to digital safety, kindness, and restorative justice.

## 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 29, 2025.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.39%	0	0	2
African American	0.68%	0.19%	0.58%	4	1	3
Asian	4.44%	3.35%	3.66%	26	18	19
Filipino	1.37%	1.12%	1.16%	8	6	6
Hispanic/Latino	11.43%	12.1%	10.98%	67	65	57
Pacific Islander	%	0%	%	0	0	
White	72.35%	73.93%	65.32%	424	397	339
Multiple/No Response	8.70%	8.01%	8.86%	51	43	46
	<b>Total Enrollment</b>			586	537	519

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	177	167	174
Grade 7	197	172	171
Grade 8	212	198	174
<b>Total Enrollment</b>	586	537	519

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	11	14	7	1.9%	1.9%	1.3%
Fluent English Proficient (FEP)	47	49	46	6.7%	8.0%	8.9%
Reclassified Fluent English Proficient (RFEP)				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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	172	165	175	169	163	173	169	163	173	98.3	98.8	98.9
Grade 7	192	171	164	185	160	160	184	160	160	96.4	93.6	97.6
Grade 8	212	199	172	208	181	163	208	181	163	98.1	91.0	94.8
All Grades	576	535	511	562	504	496	561	504	496	97.6	94.2	97.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2575.	2570.	2579.	37.87	31.90	32.95	30.18	40.49	40.46	20.71	17.18	19.65	11.24	10.43	6.94
Grade 7	2627.	2603.	2620.	40.76	35.63	37.50	43.48	39.38	45.63	8.70	15.63	9.38	7.07	9.38	7.50
Grade 8	2625.	2628.	2613.	31.73	38.67	31.90	43.27	38.67	36.20	17.79	14.92	19.02	7.21	7.73	12.88
All Grades	N/A	N/A	N/A	36.54	35.52	34.07	39.39	39.48	40.73	15.69	15.87	16.13	8.38	9.13	9.07

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	35.50	29.45	33.53	53.25	58.28	58.38	11.24	12.27	8.09	
Grade 7	44.57	36.25	36.25	50.54	54.38	56.25	4.89	9.38	7.50	
Grade 8	41.35	43.65	36.20	50.96	49.17	49.69	7.69	7.18	14.11	
All Grades	40.64	36.71	35.28	51.52	53.77	54.84	7.84	9.52	9.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.99	26.38	28.90	57.40	59.51	60.69	13.61	14.11	10.40
Grade 7	44.02	36.25	45.63	50.00	50.63	46.88	5.98	13.13	7.50
Grade 8	28.85	31.49	29.01	57.21	54.70	54.32	13.94	13.81	16.67
All Grades	33.87	31.35	34.34	54.90	54.96	54.14	11.23	13.69	11.52

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	22.49	17.79	17.34	74.56	77.30	80.35	2.96	4.91	2.31
<b>Grade 7</b>	22.83	21.25	20.63	72.83	72.50	75.63	4.35	6.25	3.75
<b>Grade 8</b>	27.88	27.07	25.77	68.27	69.61	66.26	3.85	3.31	7.98
<b>All Grades</b>	24.60	22.22	21.17	71.66	73.02	74.19	3.74	4.76	4.64

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	33.73	22.09	28.32	59.17	69.33	66.47	7.10	8.59	5.20
<b>Grade 7</b>	37.50	33.13	40.00	56.52	60.00	54.38	5.98	6.88	5.63
<b>Grade 8</b>	30.29	39.78	36.81	63.46	53.59	57.06	6.25	6.63	6.13
<b>All Grades</b>	33.69	31.94	34.88	59.89	60.71	59.48	6.42	7.34	5.65

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	172	165	175	169	163	174	169	163	174	98.3	98.8	99.4
Grade 7	192	171	164	186	163	159	186	163	159	96.9	95.3	97
Grade 8	212	199	172	209	186	163	209	186	163	98.6	93.5	94.8
All Grades	576	535	511	564	512	496	564	512	496	97.9	95.7	97.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2571.	2582.	2576.	37.87	45.40	35.63	22.49	20.25	22.41	25.44	20.86	31.03	14.20	13.50	10.92
Grade 7	2616.	2608.	2617.	45.16	42.33	48.43	24.73	28.83	20.75	21.51	18.40	22.01	8.60	10.43	8.81
Grade 8	2618.	2641.	2630.	42.11	52.15	49.08	23.92	19.35	18.40	19.14	15.59	15.34	14.83	12.90	17.18
All Grades	N/A	N/A	N/A	41.84	46.88	44.15	23.76	22.66	20.56	21.81	18.16	22.98	12.59	12.30	12.30

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.77	35.58	31.03	56.21	50.92	56.32	13.02	13.50	12.64
Grade 7	41.94	41.72	42.77	48.92	49.08	50.94	9.14	9.20	6.29
Grade 8	36.84	39.78	41.10	51.67	50.54	46.63	11.48	9.68	12.27
All Grades	36.70	39.06	38.10	52.13	50.20	51.41	11.17	10.74	10.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	24.26	32.52	29.31	68.64	58.90	63.22	7.10	8.59	7.47
Grade 7	34.41	28.83	33.96	59.14	60.74	57.23	6.45	10.43	8.81
Grade 8	28.23	33.87	35.58	61.72	55.91	54.60	10.05	10.22	9.82
All Grades	29.08	31.84	32.86	62.94	58.40	58.47	7.98	9.77	8.67

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	4	6	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										8	13	8

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	69.23	*	*	23.08	*	*	7.69	*	*	0.00	*	*	13	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	92.31	*	*	0.00	*	*	7.69	*	*	0.00	*	*	13	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	61.54	*	*	38.46	*	*	0.00	*	*	13	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	92.31	*	*	0.00	*	*	7.69	*	*	13	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	53.85	*	*	30.77	*	*	15.38	*	*	13	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.77	*	*	69.23	*	*	0.00	*	*	13	*

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>537</b>	<b>21</b>	<b>2.6</b>	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





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.

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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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

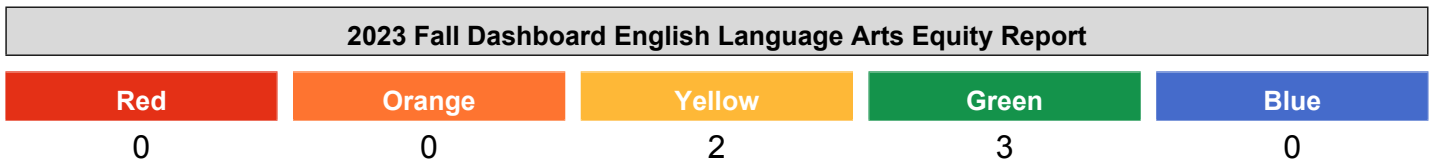
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Green 51.8 points above standard Decreased -8.6 points 497 Students	<b>English Learners</b> 26.3 points below standard Decreased Significantly -17.2 points 22 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 14.2 points above standard Decreased -9.7 points 108 Students	<b>Students with Disabilities</b>  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

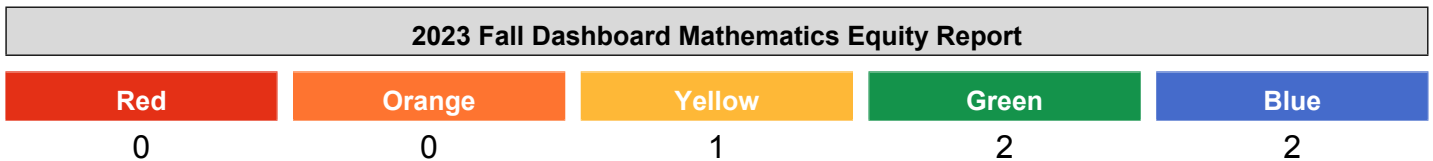
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Blue 43 points above standard Increased +7.4 points 504 Students	<b>English Learners</b> 29.1 points below standard Increased +9.4 points 22 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 2.9 points above standard Increased +8.9 points 108 Students	<b>Students with Disabilities</b>  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	<div style="background-color: #d9e1f2; padding: 2px;">94.3 points above standard</div> Increased +10.8 points  16 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #d9e1f2; padding: 2px;">4.6 points above standard</div> Maintained +2.7 points  60 Students	 Blue <div style="background-color: #d9e1f2; padding: 2px;">62.4 points above standard</div> Maintained +1.2 points  41 Students	 No Performance Color 0 Students	 Blue <div style="background-color: #d9e1f2; padding: 2px;">43.9 points above standard</div> 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	<div style="background-color: #d9e1f2; padding: 2px;">25.5 points above standard</div> Decreased -3.5 points  13 Students	<div style="background-color: #d9e1f2; padding: 2px;">45.8 points above standard</div> 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.

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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 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

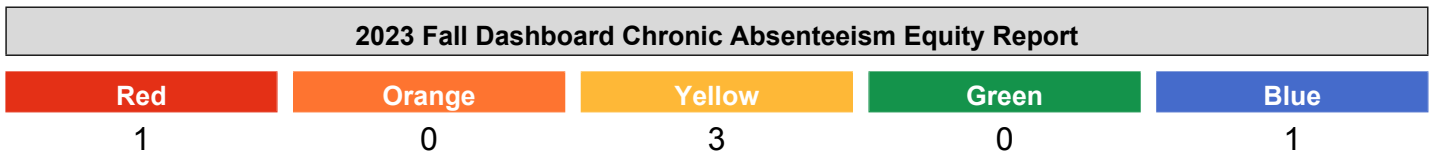
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides 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		
<b>All Students</b>  Yellow 11.2% Chronically Absent Declined Significantly -3 545 Students	<b>English Learners</b> 6.7% Chronically Absent Declined -24.1 15 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 18.5% Chronically Absent Declined -6.1 119 Students	<b>Students with Disabilities</b>  Red 25% Chronically Absent Maintained -0.4 68 Students

**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

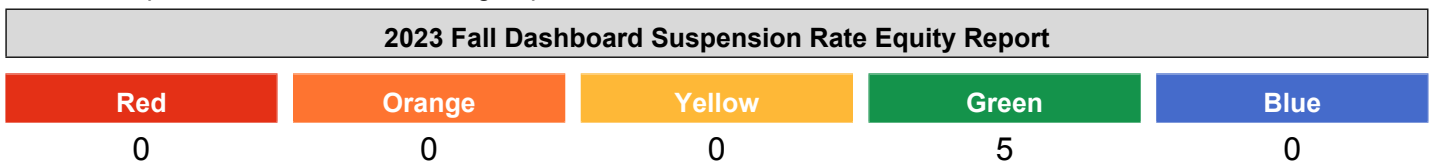
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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><b>All Students</b></p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined -1.9 551 Students</p>	<p><b>English Learners</b></p> <p>0% suspended at least one day</p> <p>Declined -15.4 15 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.1% suspended at least one day</p> <p>Declined -5.5 121 Students</p>	<p><b>Students with Disabilities</b></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 2026, 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

Thurston Middle School continues to align its academic strategies with LBUSD's LCAP goal of College and Career Readiness. During the 2024–2025 school year, we implemented a responsive Multi-Tiered System of Supports (MTSS) that focused on utilizing assessment data, weekly progress monitoring, and tutorial interventions to enhance student outcomes. In alignment with this goal, and to maintain a consistent and measurable trajectory of growth, we will continue using the same goals and metrics outlined in last year's School Plan for Student Achievement.

To ensure a strong foundation in academic achievement, all students participated in three rounds of i-Ready diagnostic assessments in English Language Arts (ELA) and mathematics. These assessments guided our instructional teams in making timely decisions about student placement in intervention supports and tutorial rotations.

In ELA, students demonstrated notable growth between the fall and spring assessments:

(ELA) iReady Fall 2024 Diagnostic (512/515 students assessed):

61% On or Above Grade Level

24% One Grade Level Below

15% Two or More Grade Levels Below

(ELA) iReady Spring 2025 Diagnostic

77% On or Above Grade Level

14% One Grade Level Below

9% Two or More Grade Levels Below

ELA CAASPP

76.67% Met or Exceeded

These results reflect a 15-percentage-point increase in students reading at or above grade level and a 5-percentage-point decrease in students significantly below grade level. These outcomes include the progress of our 50 students with Individualized Education Plans (IEPs), who receive targeted and specialized academic instruction as part of our inclusive intervention model.

In math, students demonstrated notable growth between the fall and spring assessments:

(Math) iReady Fall 2024 Diagnostic (512/515 students assessed):

55% On or Above Grade Level

33% One Grade Level Below

12% Two or More Grade Levels Below

(Math) iReady Spring 2025 Diagnostic

73% On or Above Grade Level

19% One Grade Level Below

8% Two or More Grade Levels Below

Math CAASPP

74.67% Met or Exceeded

To support literacy development, Thurston provided two levels of intervention:

ELA Boost (Tier II): Served 30 students with an average program duration of 9.6 weeks. Students gained an average of 1.16 years of reading growth and improved Lexile scores by 129 points.

ELA Academy (Tier III): Supported 10 students over 18 weeks. These students gained up to 2 years of growth, with Lexile gains exceeding 200 points.

In Mathematics, our Math Boost intervention served 28 students. By Diagnostic 2 (midyear), students had already achieved one full year of growth. Based on last year's data trends, we anticipate continued improvement when Diagnostic 3 results are finalized. We remain focused on meeting our end-of-year goals: 80% of students at or above grade level, 15% near grade level, and fewer than 5% below two or more years.

Embedded within our daily schedule, our Tutorial Program provides consistent academic support. Students with D or F grades or missing assignments are automatically assigned to teacher-led tutorial sessions. Students not assigned through academic need have the opportunity to choose their sessions based on individual interests or learning needs. Our team conducts weekly data reviews to adjust tutorial assignments, monitor GPA and D/F rates, and respond quickly to student needs.

Our D/F grade recovery efforts also yielded strong results:

Fall Semester:

69 students had a D or F at the 12-week mark

Only 19 students ended the semester with an F

Spring Semester:

83 students had a D or F at the 12-week mark

Final grades are pending, but trends suggest we will again end the semester with fewer than 4% of students earning an F.

These improvements are driven by proactive monitoring, regular tutorial assignments, and intervention team collaboration. These structures will continue in 2025–2026.

In support of continuous progress, Thurston Middle School will continue to use the same goals and metrics as last year, including:

---Maintaining the 80/15/5 performance targets for both ELA and Math

- Sustaining growth benchmarks in intervention programs (ELA = 0.80 years; Math = 0.90 years)
- Pushing for a >70% intervention participation rate
- Maintaining less than 5% F rate among all students
- Assigning 100% of at-promise students to designated tutorial support
- Pushing for increased outcomes for identified student groups (e.g., SWD, ED) by 2–3% in both ELA and Math

As we close out this school year and prepare for the 2025–2026 academic year, Thurston Middle School remains committed to evidence-based practices, equitable student support, and personalized academic growth for every learner.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PALs and Tutorial Support	<p><b>PALs:</b> Through peer tutoring, PALs supported 20 students who showed difficulty with either a D and/or F grade. --- Of those 20 students, 18 showed positive improvement, and 12 of those students had no Ds or Fs at the end of the intervention (end of March).</p> <p><b>TUTORIAL:</b> Fall Semester: 69 students had a D or F at the 12-week mark Only 19 students ended the semester with an F</p> <p>Spring Semester: 83 students had a D or F at the 12-week mark ***Final grades are pending, but trends suggest we will again end the semester with fewer than 4% of students earning an F.</p>	<ul style="list-style-type: none"> <li>• To assign 100% of D/F students to designated Tutorial Support</li> <li>• Less than 5% F rate across students</li> </ul>
iReady Diagnostic	<p>(ELA EOY) iReady Spring 2025 Diagnostic 77% On or Above Grade Level 14% One Grade Level Below 9% Two or More Grade Levels Below</p> <p>(Math EOY) iReady Spring 2025 Diagnostic</p>	<p>ELA: 80% at or above, 15% near, 5% below</p> <p>Math: 80% at or above, 15% near, 5% below</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	73% On or Above Grade Level 19% One Grade Level Below 8% Two or More Grade Levels Below	
ELA and Math Intervention Courses	<p>ELA Boost: Of the 30 students served, they made 1.52 years of growth during a semester of intervention.</p> <p>ELA Academy: Of the 10 students served, they made 1.6 years of growth during a year of intervention</p> <p>Math Boost: Of the 28 students served, they made 1.52 years of growth during a semester of intervention.</p>	<p>MATH CRITERIA Sustain 1.25-1.5 years in growth</p> <p>ELA CRITERIA: Sustain 1.25-1.5 years in growth</p>
CAASPP Performance Data	<p>ELA CAASPP 76.67% Met or Exceeded</p> <p>Math CAASPP 74.67% Met or Exceeded</p>	<p>ELA: 80% at or above, 15% near, 5% below</p> <p>Math: 80% at or above, 15% near, 5% below</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 LBUSD's LCAP goal of Social-Emotional Competencies and Self-Identity, Thurston Middle School will continue implementing a proactive multi-tiered behavioral and social-emotional support framework that addresses the needs of all students. By June 2026, TMS will strengthen its Tier I and Tier II systems using structured professional collaboration, stakeholder feedback, and behavioral data to (a) inform universal behavioral instruction and school-wide expectations, (b) assign at-risk students to tier II interventions and counseling supports, and (c) expand restorative practices and alternatives to suspension.

## Identified Need

Over the 2024–2025 school year, Thurston achieved a nearly 50% reduction in suspensions, decreasing from 7.2% in 2023–24 to just 3.1% this year. This progress is the result of system-wide support, including expanded counseling services, restorative re-entry meetings, weekly data monitoring, student success panels, and our 5 Star digital positive reinforcement system. Teachers and support staff also engaged students through SMART Cards, social-emotional learning lessons, Unity Week events, and ongoing digital citizenship education.

However, despite the significant reduction in suspensions, behavior referrals increased by 25% compared to the previous year. The most notable spikes occurred during the spring months—March through May—with April averaging nearly 17 referrals per day, the highest of any month. This upward trend highlights the continued need to strengthen Tier I systems, improve consistency in staff response to behavior, and implement more proactive Tier II supports for students with escalating or repeated behaviors.

### Counseling and Tiered Support Systems

#### Tier I supports included:

- 74 classroom lessons on empathy, coping, identity, and digital wellness
- Over 130 CASEL-based “Mindful Moments” during Advisement
- Two No Place for Hate lessons, lunch events, and Unity Week participation
- All students participated in Naviance college and career readiness activities

#### Tier II supports:

- 24 students in SMARTS executive functioning groups
- 86 restorative mediation circles
- Weekly tutorial-based small groups (PAL Mentoring, Counseling Connection)
- 9 Student Success Panels for students in need of personalized behavior support

#### Tier III supports:

- 525 individual academic and wellness counseling conferences
- 25 restorative return-from-suspension meetings
- Crisis response, SSTs, 504s, SARTs, and grade-level conferencing

Restorative Reflection Survey Results -- across all grade levels:  
 6th grade: 14.3% increase in students identifying how to promote inclusion  
 7th grade: 17% increase in students feeling responsible for school culture  
 8th grade: 23.7% increase in students' ability to communicate empathetically

### Behavior Audit Findings and Next Steps

In May 2025, TMS partnered with Solution Tree consultants Jessica and John Hannigan to conduct a full-site Behavior Audit. This process included empathy interviews, stakeholder focus groups, and a review of key schoolwide systems. The audit affirmed Thurston's strong commitment to academic success and student relationships but also identified several systemic areas needing improvement:

- Inconsistent communication around behavior expectations, referrals, and follow-up
- Need for clarified roles and teaming structures for staff in behavior response
- Gaps in alignment between behavior supports and long-term student outcomes
- Stakeholder desire for more frequent updates, clearer processes, and deeper student involvement

In response, Thurston will continue its partnership with Solution Tree in 2025–26, focusing on building clarity, consistency, and stronger collaborative behavior support teams.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 Star Digital Platform	87% of staff either use SMART Cards, or 5 STAR	95% of teachers will use issue 15 5-Star Points per week
Behavior Team Role Clarity & Teaming	Audit noted gaps in implementation and team structure	Establish formal Tier II team roles and regular behavior solution meetings with shared data practices
SWIS Referrals Per Day	1,953 referrals (25% increase from 2024)	Reduce average referrals to <6/day; implement consistent Tier I expectations and early intervention cycles
Alternatives to Suspension	Current data shows suspension rates at 3.1%	Maintain under 4%

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

At Thurston Middle School, our 2024–25 attendance improvement work was grounded in a proactive, data-informed, and student-centered approach. The Thurston team monitored attendance data weekly, targeting chronic absenteeism, tardiness, and truancies. Our tiered support system followed LBUSD's Attendance Intervention Process, ensuring early, consistent communication with families.

Key steps included:

- Launching and maintaining a clear intervention cycle using attendance letters, meetings, and contracts.
- Implementing School Attendance Review Team (SART) meetings when student attendance dropped below 90%.
- Requiring District Attendance Review Team (DART) meetings for students not meeting SART contract expectations.
- Hosting 14 SART intervention meetings and sending 318 attendance letters (258 Letter 1, 59 Letter 2, 1 Letter 3).
- Issuing lunch detentions for students with 5+ tardies.
- Tracking all student interventions and engaging directly with families through calls and meetings.

This system of support increased accountability while also providing tailored intervention and positive reinforcement for attendance improvement.

## Annual Measurable Outcomes

Thurston made notable strides toward achieving its schoolwide goal of cultivating a safe, inclusive, and connected learning environment while addressing attendance and student well-being. Our work on reducing chronic absenteeism, improving school climate, and supporting students' sense of belonging resulted in meaningful growth across several key indicators.

Chronic absenteeism, one of the central focus areas, showed modest improvement this year. The overall rate decreased from 7.2% in 2023–24 to 6.1% in 2024–25. While this falls short of our aspirational target of reducing chronic absenteeism to below 5%, the reduction demonstrates that the systems we have in place—such as consistent monitoring, attendance letters, SART and DART meetings, and family communication—are yielding positive results. Continued refinement of these tiered interventions will be key in reaching our long-term attendance goals.

In terms of school climate and safety, we exceeded expectations across every measurable outcome. Reports of bullying dropped from 18 incidents to 16—a reduction of more than 10%—thanks in large part to the sustained implementation of programs such as PBIS, SEL lessons, No Place for Hate, and student-led wellness and empathy activities. These efforts not only helped deter negative behavior but also empowered students to speak up and seek help. This is reflected in the student perception data: the percentage of students who reported feeling comfortable reporting bullying increased significantly from 42% to 55%, far surpassing our goal of a 5% gain.

Student voice and perceptions of safety also improved. In the annual community survey, 76% of students agreed that TMS is a safe environment for all voices (and 19% indicated neutral responses)—up from 71% the year prior. This growth is attributed to increased use of Restorative Circles, peer-led advisory activities, and schoolwide inclusion efforts. These strategies helped ensure more students felt heard, valued, and safe.

Feedback from parents mirrored these positive trends. This year, 86% of parents reported feeling welcome at TMS (and 6% indicated a neutral response)—an increase from 80%. When asked whether the school provides opportunities for input on goals and action plans, 70% of parents responded favorably (up from 64.8%), while 15.4% responded neutrally. These results highlight the school's ongoing efforts to expand two-way communication and meaningful parent engagement through PTA events, School Site Council, surveys, and outreach.

Overall, these results reflect a cohesive and intentional effort by the Thurston team to create a culture of care, consistency, and connection. The year's data validates our approach to intervention and prevention and provides strong momentum heading into the next school year. While we have not yet met our chronic absenteeism target, the systems and improvements we've put in place have laid the foundation for continued progress.

#### Summary of Progress

- Thurston's chronic absenteeism decreased from 7.2% to 6.1%, showing incremental progress toward the goal.
- Over 300 attendance letters and 17 SART referrals helped ensure timely intervention.
- Clear structures, including SART and DART systems, helped ensure that students and families received multiple layers of support and accountability.
- Bullying prevention education and proactive SEL instruction positively shifted school climate data across all survey areas.

#### Considerations for 2025–26 Focus Areas:

##### (I) Reduce Chronic Absenteeism Below 5%

- Increase proactive tiered interventions before the 5% threshold is reached. Consider additional student incentives for strong attendance.
- Continue Data-Based Support Structures
- Continue using real-time tracking and timely follow-up systems (as visualized in the attendance response cycle) to engage students and families.

##### (II) Promote SEL and Student Voice Through Leadership

- Strengthen peer-to-peer support systems like Restorative Circles, and involve students in goal setting and school climate improvement.

##### (III) Scale Family Engagement

---Offer more workshops and opportunities to build family-school connections tied to attendance, wellness, and behavior.  
 ---Maintain and Deepen Bullying Prevention Work  
 ---Build on positive student perception gains and deepen practices related to digital safety, kindness, and restorative justice.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	6.1% (dropped from 7.2% in 2024)	Less than 5%
Incidences of Reported Bullying	2024-25: 16 total reported incidences (Aeries Analytics). 2023-2024: 18 total reports	Reduce bullying incidents by an additional 10%, targeting no more than 14 incidents.
Annual community survey: Students reporting TMS is a safe environment for all voices	76% agreement (? from 71%); 19% neutral responses	Increase student agreement to 80%; reduce neutral responses to =20%.
Annual community survey: Parents reporting they feel welcome at TMS	86% agreement (? from 80%); 6% neutral responses	Increase parent agreement to 90%; maintain neutral responses =10%.
Annual community survey: Parents reporting TMS provides opportunities for input on school goals and action plans	70% agreement (? from 64.8%); 15.4% neutral responses	Increase parent agreement to 80%; reduce neutral responses to =20%.
Annual community survey: Students in agreement they feel comfortable reporting bullying	55% agreement (? from 42%); 27% neutral responses (? from 30%)	Increase agreement to 80%; reduce neutral responses to =20%

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)
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# 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	<p>Districtwide CAASPP ELA: All students: 78.7% met/exceeded standard                      EL: 31.82% met/exceeded standard                      SWD: 46.72% met/exceeded standard                      SED: 73.55% met/exceeded standard                      RFEP: 76.93% met/exceeded standard                      (2023-2024)</p> <p>Districtwide: CAASPP Math: All students: 70.48% met/exceeded standard                      EL: 45.45% met/exceeded standard                      SWD: 42.62% met/exceeded standard                      SED: 60.06% met/exceeded standard                      RFEP: 66.67% met/exceeded standard                      (2023-2024)</p> <p>i-Ready End of Year Reading Diagnostic:                      78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band                      SWD: 41%                      EL: 36%                      SED: 65%</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(2023-24)  i-Ready End of Year Math Diagnostic: 78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 41% EL: 36% SED: 65% (2023-24)  *Homeless, FY, student groups are not large enough to include as a significant student group	

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)

# 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**

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

266,513.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 6

266,513.00

# 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
- 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
Chris Nunziata	Classroom Teacher
Azure Otani	Classroom Teacher
Sylvia Sanchez	Other School Staff
Amy Cochren	Classroom Teacher
Andrew Strickman	Parent or Community Member
Holly Stamm	Parent or Community Member
Amanda Brown	Parent or Community Member
Cameron Kull	Secondary Student
Hadley Maynard	Secondary Student
Alexis Berger	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 5/29/25

SSC Chairperson, Randi Beckley on 5/29/25