



**FALL 2018 CA DASHBOARD  
LOCAL INDICATORS REPORT FOR THE  
THRIVE PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators for the LEA's CA Dashboard.

The following is **Thrive Public School's** Local Indicator Self-Reflection Report for the Fall 2018 CA Dashboard Local Indicators.

**The criteria for each of the 5 Local indicators (Priority 1, 2, 3, 6, & 7) are:**

- **Met**
- **Not Met**
- **Not Met for Two or More Years.**

**PRIORITY 1: Basics – Appropriately Assigned Teachers,  
Access to Curriculum-Aligned Instructional Materials, & Safe,  
Clean and Functional School Facilities**

**Findings reported:**

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **0**
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

**OPTIONAL NARRATIVE:**

N/A

**CRITERIA: MET**

## **PRIORITY 2: Self Reflection Tool for Implementation of State Academic Standards**

**Standard:** Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

**LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):**

- **1 - Exploration and Research Phase**
- **2 - Beginning Development**
- **3 – Initial Implementation**
- **4 - Full Implementation**
- **5 - Full Implementation and Sustainability**

**Thrive Public Schools selected Option 2 Reflection Tool:**

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

- English Language Arts - Common Core State Standards for English Language Arts: **4**
- English Language Development (Aligned to English Language Arts Standards): **3**
- Mathematics - Common Core State Standards for Mathematics: **3**
- Next Generation Science Standards: **3**
- History-Social Science: **3**

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

- English Language Arts - Common Core State Standards for English Language Arts: **5**
- English Language Development (Aligned to English Language Arts Standards): **3**
- Mathematics - Common Core State Standards for Mathematics: **4**
- Next Generation Science Standards: **4**
- History-Social Science: **5**

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

- English Language Arts - Common Core State Standards for English Language Arts: **5**
- English Language Development (Aligned to English Language Arts Standards): **3**
- Mathematics - Common Core State Standards for Mathematics: **4**
- Next Generation Science Standards: **4**
- History-Social Science: **4**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

- Career Technical Education: **2**
- Health Education Content Standards: **3**
- Physical Education Model Content Standards: **NA**
- Visual & Performing Arts: **4**
- World Languages: **4**

Physical Education Standards does not apply to Thrive Public Schools, as it does not provide Physical Education per its charter petition.

**5. During the 2017-18 school year (including summer 2017) or during the 2016-17 school year (including summer 2016), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

- Identifying the Professional Needs of groups of teachers or staff as a whole: **5**
- Identifying the professional learning needs of individual teachers: **5**
- Providing support for teacher on the standards they have not yet mastered: **4**

**CRITERIA: MET**

**OPTIONAL NARRATIVE:**

## **PRIORITY 3: Self-Reflection Tool for Parent Engagement**

**Standard:** Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

### **Thrive Public Schools selected OPTION 1: Parent Survey**

**INSTRUCTIONS:** If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

### **PARENT SURVEY FINDINGS:**

#### **PARTICIPATION RATE**

Thrive Public Schools administered a parent survey in English and Spanish. A total of 101 parents completed the English version, and 6 parents completed the Spanish survey, an 18% parent participation rate.

#### **SURVEY FINDINGS:**

Thrive Public Schools administered a parent survey in English and Spanish survey to gather input and feedback on their experiences at Thrive.

In its survey, Thrive used a **Net Promoter Score (NPS)**. NPS is a management tool that measures customer service experience and predicts business growth. Respondents are grouped as follows:

- **Promoters** (score 9-10) are loyal enthusiasts who will keep buying and refer others, fueling growth.
- **Passives** (score 7-8) are satisfied but unenthusiastic customers who are vulnerable to competitive offerings.
- **Detractors** (score 0-6) are unhappy customers who can damage your brand and impede growth through negative word-of-mouth.

Subtracting the percentage of Detractors from the percentage of Promoters yields the Net

Promoter Score, which can range from a low of -100 (if every customer is a Detractor) to a high of 100 (if every customer is a Promoter).

The following are the results of the **English version of the parent survey**:

- How likely are you to recommend Thrive Public School to a friend or colleague?  
**NPS 22**
- 94% agree/strongly agree they have a positive relationship with their child's teacher.
- 80% agree/strongly agree they have a positive relationship with the school's leadership team.
- 80% agree/strongly agree their family feels like part of the school's community.
- 98% agree/strongly agree they receive regular communication from Thrive
- 72% respondents have attended at least one parent informational meeting
- 36% have participated in the Family Action Network (FAN)
- 26% have attended the monthly coffee/teas hosted at their site.
- 13% set up meetings with teachers

The following are the results of the **Spanish version of the parent survey**:

- How likely are you to recommend Thrive Public School to a friend or colleague?  
**NPS 17**
- 100% agree/strongly agree they have a positive relationship with their child's teacher.
- 83% agree/strongly agree they have a positive relationship with the school's leadership team.
- 100% agree/strongly agree their family feels like part of the school's community.
- 100% agree/strongly agree they receive regular communication from Thrive
- 100% respondents have attended at least one parent informational meeting
- 0% have participated in the Family Action Network (FAN)
- 17% have attended the monthly coffee/teas hosted at their site.
- 17% set up meetings with teachers

In order to accurately measure the school's progress in seeking input from parents in decision making and promoting parental participation in programs, the requirements of Priority 3, the Principals at Thrive Public Schools will research a valid evidence-based parent survey for the Spring 2019 parent survey administration such as the CA Parent Survey to ensure accurate survey reporting and input from parents/guardians. The CA Parent Survey is an evidence-based survey, recommended by the California Department of Education (CDE) and as part of the school' LCAP process and adherence to Priority 3. WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract with the CDE Coordinated School Health and Safety Office.

**CRITERIA: MET**

## **PRIORITY 6: School Climate**

**Standard:** Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

### **INSTRUCTIONS:**

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions have, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### **Findings reported:**

#### **PARTICIPATION RATE:**

Thrive Public School administered an internal Student Survey to grades TK-10. A total of 194 students in grades TK-10 participated and completed the survey, a 32% student participation rate.

#### **SURVEY FINDINGS:**

The following are the results of the student survey.

- **Question:** How likely is it that you would recommend Thrive Public Schools to a friend or colleague? NPS -13

- 84% feel safe at school.
- 43% are very satisfied with the school.
- 29% are somewhat satisfied with the school.

For the end of year (Spring 2019) student survey, TPS will research an evidence-based comprehensive survey to gather student input on school connectedness, school climate and safety, that adheres to the requirements of Priority 6, that will inform all stakeholders, in the school's program and support the ongoing schoolwide improvement cycle. The CHKS, along with its two companion surveys—California School Staff Survey (CSSS) for staff and the California School Parent Survey (CSPS) is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Surveys (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being.

**CRITERIA: MET**

## **PRIORITY 7: Access to a Broad Course of Study**

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**INSTRUCTIONS:** LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Thrive Public School's four campuses are located in three of San Diego's most distressed neighborhoods. Thrive seeks to serve a student body that is representative of San Diego's diversity, and our school community encompasses children living in poverty and the children of professionals, English learners, students seeking a fresh start after past school challenges, and children from 37 different zip codes enrolled in TK through high school. Half of our students will be the first in their families to attend college.

Currently, our school serves approximately 967 students in grades TK-11, with student demographics that include: 47.3% Hispanic, 23.1% White, 13.1% African American, 8.6% 2+ Races, 4.8% Asian, of which 59.6% Socio-economically Disadvantaged; 17.1% English Language Learners (ELL), 17.5% have learning and developmental disabilities.

Via the allocation of resources in this LEA, Thrive seeks to support high academic and socio-emotional growth for every student in order to become a tipping point for community transformation in San Diego's highest need neighborhoods. Our academic model is a unique combination of cutting-edge technology and instructional practices that hone students' academic skills through personalized, blended learning and cultivate students' passions through project-based learning. Our rich academic curriculum is supported by practices such as morning meeting, Responsive Classroom, and Council, which support socio-emotional growth. In Thrive's innovative model, our students' agency, empathy and discernment, and every student graduates college-prepared, career-inspired, and community-minded.

Thrive Public Schools believes that in order to prepare all students for post-secondary education and for the careers of the 21st century, it is critical that our school provide all

students with access to a broad course of study, in alignment with CA. Ed Code 51220, as applicable, which includes English, Math, Social Science, Science, VAPA, and Foreign Language, including unduplicated students and students with exceptional needs. This will be verified by the Principal's analysis of weekly classroom schedules for each teacher, coupled with classroom observations to verify that schedules are being followed. This will also be measured by an annual analysis of student transcripts and master schedule, which will not only serve as evidence for being enrolled in a broad course of study, but is also used by counselors, Advisory teachers, students and parents/guardians to monitor if the student is on track to graduate. This applies to all students and subgroups including unduplicated students and students with exceptional needs to ensure they are all benefitting from a broad course of study.

- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Thrive Public Schools, all students are enrolled in ELA, mathematics, science/lab science and social studies. In addition, K-8 students have access to Art Exploratory & Movement Exploratory; Grades 9-10 have access to coursework in art and design and UC A-G approved courses, as part of the school's high school graduation requirements. There are no differences to accessibility to courses across student groups at Thrive Public Schools.

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

Currently, 100% of the students have access to a broad course of study and Thrive Public Schools will continue to monitor this to ensure no barriers arise to change access.

- 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students.**

Due to the current success of Thrive Public Schools in providing all students with access to a broad course of study, no changes are currently planned, however this data will continue to be monitored and revisions made, with implementation as needed.