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Charter Term: 2014 – 2019
Grade Span: K-12

CDS Code: 3776900134429
Charter #: 1696

An Introduction to Thrive Public School

Thrive Public School is a charter school that innovates, adapts and expands the concept of a 21st century school by leveraging technology and collaboration to provide a rigorous and highly individualized TK-8 academic program for diverse students in central San Diego. Thrive is new paradigm for public education that *Engages Learners and Personalizes Learning* to help all students be College-Prepared, Career-Inspired and Community-Minded.

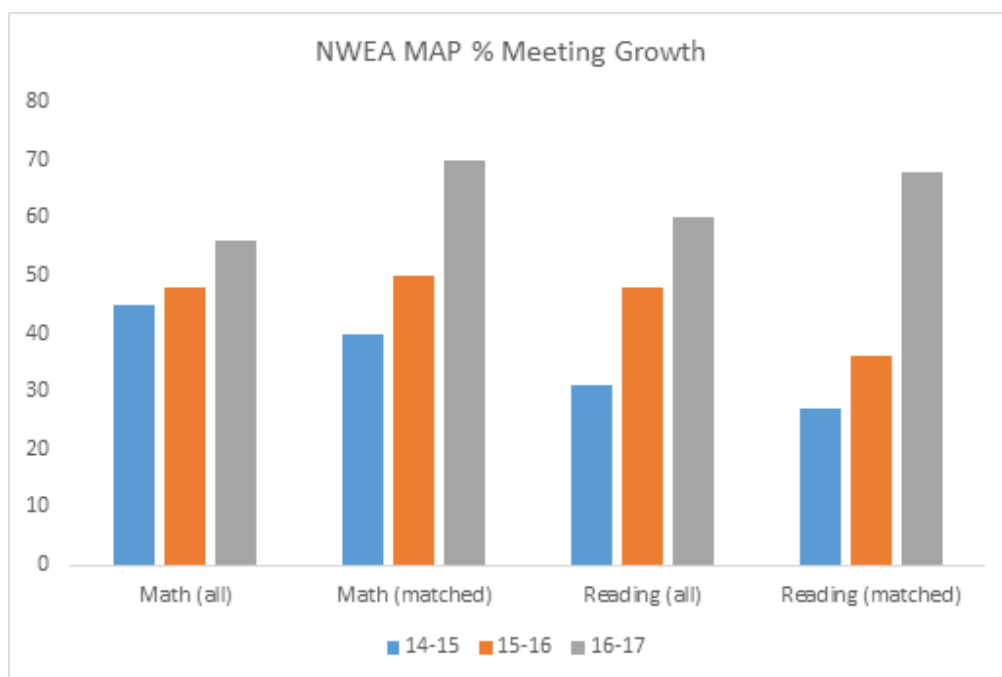
Our demographics, as shared on the CDE Dashboard are as follows:

Thrive Public (SBE) - San Diego County

Enrollment: 461 Socioeconomically Disadvantaged: 51.8% English Learners: 17.8% Foster Youth: 0.4%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Fall 2017

As a result of increased enrollment and grade expansion, this year many of our students are new to Thrive and our innovative instructional model. A vast majority of our new students began the school year well below grade level and grow steadily as they continue in our community. The following graph shows interim results for students who have been with us over multiple years (matched) verses the entire student body.



Response from Thrive Public



Thrive aims to close this gap through thoughtful personalized learning, small group instruction, adaptive online learning programs as well as robust projects that make meaning of learning in a real world context. As a critical part of our model, Thrive depends on data collected from various sources to inform our instruction and guide decision making. We monitor student progress in a variety of ways—through MAP testing three times a year, weekly reviews of online learning data and formative and summative classroom assessments, and now the California School Dashboard. Thrive relies on the NWEA Measure of Academic Progress (MAP) test in Math and English Language Arts to give us a deeper snapshot of student growth and call attention to the need for intervention. The MAP test is administered three times per year, data is analyzed and course correcting takes place when necessary. MAP also offers projections on how students will fare on CAASPP assessments and the ACT college admissions exam. For this reason the following discussion of our California School Dashboard Report will include a cross-walked conversation referencing Thrive’s NWEAP MAP results and other measures where appropriate (Element 3).

The California School Dashboard & Additional Measures of Success

Given the change to Thrive’s CDS code upon adding the high school to our charter, the California School Dashboard has limited data and no change data to analyze. That said, Thrive is dedicated to student achievement and growth and achievement as seen through multiple measures. We will use the framework provided in the Equity Report to structure our discussion, beginning with State Indicators and followed by Local Indicators.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		N/A	N/A
English Learner Progress (1-12)		N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met



State Indicators

All Students Student Group Report

Thrive Public (SBE) - San Diego County

Enrollment: 461 Socioeconomically Disadvantaged: 51.8% English Learners: 17.8%
 Foster Youth: 0.4% Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 🔗	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.5%	*
English Language Arts (3-8)		Low 37.2 points below level 3	*
Mathematics (3-8)		Low 79.5 points below level 3	*

Chronic Absenteeism: We do not yet have data or color-coded indicators on the state indicators of Chronic Absenteeism. Another measure of Student Engagement (Element 2, Goal 5) includes Thrive’s current ADA of 94%. This ADA is an area of concern for us and we have created a study group consisting of our Directors (principals), Deans and Assistant Directors to action plan for increased attendance. As we have not yet graduated any students, we do not have high school graduation or dropout rates to report. Looking toward the future, we have put in place systems to prevent drop out rates, including a daily advisory class at the middle school and high school level that provide the space, time and skill building necessary for students to feel connected to each other and their school. At the high school level, each student also has an academic mentor that meets with him/her weekly to review academic goals and progress toward those goals.

Suspension Rate: According to the California Schools Dashboard, Thrive’s suspension rate, K-12, is Medium (2.5%). In Charter Element 2, Goal 6, we indicate a goal of maintaining a suspension rate below 3%. Thrive is currently meeting that goal. When looking at our subgroup data, Thrive’s suspension rate continues to be under 3% with the following exceptions: Socioeconomically Disadvantaged Students (3.3%, n=274), Hispanic Students (4%, n=202), and Two or More Races (4%). To date, Thrive Public Schools has not expelled any students (Element 2, Goal 6).

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	Student Performance	Number of Students	Status	Change
All Students		523	Medium 2.5%	*
English Learners		93	Medium 2.2%	*
Foster Youth		2	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		274	High 3.3%	*
Students with Disabilities		76	Medium 2.6%	*
African American		72	Medium 2.8%	*
American Indian		7	*	*
Asian		19	Very Low 0%	*
Filipino		5	*	*
Hispanic		202	High 4%	*
Pacific Islander		4	*	*
Two or More Races		25	High 4%	*
White		169	Medium 1.2%	*

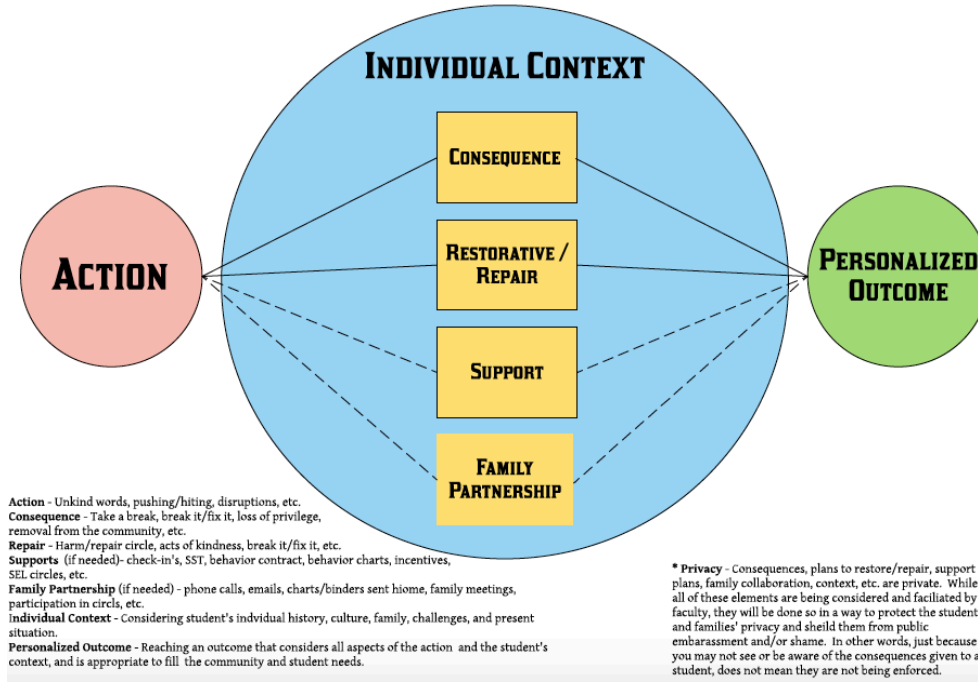
Thrive Public Schools believes that building a strong community and restoring students to that community when harm is caused is the best approach to student discipline and seeks to maintain an atmosphere where mistakes are valued as learning opportunities, and where consequences given support that learning and the repair of harm. To this end, Thrive is actively working to achieve a “Low” rating for suspensions. We have implemented the following practices to support this goal:

- Targeted intervention circles for students at risk of suspension. Students begin and end their day with breath exercises, goal setting and goal tracking, and gratitude/celebrations.
- Parent circles and parent education classes on restorative practices. We recognize that giving families tools that align with our vision of community helps the learning continue beyond the school walls.
- Defining our model for Community and Consequence as a personalized approach targeted to meet student needs and sharing this model with all staff and families.

Response from Thrive Public



COMMUNITY AND CONSEQUENCES



English Language Arts (Element 2, Goal 4): The California School Dashboard indicates Thrive's English Language Arts (3-8) to be 32.7 points below level three, with an indicator of "Low," with our English Learners (n=4) being the lowest achieving subgroup (96.8 points below level 3) and our White students in the "High" category (13.8 points above level 3, n=52).

	Student Performance	Number of Students	Status	Change
All Students		176	Low 37.2 points below level 3	+
English Learners		42	Very Low 96.8 points below level 3	+
Foster Youth		1	+	+
Homeless		0	+	+
Socioeconomically Disadvantaged		100	Very Low 70.9 points below level 3	+
Students with Disabilities		31	Very Low 83.8 points below level 3	+
African American		27	Very Low 70.1 points below level 3	+
American Indian		2	+	+
Asian		3	+	+
Filipino		1	+	+
Hispanic		80	Low 67.1 points below level 3	+
Pacific Islander		1	+	+
Two or More Races		10	+	+
White		52	High 13.8 points above level 3	+

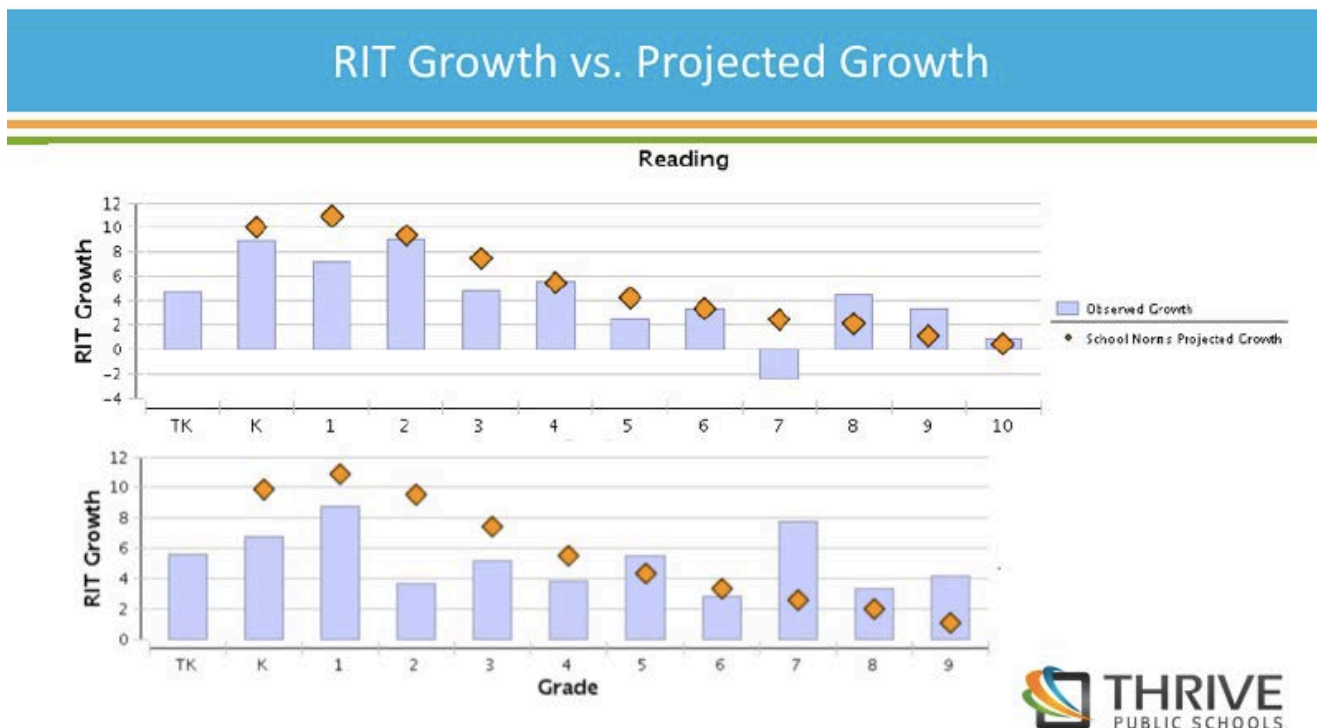
Response from Thrive Public



To address this disparity in achievement, and our students' overall need for greater access to English Language Arts standards, Thrive has implemented a school-wide cycle of research and inquiry. Several expert texts were selected (*The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* by Jennifer Serravallo; *Text-Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading* by Douglas Fisher; *Text-Dependent Questions, Grades K-5: Pathways to Close and Critical* by Douglas Fisher; *Cooperative Learning Writing Activities* by Jeanne Stone; *Cooperative Learning Reading Activities* by Jeanne Stone; and *Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy* Jeff Zwiers) and teachers formed small groups to read, implement, assess, discuss and adjust the strategies offered in one of these texts. At the end of the year, inquiry groups will be sharing their findings and the leadership team will be adjusting our 2018-2019 approach to balanced literacy based on this work.

It is also important to include student growth in our conversation around English Language Arts. As mentioned earlier, many of Thrive's students come to our community already significantly behind. For this reason, we use an assessment of growth (NWEA MAP) to track their progress as they move toward grade level mastery.

The following chart shows our students' growth in reading comprehension from December 2016 (bottom chart) to December 2017 (top chart). The orange diamonds indicate student growth targets, and the blue bars show the extent to which those targets were met. Increased growth performance can be noted in grades K, 2, 4, 6 and 8. In December 2016, 4 of 10 grades met their growth targets. In December of 2017, 6 of 11 grades met targets, with another grade (K) almost meeting.



Response from Thrive Public



Mathematics (Element 2, Goal 4): The California School Dashboard indicates Thrive’s Mathematics (3-8) to be 79.5 points below level three, with an indicator of “Low,” with our Students with Disabilities (n=31) being the lowest achieving subgroup (140 points below level 3).

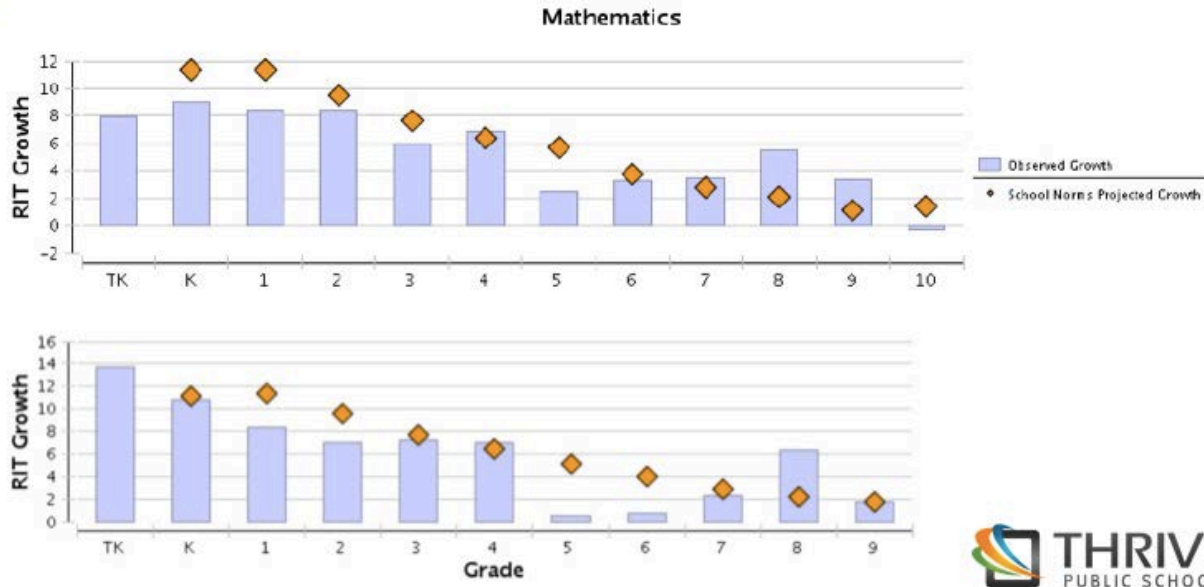
Student Performance	Number of Students	Status	Change
All Students	176	Low 79.5 points below level 3	*
English Learners	42	Very Low 128.2 points below level 3	*
Foster Youth	1	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	100	Very Low 109.8 points below level 3	*
Students with Disabilities	31	Very Low 140 points below level 3	*
African American	27	Very Low 121.6 points below level 3	*
American Indian	2	*	*
Asian	3	*	*
Filipino	1	*	*
Hispanic	80	Very Low 105.1 points below level 3	*
Pacific Islander	1	*	*
Two or More Races	10	*	*
White	52	Low 30.3 points below level 3	*

Given this data, Thrive is conducting a review of its current approach to mathematics instruction and curriculum. Up to this point, we have been using a personalized, Online Learning Program (OLP) approach for meeting student needs for mathematics. OLPs such as ST Math and Zern have been the backbone of our program and, at the formative level, data has indicated student growth and learning. We are adding to this approach a CCSS aligned core-curriculum. We are currently vetting and piloting the following programs for implementation in the fall of 2018: Eureka Math, Illustrative Math, CGI, and CPM. While students will continue to receive targeted support via their Zones of Proximal Development, via OLP’s they now also have standards-based, grade-level curriculum as part of their mathematics instruction.

The following chart shows our students’ growth in mathematics from December 2016 (bottom chart) to December 2017 (top chart). The orange diamonds indicate student growth targets, and the blue bars show the extent to which those targets were met. Increased growth performance can be noted in grades 2, 5, 6 and 7. In December 2016, 4 of 10 grades met their growth targets. A similar result was seen in December of 2017.



RIT Growth vs. Projected Growth



Local Indicators

Thrive is currently meeting all local indicators as described on the equity report. Our teachers are appropriately assigned and have the instructional materials and physical environments needed to effectively teach (Element 2, Goal 1). Thrive is in the process of implementing CCSS across all subject areas, and providing high quality professional development (Element 2 Goal 2).

Thrive places a high priority on parent engagement (Element 2, Goal 3). Thrive Public Schools administered an online parent survey to gather input and feedback from parents in the areas of decision-making; promoting parental participation in programs; and measure school safety, and parent connectedness and overall satisfaction. The findings served to make modifications to our school's program and improve communication with parents. The following are the findings of the 135 parents who participated in the Spring 2017 survey: 87% agree/strongly agree they feel safe on campus. 98% agree/strongly agree that teachers/staff care about their children. 91% agree/strongly agree that their child receives personalized attention. 91% agree/strongly agree that the school provides a very positive environment for their child. 90% agree/strongly agree that their child is challenged in his/her class. 87% stated that their child's overall relationship with teachers is excellent/very good.

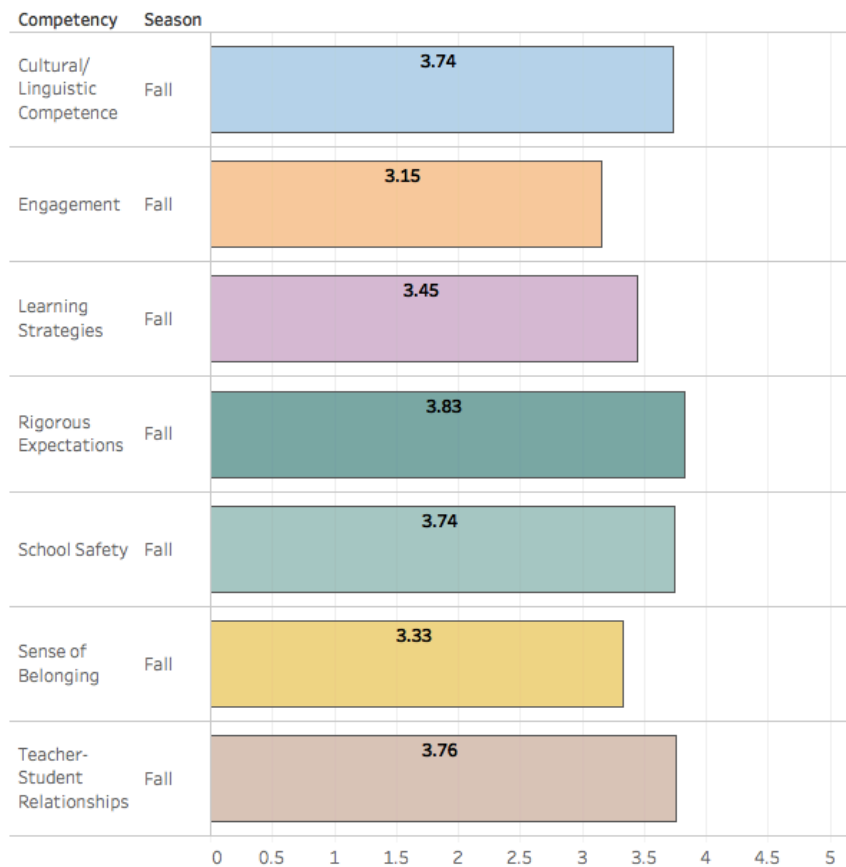
Our Local Climate Survey also indicates student safety and satisfaction. Thrive Public Schools administered an online student survey in Spring 2017, to measure student perceptions of school safety and connectedness. The following are the findings of the 212 students who participated in the Spring 2017 survey: 58% stated they feel safe most of the time at school. 90% stated that teachers care about them all/most of the time. 74% stated they know/know most of the time how to get help when they (student) needs it. 85% stated that their teachers believe in them all/most of the time.

Response from Thrive Public



Another measure of student Culture and Climate is the Panorama Survey which we administer to our student body twice yearly. Students report on aspects of school culture on a Likert scale of 1-5. The results of our most recent student survey are shared below. Particular strengths can be noticed in that students believe they are held to Rigorous expectations, that their school is safe, and that they have strong relationships with their teachers.

17-18 All Grade Student CC Average Results





Informing Stakeholders

Thrive informs all stakeholders (parents, students, teachers and community) of student achievement on a regular basis. We share academic progress and LCAP progress on a monthly basis with our board. We also share LCAP progress with our staff and collect feedback on LCAP throughout the year. Each student has a personalized learning plan (PLP) that is updated every six weeks and allows parents and students to be cognizant of academic strengths and areas of growth. In addition, our online learning programs provide student achievement data in real time. Teachers use this data to send biweekly updates to parents, have discussions with students regarding growth and areas of need as well as inform teachers of the need to teach targeted mini-lessons. Our teachers also prepare trimester mastery-based progress reports, which are mailed to parents and discussed during parent/teacher/student conferences. Our CEO presents data and reports struggles and celebrations at monthly board meetings.

Thrive teachers provide feedback to students on an ongoing basis through various venues: in-person, PLP data review, Google Apps for Education (GAFE), feedback on student work, and a workshop model for writing. In addition, our teachers use Flex day Wednesdays to re-group students and provide feedback. Building student agency and a culture of transparency is an important part of the work we do at Thrive.

We recognize that “Thrive is all in this together” and we need all of our stakeholders working together toward our mission: expanding futures by personalizing learning and engaging learners so students are college prepared, career inspired and community minded.