

The Combined SPSA & LCAP Template

School: Thurston Middle School
District: Laguna Beach Unified School District
County-District School (CDS) Code: 30-66555-6028914
Principal: Jennifer Salberg
Date of this revision: October 26, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School and Student Performance Data

CAASPP Results (All Students) English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	237	280	243	232	275	242	232	275	242	97.9	98.2	99.6
Grade 7	237	250	278	221	245	276	221	245	276	93.2	98	99.3
Grade 8	267	237	252	259	221	242	259	221	242	97	93.2	96
All Grades	741	767	773	712	741	760	712	741	760	96.1	96.6	98.3

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2588.5	2586.3	2593.5	37	37.45	40.50	45	40.36	38.84	9	14.18	14.46	9	8.00	6.20
Grade 7	2608.3	2632.0	2625.7	33	44.08	44.57	46	40.82	37.32	13	11.43	11.23	8	3.67	6.88
Grade 8	2632.7	2635.5	2643.1	37	35.75	41.32	46	46.15	39.67	12	13.57	14.46	6	4.52	4.55
All Grades	N/A	N/A	N/A	36	39.14	42.24	46	42.24	38.55	11	13.09	13.29	8	5.53	5.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	38	41.09	48.76	48	46.55	38.84	14	12.36	12.40
Grade 7	45	55.92	50.36	45	36.73	40.22	10	7.35	9.42
Grade 8	55	52.49	55.79	37	38.91	35.54	7	8.60	8.68
All Grades	47	49.39	51.58	43	41.03	38.29	10	9.58	10.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	50.18	51.24	40	38.55	38.84	9	11.27	9.92
Grade 7	51	61.89	60.51	38	34.02	31.52	12	4.10	7.97
Grade 8	50	54.75	51.24	41	38.46	42.56	10	6.79	6.20
All Grades	50	55.41	54.61	39	37.03	37.37	10	7.57	8.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	36.36	26.45	61	55.27	67.77	4	8.36	5.79
Grade 7	28	27.76	31.88	65	67.76	61.23	7	4.49	6.88
Grade 8	32	29.86	40.08	64	66.52	55.79	4	3.62	4.13
All Grades	32	31.58	32.76	63	62.75	61.58	5	5.67	5.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	59	46.91	54.96	37	44.00	38.43	3	9.09	6.61
Grade 7	52	62.86	54.71	41	32.65	39.13	7	4.49	6.16
Grade 8	49	48.87	59.92	45	43.89	33.47	6	7.24	6.61
All Grades	53	52.77	56.45	41	40.22	37.11	5	7.02	6.45

Conclusions based on this data:

1. Looking at the cohort groups that met or exceeded standards 6th grade scores declined by 5%, 7th grade scores increased by 3%, and 8th grade scores declined by 4%.

School and Student Performance Data

CAASPP Results (All Students) Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	237	281	243	231	276	242	231	276	242	97.5	98.2	99.6
Grade 7	237	250	278	215	242	276	214	242	276	90.7	96.8	99.3
Grade 8	267	237	252	260	221	243	260	221	243	97.4	93.2	96.4
All Grades	741	768	773	706	739	761	705	739	761	95.3	96.2	98.4

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2593.0	2599.8	2605.4	48	48.19	47.93	26	27.17	25.21	15	15.94	18.60	12	8.70	8.26
Grade 7	2590.0	2621.0	2622.6	35	49.59	50.36	29	26.45	24.28	24	11.98	16.67	12	11.98	8.70
Grade 8	2640.4	2620.5	2651.0	49	44.34	54.73	25	20.81	21.81	16	21.72	12.35	10	13.12	11.11
All Grades	N/A	N/A	N/A	44	47.50	50.99	27	25.03	23.78	18	16.37	15.90	11	11.10	9.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	60	59.78	58.26	26	27.90	30.17	14	12.32	11.57
Grade 7	46	58.26	60.14	35	26.45	24.64	19	15.29	15.22
Grade 8	58	47.06	59.67	29	35.75	27.98	13	17.19	12.35
All Grades	55	55.48	59.40	30	29.77	27.46	15	14.75	13.14

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	44	46.74	47.93	43	42.75	41.32	13	10.51	10.74
Grade 7	41	52.48	50.36	41	35.95	40.22	19	11.57	9.42
Grade 8	52	43.44	55.14	38	40.72	35.39	10	15.84	9.47
All Grades	46	47.63	51.12	40	39.92	39.03	14	12.45	9.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	47.10	48.35	44	37.68	40.91	14	15.22	10.74
Grade 7	38	45.87	45.65	48	46.28	46.01	14	7.85	8.33
Grade 8	47	45.25	53.91	44	42.53	40.33	9	12.22	5.76
All Grades	43	46.14	49.15	45	41.95	42.58	12	11.91	8.28

Conclusions based on this data:

1. As an entire school, our math CAASPP scores increased by 2%.
2. Looking at cohorts groups that met or exceeded the standards our 6th grade students increased by 4% and our 7th/8th grade students remained the same.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				21

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*							*
All Grades	13	61.90	*	*	*	*	*	*	21

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*					*
Grade 8	*	*							*
All Grades	14	66.67	*	*	*	*			21

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	12	57.14	*	*	*	*	*	*	21

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	11	52.38	*	*	21

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	19	90.48	*	*			21

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	12	57.14	*	*	*	*	21

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	12	57.14			21

Conclusions based on this data:

1.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) 1.1) Teachers will create Essential Learning Outcomes (ELOs) and common formative assessments to inform teaching and differentiate instruction and interventions to support high levels of learning for all students, to be completed by December 2018. 1.2) Teachers will identify and create standardized Best First Instruction strategies that will be adopted site-wide to ensure high levels of learning for all students, to be implemented by September 2019. 1.3) 75% of TMS students will report that they have an adult on campus who cares and listens to them as measured on the Hanover Climate survey in February of 2019. 1.4) The positive student attendance rate will increase to 96.5% in order to increase student academic achievement by June 2019.
LCAP Priorities Areas 1, 2, 4, 5: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students; Student Achievement - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; Other Student Outcomes – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.

What data did you use to form this goal? 1.1) Establishing our Essential Learning Outcomes (ELOs) are a district-led initiative based on research and studies of high-performing schools in our quest for continual improvement. 1.2) Through the MTSS process at Thurston Middle School, data is collected and compiled on individual student academic performance and behaviors. This data comes from many sources, including teacher referrals, counselors, home language surveys, grade reports, standardized test scores, etc. The data used to determine the need for a site-wide Best First Instructions policy comes both the 2017-18 CAASPP data in the areas of Language Arts and Mathematics, as well as the MTSS data which is used to evaluate academic achievement and interventions necessary on an individualized basis. 1.3) The California Healthy Kids Survey (CHKS) and the Hanover	What were the findings from the analysis of this data? 1.1) The data shows that schools can productively use assessment data internally to inform and strengthen teaching in order to more effectively and systematically ensure that every student is learning at high levels. It also affords teachers the ability to collaborate and share effective strategies within a department, which has a positive impact on teaching strategies and increases student achievement program-wide. 1.2) Looking at the percentage of students who met or exceeded standards on the English/Language Arts CAASPP in 2018 by cohort group, we see that our 6th graders' scores decreased by 5%, our 7th graders' scores increased by 3%, and our 8th grade population's scores decreased by 4%. The 2018 CAASPP data shows that in Mathematics, looking again at cohort groups of students who met or exceeded the	How will the school evaluate the progress of this goal? 1.1) Once the common formative assessments are completed and implemented, the teachers can start looking at the data in their PLC meetings and can immediately evaluate instructional strategies and approaches that worked and those that did not work. The conversations that the common formative assessment data will elicit in PLC groups will be valuable to the departments as they make decisions about future instruction and pacing related to improving student achievement. 1.2) The CAASPP data is evaluated yearly to determine if we are moving in the right direction and if our interventions are having the intended impact on student achievement. Although our scores are amongst the highest in the county, continual improvement is still an effort worth making. The MTSS process ensures that measurable data on this goal is
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<p>School Climate Survey data informed our goal to increase the number of students who feel connected to an adult on campus who cares and listens to them. The CHKS is only given every other year and only to 7th graders across the state, so we look at the data from the previous year's results (2017) for this area of study. The Hanover survey is given late in the school year, so the data we look at is also from the previous school year, 2017-18.</p> <p>1.4) Positive student attendance data comes from the 2017-2018 attendance reports. We looked at overall positive attendance, chronic absenteeism and truancy/unexcused absences over the course of the year.</p>	<p>standards,our 6th graders' scores increased by 4%, while our 7th and 8th grade scores stayed the same.</p> <p>Analysis of the MTSS data includes a targeted examination for each grade level as well as a global perspective of the entire student body over a 2-year period. Specifically, data on the number of students earning failing grades (F) and students earning below proficient (D) is evaluated.</p> <p>Semester grades from spring 2018 revealed that 12.8% of sixth grade students, 10% of seventh grade students, and 9.8% of eighth grade students earned one or more D's or F's at the end of the spring semester. As an entire school, 10.8% of the total student population earned one or more D or F grade.</p> <p>Our analysis of this data indicates that students achieved to a lesser degree in the 2017-2018 school year, as compared to the previous school year (2016-17). In this 2-year comparison, the overall percentage of students getting a D/F increased slightly, by 1.4%. By grade level, the percentage of 6th graders earning a D or F increased by 2.7%, 7th grade increased by .8%, and 8th grade increased by 1.1%.</p> <p>In a 3-year comparison, looking at 2015-16 data, the overall percentage of students getting a D/F remained consistent, decreasing by only .1%. By grade level, the percentage of 6th graders earning a D or F increased by 1.3%, 7th grade decreased by 1.9%, and 8th grade increased by .5%.</p> <p>1.3) The data from the CHKS shows us that 67% of students at Thurston feel that it is "pretty much true" or "very much true" that they have an adult at school that really cares about them. This is slightly higher than the state-wide average of 62.7%. 73% of students feel that it is "pretty much true" or "very much true" that there is a teacher or adult at school who listens when they have something to say. Here we are also above the state-wide average of 70.6%. However, we feel that this is still about 3 out of 10 students who are not feeling connected in a meaningful way here at Thurston, and we want to improve that.</p> <p>The Hanover survey shows that 45% of students "agree" or "strongly agree" that their teachers help them when they are upset. The same survey shows that 97% of our students "agree" or "strongly agree" that their teachers listen to them. Furthermore, the Hanover survey reveals that 67% of our</p>	<p>gathered and analyzed every six weeks. Teachers, counselors, administrators, instructional aides, and campus supervisors meet after each grading period to review progress on this goal and to discuss student academic achievement. Additionally, during this regular meeting every six weeks, all teachers and staff discuss strategies and supports that are increasing the academic achievement of our Tier II and Tier III intervention students, as well as those which may not be working so well.</p> <p>Once the site-wide plan for accommodations is created, the implementation will occur in the 2019-2020 school year. We will be able to evaluate the progress toward this goal by May of 2020. We will look at the number of students who are making use of the site-wide accommodations and evaluate to what extent these accommodations have led to an increase in academic achievement.</p> <p>1.3) The CHKS is given every other year, and as such we will not have any new results until 2020. At that time, we would anticipate the number of students who feel connected to an adult on campus who cares and listens to them rise by 25% to be closer to the 87% range.</p> <p>The Hanover School Climate Survey is given in late January/early February, so the results from that survey will be evaluated and we anticipate a higher percentage of our students feeling connected to a caring adult on campus who challenges, encourages, and listens.</p> <p>1.4) By June of 2019, we will be able to look at the positive attendance data as a whole for the year and we will compare it to last year's data. We will be able to see if our efforts at increasing positive attendance had an impact on increasing student attendance and reducing tardies and unexcused absences.</p>
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	<p>students "agree" or "strongly agree" that they can trust their teachers and the staff at TMS.</p> <p>Because feeling connected to one's school and the adults on campus is a very important factor in a student's academic success, social/emotional stability, and sense of empowerment, the data tells us that we need to do a better job of connecting with students and making sure that each child is connected to at least one caring adult on campus.</p> <p>1.4) Positive attendance data from 2017-2018 shows our rate was 96.14%. This is a 1.06% increase over the previous year's data. 49 (6.5%) students were chronically absent during the 2017-2018 school year, as opposed to the 81 students (10.6%) were chronically absent during the 2016-2017 school year. In 2017-2018, 156 students (20%) had 3 or more unexcused absences in comparison to the 2016-2017 school year data, when we had 200 students (26%) with 3 or more unexcused absences for the year.</p> <p>The data shows that our efforts to increase positive attendance rates and decrease unexcused absences have been effective. These efforts, led by Lisa Brackez, will be continued and systems will continue to be clarified and strengthened so that we can continue this upward trend in student attendance.</p>	
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STRATEGY:

Student Academic and Social/Emotional Growth

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action toward Goal #1.1</p> <p>Professional Learning Communities: PLCs meet on 26 Fridays throughout the school year, from 8:00-9:00 a.m., for a total of 26 hours.</p> <p>During PLC time, teachers are writing Essential Learning Outcomes (ELOs) and common formative assessments to ensure consistency across each content area and grade level.</p>	Jenny Salberg, Lisa Brackez, department chairs, and all grade-level teachers	Sept. 2018-June 2019	<p>One hour per week is dedicated to PLC time, which is funded in the salaries paid to each individual participant.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action toward Goal #1.1</p> <p>Professional Development for all staff: John Yost</p> <p>John Yost presented to all staff on the definition, purpose, and implementation of effective PLCs, and how they can transform a school.</p> <p>The expected outcome of this professional development is that the staff will be able to use their PLC time in a manner that is consistent with attaining the desired outcomes: dedicating our time to determining WHAT we want students to know, HOW do we know if they learned it, and WHAT do we do if they haven't.</p>	All staff	Sept. 2018-June 2019				
<p>Action toward Goal #1.1</p> <p>After-School Tutoring - Tier II intervention</p> <p>Offered to students who are identified as in need of math intervention in order to help them achieve expected learning outcomes.</p>	Jenny Salberg, Lisa Brackez, Brad Rush, Luis Antonio, Chris Nunziata, Maria Hoffman, and Yadi Rojas	Sept. 2018-June 2019	<p>Title I 13,433</p>			
<p>Action toward Goal #1.2</p> <p>MTSS (Multi-Tiered Systems of Support):</p> <p>Every six weeks teacher and staff get together for MTSS sessions to determine individual student goals, problem-solving, academic supports, or other supports that would be helpful for students, and to review student data to create additional support systems with the implementation of Best First Instructional practices.</p>	All staff	Sept. 2018-June 2019	<p>1000-1999: Certificated Personnel Salaries District Funded</p> <p>2000-2999: Classified Personnel Salaries</p>			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action toward Goal #1.2</p> <p>Professional Development: Accommodations vs. Modifications</p> <p>Presented by Irene White and Dr. Michael Keller</p> <p>Our staff is developing a list of universal accommodations that will be offered to all students on our campus on an as-needed basis, without the need for an IEP or 504 plan.</p>	All Staff at TMS; Irene White, Dr. Michael Keller	October 25, 2018				
<p>Action toward Goal #1.3</p> <p>Student Recognitions:</p> <p>Grade-level luncheons are twice a semester to recognize the quiet champions of the classrooms.</p> <p>Gold Card Awards recognize students who have achieved a GPA of 3.5 or higher in a semester.</p> <p>"Liveschool" is an online reward system where students earn points based on their "SMART" classroom or school environment behaviors. Raffle incentives are held weekly, and points accumulate for a chance to attend a celebration, called a SMART Assembly.</p> <p>"Post-Card Send Off" is a way teachers can communicate a congratulatory message to students and parents. By sending a post card through the mail, teachers can recognize students for positive behavior, contribution, or achievements.</p> <p>"Motivational Stickers" that send uplifting messages to students.</p>	Jenny Salberg, Lisa Brackez, Counseling staff, and all teaching staff	Sept. 2018; March 2018	Parent-Teacher Association (PTA)			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action toward Goal #1.3</p> <p>Counseling Initiatives:</p> <p>TMS Talks- weekly presentations by students, or staff on academic, social, emotional or career related topics. Students are given the option to attend the talks held in the Collaboratory during ESP.</p> <p>Career Talks: Thurston Middle School hosts people from a variety of careers who speak to students about their professional journey. Speakers are purposely chosen to reflect the 6 various Holland Codes (i.e., Realistic, Investigative, Artistic, Social, Enterprising, Conventional). Each code represents job clusters, which are associated with a person's personality, talent, educational goals, and preferences.</p> <p>Mindful Mondays- monthly proactive implementation of strategies to support resilience and growth mindset.</p> <p>Green Bench: TMS works with Mission Hospital in an outreach program to draw attention to students' ever-increasing stress levels and emotional concerns. The "Green Bench" encourages students struggling with socio-emotional issues to seek help and open up to a safe adult during Mental Health Awareness Week</p> <p>Student Support Specialist - offers social and emotional support to students who are at the tip of the triangle in MTSS.</p>	Jenny Salberg, Brad Rush, Nance Morrissey, Amanda Vanderveen and Ashley Blum	Sept. 2018-June 2019				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action toward Goal #1.3</p> <p>WEB (Where Everyone Belongs):</p> <p>WEB is an orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from 7th & 8th grade to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success.</p> <p>WEB helps students make real connections with each other, thus increasing school safety and reducing bullying. Through this program, students learn that people at school care about them and their success. WEB increases student achievement, enhances character development efforts, and helps to create an anti-bullying environment.</p> <p>United in Kindness/PALs/ Leadership:</p> <p>Thurston will continue to implement monthly activities throughout the school year to increase student involvement in carrying out acts of kindness and compassion.</p> <p>Keith Hawkins offers leadership and presentation trainings for WEB students.</p> <p>Examples include:</p> <ol style="list-style-type: none"> 1. Wear Orange Day- prevent bullying 2. Mental Health Awareness Week 3. WEB Wednesdays - once a month, on a Wednesday at lunch, activities are planned that connect students and teachers in a fun activity. Student/teacher teams compete against one another in activities such as corn hole, ping pong, and kan-jam. Spectators who choose not to participate on a team are still included via LiveSchool drawings, Pear Deck surveys, etc. 4. WEB Community Service- build a bike and donate the bike to a homeless shelter. <p>The Single Plan for Student Achievement</p>	<p>Jenny Salberg, Lisa Brackez, WEB advisors Darci Anderson, Jeff Dippel, Leah Prettyman, Katie Quirarte, and April Coffman</p>		<p>Anti-smoking T-shirts</p> <p>Leadership Activities</p> <p>Professional Guest Speakers</p> <p>Student recognitions</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Tobacco-Use Prevention Education</p> <p>Parent-Teacher Association (PTA)</p> <p>District Funded</p>	<p>1,000</p> <p>8,300</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action toward Goal #1.4</p> <p>Attendance:</p> <p>Attendance Plan TMS created an Attendance Plan to better monitor student attendance which clearly details the party responsible for collecting and evaluating attendance data, as well as the consequences for chronic and unexcused absences.</p> <p>"Parent Awareness" campaign to help decrease absences and tardies. Parents are reminded about the importance of attendance in the Weekly Wave and parents receive letters from the administration for excessive tardies and absences.</p> <p>Independent Study Contracts: When a student is going to be absent for 6+ days, they are given an Independent Study contract which, once signed by all teachers and proof of work is submitted, can allow the school to re-capture the absences into positive attendance.</p>	<p>Gwen Myers, Lisa Brackez, Nance Morrissey, Amanda Vanderveen</p>	<p>Sept. 2018-June 2019</p>				

Form A: Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) By June of 2019, at least 75% of students will report that they are aware of the Career and Technical Education (CTE) and Career and College Readiness (CCR) pathways at Thurston Middle School.
LCAP Priorities Areas 1, 2, 4, 5: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students; Student Achievement - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; Other Student Outcomes – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.

What data did you use to form this goal? To evaluate how many of our students are pursuing CTE/CCR pathways at TMS, we look at the LCAP survey to measure the degree to which students are aware of the CTE/CCR pathway explorations that are happening at TMS. Another measure of our students' engagement in CTE/CCR pathways is the enrollment in CTE/CCR-aligned electives, as well as the extracurricular clubs. There are currently 8 CTE/CCR-aligned electives as well as 16 CTE/CCR clubs on campus. We also look at the data from attendance at the voluntary TMS Career Talks, which are offered during ESP on Thursdays.	What were the findings from the analysis of this data? The LCAP survey showed that 60% of our students would "agree" or "strongly agree" that TMS is preparing them for college. 56% of our students would "agree" or "strongly agree" that TMS is preparing them for careers. This data is of concern to us, and definitely is not a positive reflection of the efforts we are making to help our students explore potential career pathways and to prepare them for college and beyond. Clearly we need to do a better job of being direct and intentional when engaging students in such activities. We do have very high enrollment in all CTE/CCR electives, with 40 sections being offered and an average class size of 25 students. Participation in CTE/CCR clubs is not easy to track, as students come and go in and out of clubs on a voluntary basis. But, in the 16 CTE/CCR clubs on our campus, we have an approximate average of 21 students in each club. Attendance at Career Talks indicates that students are very interested in hearing industry professionals speak about their passion for their careers. Voluntary attendance at the first two TMS Career Talks of this school year has ranged between 75-125	How will the school evaluate the progress of this goal? We hope to see an increase in the percentage of students who have an awareness of available CTE/CCR opportunities at TMS in the 2018-2019 LCAP survey, which will be administered in late November or early December, 2018. Progress of this goal can be measured by comparing the average class size per section in our CTE/CCR elective offerings for the 2019-2020 school year against the average class sizes per section this year. Further progress towards this goal will be evaluated by keeping current data on the overall student participation in the various CTE/CCR enrichment activities offered at Thurston Middle School. We will evaluate the perceived value of the Passion Projects as well. Upon their return from their selected field trip, students will complete a survey as well as a short reflection form. The survey will give us data that can be used to fine-tune the experiences we offer as well as to make sure that the experiences we choose continue to meet the needs of the students. The reflection that the students complete will allow the students the time to think about the impact that this
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	students.	opportunity had on them and to connect what they learned that day to what they want to continue to explore as potential careers and future pathways.
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STRATEGY:

Career and Technical Education (CTE) and Career and College Readiness (CCR) pathways

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>"My Next Move" College and Career exploration survey</p> <p>To facilitate student investigation of career possibilities, counselors guide 7th and 8th grade students through a survey, My Next Move. The survey elicits the students' likes and dislikes. Student responses indicate career categories associated with their preferences. Students identify their career categories and explore 2 or 3 jobs. For each career, students examine various job factors: the future outlook for the job market, the education required, a description of the job tasks, and the average income for a starting position. Students complete an assignment responding to their personal career search results.</p> <p>As a culminating activity, students submit their top selected careers to a Google Form. Using the top 10 careers on that list, Thurston counselors work with LBHS' Ms. Kimball to coordinate career speakers for the Black Box to present to interested students during ESP.</p>	Counselors, 7th and 8th grade Social Studies teachers	Sept. 2018-June 2019				
<p>Academic, Career and College Readiness (CCR) Electives currently offered:</p> <ul style="list-style-type: none"> Spanish 1a/1b French 1a/1b Mandarin 1a/1b Foreign Language Wheel 	<p>Jeff Dippel (Spanish 1a/1b)</p> <p>Randi Beckley (French 1a/1b, FL Wheel)</p> <p>Er Mei Fan (Mandarin 1a/1b, FL Wheel)</p> <p>Carl Nelson (Spanish portion of the FL Wheel)</p>	Sept. 2018-June 2019		<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career and Technical Education (CTE) Electives currently offered: <ul style="list-style-type: none"> • 6th grade Exploratory Wheel (offers a 9- week technology course and also a Strengths Finder course) • STEAM/Tech Wheel • Drama/Multi-Media Wheel • Coding • Forensics • Creative Arts Wheel • Band • Strings • Yearbook • Creative Arts • Leadership 	Electives teachers	Sept. 2018-June 2019		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded	
Extended Learning Opportunities with a CTE/CCR pathway connection (ofered to all students at Thurston during lunch and after school): <ul style="list-style-type: none"> • Geography Bee • Ecology Club • French Club • Mandarin Club • Spanish Club • Book Club • Jazz Band • Art Club • ASB • PALS • Coding Club • History Day Club • Destination Imagination • Model United Nations • Forensics Club • Protection Assembly for Wildlife Club 	Jenny Salberg, community members, and participating teachers	Sept. 2018-June 2019				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TMS Career Talks:</p> <p>During ESP time on Thursdays, students are invited to the Black Box to hear Career Talks given by professionals such as an Olympic athlete, a chef, a firefighter, a rock musician, etc.</p>	Jenny Salberg, Lisa Brackez, local community professionals; counseling staff	Sept. 2018-June 2019			Parent-Teacher Association (PTA)	
<p>Passion Project-</p> <p>Seventh and eighth grade students will participate in March choosing between 6 field trips on two days (April 2 or 3, 2019). The purpose of these field trips is to increase exposure to college and career readiness opportunities.</p> <p>The choices fall into six cluster career categories associated with students' answers to My Next Move survey: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. As of now, their field trip destinations are scheduled as:</p> <p>Realistic: Angels Stadium Investigative: Virgin Orbit Artistic: Sony Pictures Studio Social: Village of Hope Enterprising: Vans Headquarters Conventional: Finance Park</p>	Jenny Salberg, Lisa Brackez, counseling staff, teachers and 7 & 8th grade students	April 2 and 3, 2019			Parent-Teacher Association (PTA) Foundation	
<p>PBL (Project Based Learning):</p> <p>Thurston students participate in grade-level project units for enrichment.</p> <p>Activities include:</p> <p>6th grade – Oral History and Catalina Outdoor Science Camp 8th grade- Museum of Tolerance Field Trip 7th-8th grade- Passion Project 7th-8th grade World Language students- Global Village Project</p>	Jenny Salberg, Lisa Brackez, and grade-level teachers	September 2018-June 2019	<p>Passion Project & other field trips</p> <p>Oral History</p> <p>Substitutes</p> <p>Materials</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>District Funded</p> <p>Parent-Teacher Association (PTA)</p>	<p>3,000</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Licorice With Leadership:</p> <p>Once a month, the Leadership class offers a drop-in lunchtime opportunity whereby students can come in to explore a wide variety of ways in which they can get involved on campus. The purpose of this is to provide students the opportunity to get involved in activities and experiences that are actionable.</p>	Jenny Salberg, Lisa Brackez, Leah Prettyman	September 2018-June 2019				
<p>Stephanie Gamache, District Librarian</p> <p>Ms. Gamache offers our staff guidance and expertise in leading students through meaningful research and digital literacy. She led a professional development workshop where she explained current research databases as well as research skills that are built into the state standards which is just one way that we are preparing our students to be career and college ready.</p>	Stephanie Gamache,	October 26, 2018				
<p>Re-naming of Electives Courses:</p> <p>The electives which currently have "Wheel" in the name will be re-named. The word "Wheel" will be replaced by "Pathway" or "Path." The purpose of this is to align the CTE/CCR elective names with the terminology used by in the Common Core State Standards so that students recognize how their elective classes are offering them pathways into college and giving them exposure to future career choices. This is going to happen by the time we hand out the 2019-2020 school year elective cards.</p>	Jenny Salberg; Lisa Brackez; Gwen Myers	November 2018 - April 2019				

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 3: Professional Development focused on 21st Century teaching and learning.		
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) All staff will participate in professional development throughout the 2018-19 school year, with a special focus on Professional Learning Communities and the writing of essential learning outcomes (ELOs) and common formative assessments. Teachers will also seek out individualized professional growth opportunities which inform their teaching and have a high impact on student learning.		
LCAP Priorities 1, 2, 3, 4, 5, 6, 8: Basic-: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students; Course Access – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; Student Achievement- Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; Other Student Outcomes – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students, could also be included; Student Engagement - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; School Climate – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts		
What data did you use to form this goal? We analyzed data from the LCAP survey given in 2017-2018. This survey asks school staff about their attitudes toward professional development and how it impacts instructional practice. We also looked at the number of hours that our staff spends in professional development activities, as well as when these activities happen.	What were the findings from the analysis of this data? Data from the LCAP survey indicates that 69% of school level staff value professional development. 68 % of staff members indicated that professional development impacts their instructional practice. Professional Development data: 37 TMS certificated teachers will participate in a total of 1,110 professional development hours in the 2018-2019 school year. Classified staff is also offered the opportunity to participate in these days for extra pay. No subs are required for these professional days of training. PD activities calculated in the total are: <ul style="list-style-type: none"> • 3 days in August before school starts (21 hours x 37 staff members) • 3 Thursday minimum days after school (3 hours x 3 days x 37 staff members) 	How will the school evaluate the progress of this goal? Goal 1: All teachers in grade levels 6, 7, and 8 have created grade level norms and ELOs in order to maintain consistent content grade level alignment. Goal 2: Common formative assessments will be given at every 9 weeks and semester across the curriculum in grades 6, 7, and 8 to access what students have learned in regards to ELOs per content grade level. Goal 3: Those students who do not achieve 85% mastery on common formative assessments will receive Response to Intervention (RTI) support which is a multi-tier approach to support students needs with a variety of additional instruction to achieve mastery. Goal 4: Students who have achieved mastery will be given enrichment activities to further extend their learning. Results from the LCAP Survey 2018/2019 will determine success.Data from weekly PLCs will be tracked in order to determine the success of grade level common formative assessments in relation to department and grade level ELOs. Common formative assessments will help collaborative team

		teachers in grades 6, 7, and 8 determine if students have mastered ELOs. It is a formative assessment to help evaluate student achievement, and improve teaching.
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STRATEGY:
Professional Development

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum Specialists:</p> <p>Two TOSAs (Teacher on Special Assignment) are tasked with conducting research and trainings to offer teacher support in developing Essential Learning Outcomes and common formative assessments every nine weeks to evaluate student achievement.</p> <p>The LBUSD Professional Learning Communities (PLC) initiative for 2018/2019 was to focus more on student learning to improve teacher instruction. Professional Learning Communities (PLC) in 2018/2019 will focus on teachers creating Essential Learning Outcomes (ELOs) in order to answer the four guiding questions: Goal 1: What is it we expect students to know and be able to do? Goal 2: How will we know when they have learned? Goal 3: How will we respond when they do not learn? Goal 4: How will we respond when they already know it?</p> <p>Essential Learning Outcomes (ELOs) align grade level curriculum. TOSAs and teachers focus on professional development to ensure content alignment in grades 6, 7, and 8. All conferences and professional development must align with department ELOs in order to ensure Best First Instruction.</p>	Curriculum Specialist TOSAs (Jesse Rothman, Chris Nunziata & Sarah Schaeffer), Jenny Salberg, and all teachers	Sept. 2018-June 2019		1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities (PLC): Teacher weekly collaboration for the implementation of ELOs, creation and evaluation of common formative assessment data, share and implement Common Core strategies, and to inform Best First Instruction. Trainings: <ul style="list-style-type: none"> • Essential Learning Outcomes- John Yost • Media Tech & Library Specialist- Stephanie Gamache • Modifications v. Accommodations- Irene White and Dr. Keller 	Jenny Salberg, Lisa Brackez, TOSAs, and all certificated teachers	Sept. 2018-June 2019				
Vertical Articulation Day: The purpose is to reinforce the value and importance of everyone using the same dialog and vocabulary.TMS 6th grade teachers visit 5th grade teachers from El Morro and Top of the World Elementary Schools to visit classrooms, and discuss with 5th grade teachers the strengths and weaknesses of 5th grade transition to TMS.TMS hosted 9th grade teachers from LBHS to visit classrooms and discuss with 8th grade teachers the strengths and weaknesses of 8th grade transition to LBHS.	Dr. Odipo, Jenny Salberg, Curriculum Specialist TOSAs, Kim Mathson, and all 9th & 5th grade participating teachers	Sept. 2018-June 2019		1000-1999: Certificated Personnel Salaries	District Funded	
MTSS (Multi-Tiered Systems of Support): Every six weeks teacher and staff get together for MTSS sessions to identify Response to Intervention (RTI), and Positive Behavioral Intervention and Supports (PBIS) frameworks to review academic, attendance, and behavioral supports for Tier II students per grade level. Tier II student needs, goal-setting decision making for students, and reviewing student data to create additional support systems with the implementation of Best First Instructional Practices.	Jenny Salberg, Lisa Brackez, counselors, and grade level teachers and classified staff	Sept. 2018-June 2019				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Rocket Ready</p> <p>A District-led consortium of certificated staff members who engaged in a self-directed professional development. The required "Mission Tasks" focus on enhancing technology innovation in 21st century teaching and learning, with a heavy emphasis on classroom application and reflection.</p> <p>This year one teacher will participate in Level II and one teacher will participate in Level III to continue the process of challenging teachers to apply their curriculum to world- changing projects so that their students can see real-world results of their learning.</p> <p>Year 1: Collaboration – Real World Problem Solving Year 2: Presentations – Real World Problem Solving, Student Relationships Year 3: Research – Real World Problem Solving, Student Relationships.</p>	Mike Morrison, Jenny Salberg, and Alexis Carol and Tammy Bonneville	Sept. 2018 -June 2018				
<p>Conferences:</p> <p>Thurston teachers attended conferences throughout the year based on area content or Common Core strategies.</p> <p>Included are:</p> <ul style="list-style-type: none"> • Collaborative Teaching • CA Environmental Phenomena Summit • Arts Schools Network Conference • OCDE Symposium • Math Conference • Catlin Tucker StudySync • NGSS Implementation Team • Project Alert Pilot TUPE • Path to Proficiency • Vertical Articulation 	Jenny Salberg and participating certificated and classified staff	Sept. 2018-June 2019		5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>District Days-</p> <p>The district has provided the opportunity for each department to take 2 days per school year for professional development. Teachers may opt out of the professional development for pay if they choose to not participate.</p>	Jenny Salberg, Lisa Brackez, Department Chairs, and all participating certificated teachers	Sept. 2018-June 2019				
<p>LBUSD Leadership Academy-</p> <p>An optional 30-hour professional development program for all employees designed to provide the necessary skills in leadership, communication, and collaboration for any employee to lead in whatever capacity they desire. The program is designed to support learning communities, and also prepare you employees for potential growth opportunities.</p>	Leisa Winston, 10 certificated teachers, and 4 classified staff members	Nov. 2018-June 2019				

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 4: Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) Thurston Middle School administration will maintain its "good" facility rating and student safety perception, and adhere to the updated Comprehensive School and Safety Plan. TMS staff and teachers will continue to cultivate classroom learning environments that foster critical thinking, collaboration, creativity, and communication to promote student learning.
LCAP Priorities 1, 2: Basic-: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students

What data did you use to form this goal? LBUSD Facility Inspection Tool- 2018, California Healthy Kids Survey- 2017/2018, and the LCAP Survey 2017/2018	What were the findings from the analysis of this data? According to the Facility Inspection Tool Evaluation, Thurston Middle School's overall facility rating is "Good" (95.62%) which indicates that the facilities are maintained in good repair with normal wear and tear. In addition, data from the Healthy Kids Survey from 2017-2018 indicated that 83% of seventh grade students felt that Thurston Middle School provided a safe learning environment. The 2017/2018 LCAP Survey indicated that 81% of students, parents and school- level staff felt that their schools facilities were well secure, and clean. In addition, 66 % stated that the school was well maintained, 81% stated TMS provides adequate equipment for student learning, and 83% agree that TMS provides a positive learning environment for students. Additional forms of data included teacher observation and conversations. For example, it was noted by site administration the number of teachers willing to re-arrange their own classrooms to a more collaborative setup. It was further noted that teachers were using School Power monies and PTA monies for tangible items that contribute to the development of critical thinking, collaboration, creativity, and communication.	How will the school evaluate the progress of this goal? Results of the LCAP Survey of 2018-19 will be used to assess whether Thurston Middle School has improved the percentage of students that feel safe and supported on campus. Additionally, continued informal data will be collected during meetings with Thurston's Principal and the district facilities department. These meetings will be held on site at Thurston Middle School and will allow for the continued progress to ensure that the school is consistently well maintained.
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STRATEGY:
Safe, attractive, clean, well equipped learning environment

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Hanover LCAP Survey & School Climate Survey:</p> <p>Teachers, parents, and students take this survey to evaluate school climate and culture in order to identify areas needing improvement.</p>	Jenny Salberg, SSC committee members, all staff, students and parents	Sept. 2018-June 2019				
<p>Comprehensive School Safety Plan (CSSP):</p> <p>A comprehensive school safety plan is mandated by California Education Code 32281. Teachers and staff members shall develop a “safety plan” relevant to the needs and resources of the school. Staff members have been trained in case of an emergency and how to react. Our message repeatedly is that you have to access the situation and act appropriately.</p> <p>PTA has provided new classroom safety supply backpacks that are updated yearly.</p> <p>21 security cameras are located throughout the school to ensure staff and student safety as well as deter vandalism.</p> <p>Thurston has an Emergency container stocked with food, water and first aid equipment.</p> <p>Drills:</p> <ol style="list-style-type: none"> 1. Great California ShakeOut Drill- yearly 2. Earthquake & Fire Drill- monthly 3. Lockdown & Shelter in Place- 4 a year 4. Active Shooter Drill- yearly 	Jenny Salberg, Liza Brackez, PTA, faculty and staff	Sept. 2018-June 2019				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>District Safety Committee:</p> <p>The committee holds four to five meetings a year and is aligned from school to school to regulate specific district and school safety procedures, and adheres to state and federal laws on the number and types of drills. TMS members include administration, certificated and classified staff members who encompass the information into our Comprehensive School and Safety Plan. Administration also participated in table-top drills that took place at the library at LBHS with role playing different scenarios.</p>	LBUSD District Safety Committee, SRO Officer Ashton, Lisa Brackez, Amy Cochran, Elizabeth Phillips and Patrick Kenny.	Sept. 2018-June 2019	6000-6999: Capital Outlay District Funded			
<p>Security Resource Officer (SRO):</p> <p>The district has hired Corporal Cornelius Ashton to provide safe and secure learning environments in our districts schools. He provides valuable resources to school staff members, and fosters positive relationships with students on our campus.</p>	District, SRO Officer Ashton	Sept. 2018-June 2019				
<p>Facility Inspection Tool:</p> <p>Maintenance Areas Include:</p> <ul style="list-style-type: none"> • Roofing replacement • HVAC system repairs and change outs • Door hardware repairs • Asphalt repair/seal/stripe • Irrigation repairs • Drinking fountain upgrades • Main quad enhancements, • Exterior building painting 	Ryan Zajda, Jenny Salberg, Lisa Brackez, and custodians	Sept. 2018-June 2019	None Specified District Funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RAPTOR System: Records accurate and reliable security sign-in history for every visitor that enters the school.						
Live Scan: Required digital fingerprinting for all volunteers who work over five hours a week at Thurston. Volunteer fingerprints are securely transmitted to a government agency, which performs a criminal history background check using the Automated Fingerprint Identification System (AFIS).						

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 5: By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.		
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) Thurston Middle School will maintain or increase its percentage (74%) of parents/stakeholders communication and satisfaction as well as communicate with all stakeholders in such ways as to strengthen the meaningful participation in the learning process.		
LCAP Priorities 3, 6, 8: Course Access – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; Student Engagement - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; School Climate – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.		
What data did you use to form this goal? LCAP Survey 2017/2018, parent and staff conversations, and written communication from parents.	What were the findings from the analysis of this data? Analysis of the 2017/2018 LCAP Survey showed that 74% of the parents at Thurston Middle School agreed and strongly agreed that they were overall, satisfied with the communication from TMS. Informal data revealed that Thurston Middle School utilizes multiple methods to communicate with students, parents, staff, and community members. For example, all teachers, students, and parents have access to both PowerSchool and Aeries as a form of digital communication.	How will the school evaluate the progress of this goal? Results of the LCAP Survey of 2018-19 will be used to assess whether Thurston Middle School has improved the percentage of communication in various formats with all stakeholders. Furthermore, progress will be monitored by comparing and contrasting the various means in which communication occurs at Thurston Middle School. For example, throughout the year, teachers and administrators will reflect on the opportunities in which they have had to facilitate the learning process through meaningful communication with students, parents, and community members.
STRATEGY: Communication		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SMART Goals:</p> <p>“6 for 6th,” “7 for 7th” and “8 for 8th”:</p> <p>Is a plan to convey a common message to incoming students and their families. To help all students develop the skill sets and attitudes needed to be successful, teachers collaborated to choose six key focus points that focuses on time, supplies, consistent use of planner, organization of binders and checking of online grades.</p>	Jenny Salberg, Lisa Brackez, and all teachers	Sept. 2018-June 2019		None Specified	District Funded	
<p>Aeries.Net:</p> <p>Aeries allow both parents and students the ability to view grades as teachers input them, making feedback quick and meaningful</p>	All grade level teachers	Sept. 2018 -June 2019		None Specified	District Funded	
<p>LCAP Survey:</p> <p>Teachers, parents, and students take this survey to evaluate school climate and culture in order to identify areas needing improvement.</p>	Jenny Salberg, SSC Committee, all staff members, students, and parents	Sept. 2018-June 2019		None Specified	District Funded	
<p>PTA Volunteer opportunities:</p> <p>Help teachers, assist in the front office, and facilitate events.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. EPIC Challenge 2. Ball Room 3. Super Hike 4. WEB Wednesdays 5. Oral History Luncheon 6. 8th Grade Promotion Activities <p>STRIKE Team Dads-</p> <p>Help to facilitate safety and traffic in the mornings for school safety.</p>	Jenny Salberg, and PTA Volunteers	Sept. 2018-June 2019		None Specified	Parent-Teacher Association (PTA)	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council: Members are selected every two years for stakeholder representation and input for the Single Plan for Student Achievement (SPSA) as well as forming the LCAP.	Jenny Salberg, and SSC Committee members	Sept. 2018-June 2019		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded	
School Communication: Includes: <ul style="list-style-type: none"> • Weekly Principal Updates • Thurston PowerSchool Learning webpage (formerly Haiku) • TMS Marquis • TMS Callouts • Weekly Wave • Daily announcements • PTA website, meetings, and PTA email blasts 	Jenny Salberg, Lisa Brackez, and grade level teachers	Sept. 2018 -June 2019		None Specified	District Funded Parent-Teacher Association (PTA)	
Parent Information: Includes: <ul style="list-style-type: none"> • Back to School Night • Open House • Incoming 6th Grade Parent Information Night • GATE Parent Information Night • Catalina Parent Night • Coffee Talks • PTA monthly meetings • PTA Website (thurstonpta.org) • PTA Happenings email blasts • Dr. Jerry Weichman (The Weichman Clinic) 	Jenny Salberg, Lisa Brackez, and all teachers	Sept. 2018-June 2019		1000-1999: Certificated Personnel Salaries None Specified	District Funded Parent-Teacher Association (PTA)	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PowerSchool Learning Teacher Blogs:</p> <p>Teachers have daily blogs to communicate assignments and pertinent class-related resources such as teaching notes, worksheets, and information regarding upcoming events. It is an interactive web- based forum among parents, students, and teachers.</p>	All grade level teachers	Sept. 2018-June 2019		5000-5999: Services And Other Operating Expenditures	District Funded	
<p>Live School:</p> <p>Live School is a positive behavior intervention and support (PBIS) system that allows all staff members to award "points" to students who demonstrate SMART behavior. These "points" can be used to purchase rewards intermittently, such as TMS gear or special privileges.</p>	All teachers and staff	Sept. 2018-June 2019		None Specified	None Specified	

Form D - School Site Council Membership: Thurston Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Salberg	X				
Randi Beckley		X			
Michelle Martinez		X			
Maria Reichel				X	
Barbara Evans				X	
Sheri Morgan				X	
James Azadian				X	
Annie Sadler			X		
Numbers of members of each category	1	2	1	4	0

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.

Form E - Recommendations and Assurances (Thurston Middle School)

The school Advisory council (SAC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Other committees established by the school or district (list):

General Education Parents

Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
5. 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.
6. This SPSA was presented to the district LCAP committee on: December 11, 2018

Attested:

Jennifer Salberg

Typed Name of School Principal

Signature of School Principal

Date

Randi Beckley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date