

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name                 | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Louis Pasteur Middle School | 34-67447-6034821                  | September 9, 2021                      | September 28, 2021        |

## Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals for Louis Pasteur Middle School include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for our students. Resources are directed toward intervention, professional development, and supplemental materials.



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## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Louis Pasteur has a variety of the school community stakeholders involved in the planning and reviewing of our SPSA and student/school data. Pasteur's School Site Council, along with the Leadership Team and Department Chairs, participated in the Comprehensive Needs Assessment and development of the SPSA. Our teaching staff also spends one day every quarter, to take a deep dive into math and English data, as well as that in the Parent/Student/Teacher survey and the California Healthy Kids survey. The SSC, LT, and DC meet multiple times, from January thru August, to review data, identify priority areas and actions. Parents and teachers expressed concern about the lack of English Intervention classes like there is for math. Parents questioned why there isn't any before or after school tutoring available, as well as why our Instructional assistants aren't

scheduled for the same amount of time that or students are on campus. Staff explained that teachers have to volunteer to provide tutoring after school. The SSC questioned if busing would be an issue for any possible tutoring opportunities not within the school day. Staff wondered if there could be better use of the high school student volunteers.

When reflecting on last year's plan, parents and staff wanted to see more of a financial focus on student interventions, tutoring, and classroom instructional materials and supplies. Also how will we be meeting the needs of our students, especially our SWD as they transition from the hybrid/distance learning back to full-time in-person learning.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. There is no formalized English intervention for our 6-8th grade students, like there is in math.
2. We have iReady school wide now for English and math. We need time to learn on implementation and benefits of the student independent intervention plans.
4. We have been in DL and we are seeing the effects of inequities for our students and families when it comes to at home learning.
5. The growth that some of SWD students are making may not be reflected in the SBAC or MAP data.
6. Because of COVID two-thirds of our students will essentially be "new" to our school. How will we make sure they understand our school-wide expectations and PBIS protocols. How will this be reflected in future data.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

We will actively engage families as valued partners in the education of their children.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes

**2020-21**

**Identified Need**

Based on the results from our Parent Survey and the challenges of Distance Learning, we need to focus on prompt communication home to parents, listening to parent concerns, and providing at home assistance and resources.

**Annual Measurable Outcomes**

| Metric/Indicator                                     | Baseline 2020-21  | Expected Outcome 2021-22  |
|--|---|---|
| Parent response to the Parent/Teacher/Student survey | <ul style="list-style-type: none"> <li>Staff at my school provide resources or ideas that help parents support their students at home. 59.8% Agree</li> <li>Concerns about student's progress are communicated promptly to parents/guardians. 63.2% Agree</li> <li>The staff at our school listen to parent concerns about issues. 68.9% Agree</li> </ul> | <ul style="list-style-type: none"> <li>Staff at my school provide resources or ideas that help parents support their students at home. 75% Agree</li> <li>Concerns about student's progress are communicated promptly to parents/guardians. 75% Agree</li> <li>The staff at our school listen to parent concerns about issues. 75% Agree</li> </ul> |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service   | Principally Serving  | Person(s) Responsible                                  | Source(s)   | Proposed Allocation | Implementation Timeline |
|--------|--|--|--|---|---------------------|-------------------------|
| 1.1    | Create timely and comprehensible methods of communications to families | <input checked="" type="checkbox"/> All Students<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Low-Income Students<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Other | Administration, counselors, office staff, and teachers | LCFF Supplemental Site Allocation 1000-1999: Certificated | 2000<br>500         | School year 2021-22     |

|     |   |  |                                       |   |      |                     |
|-----|---|--|---------------------------------------|---|------|---------------------|
|     | and students. This will include, but limited to information nights, regular direct informative emails and newsletters, up to date website and social media sites.           |  |                                       | Personnel Salaries<br>LCFF Supplemental Site Allocation<br>5900: Communications |      |                     |
| 1.2 | Create opportunities for students to participate in before school, during lunch, and/or after school activities like, but limited to: clubs and extracurricular activities. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Administrators, counselors, and staff | LCFF Supplemental Site Allocation<br>1000-1999: Certificated Personnel Salaries | 7500 | School year 2021-22 |
| 1.3 |   | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other         |                                       |   |      |                     |

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School climate, culture and safety

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of our actions were effective, as evidenced by our overall improved attendance and suspension rates from the previous school year. Also our suspension rates dropped from an overall suspension rate of 19.4% in 2017-18, to 11.81% in 2018-19. However, the suspension rates of our African American students are certainly disproportionate, with both year's rates right around 30%. Last year, the site went through a stretch of substitute administrators, so when the new principal was found, he worked with the staff on teaching and enforcing the school-wide behavioral expectations with PBIS rewards and interventions. This year the site will start from day one implementing these expectations and interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.



There is no major difference, as our budgets are as expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be starting the year with a fully functional WEB program to work with the transition to middle school for our new 6th and 7th grade students. The staff has spent the last quarter of 2018-19 and will continue all this school year on creating school-wide expectations and developing a PBIS based Tier 1 support system for them.

**2020-21**

**Identified Need**

Students need to feel safe in order to achieve academically and they need to feel valued and connected to the school community if we want them to have positive behavior and attendance.

**Annual Measurable Outcomes**

| Metric/Indicator | Baseline 2020-21   | Expected Outcome 2021-22   |
|------------------|--|--|
| Attendance       | Attendance Rate was overall 96.6%  | Attendance Rate of 97.1% (.5% increase)  |
| Suspension       | Overall Suspension Rate was 11.8%<br>African American Suspension Rate was 30.7%<br>LSES Suspension Rate was 15.2%<br>SWD Suspension Rate was 24% | Overall Suspension Rate of 8.8% (3% decrease)<br>African American Suspension Rate of 20% (10% decrease)<br>LSES Suspension Rate of 12% (3.2% decrease)<br>SWD Suspension Rate of 15% (9% decrease) |
| Climate Survey   | 48% of students are happy to be at Pasteur<br>32% feel people are respectful to others at Pasteur  | 65% of students are happy to be at Pasteur (17% increase)<br>60% of students feel people are respectful to others at Pasteur (28% increase)  |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service  | Principally Serving  | Person(s) Responsible   | Source(s)  | Proposed Allocation | Implementation Timeline |
|--------|---|--|---|--|---------------------|-------------------------|
| 2.1    | Develop, implement and maintain a WEB Program (Where Everyone Belongs); This program “Where Everybody Belongs” is a middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal,<br>WEB Leader<br>Teachers,<br>WEB Leader<br>students | LCFF<br>Supplemental Site<br>Allocation<br>4000-4999:<br>Books And<br>Supplies | 4000                | School year<br>2021-22  |

|     |  |  |   |   |      |                     |
|-----|--|--|---|---|------|---------------------|
|     | transition to middle school and help facilitate 6th/7th grade success.   |  |   |   |      |                     |
| 2.2 | Incoming student lunch and tour: Last Wednesday of May. All new students are invited for lunch and tour to meet staff and students. Will cover costs of meals for free and reduced students and other items purchased for the students' visit. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other       | Principal, Mrs. Schmelling, staff & Peer Leaders                | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 | School year 2021-22 |
| 2.3 | Develop, implement and maintain a student rewards system supporting our school-wide Honor Roll for academic achievement,   | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal, Office staff, Grade Level Team Leaders, and teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2000 | School year 2021-22 |

|     |  |   |                                      |                                   |      |                     |
|-----|--|---|--------------------------------------|-----------------------------------|------|---------------------|
|     | <p>behavior and attendance. This includes: 2 Honor Roll Breakfasts: To celebrate academic success of Low SES students and others. Parents are invited to school for breakfast and recognition of students who achieved 3.0 or better on 1st and 3rd quarter report cards. 2nd quarter honor roll for Low SES students and others. Morning gathering with parents for all grade levels. Coffee, doughnuts and printing costs for certificates</p> |   |                                      |                                   |      |                     |
| 2.4 | Create a student rewards system for  | <ul style="list-style-type: none"> <li>X All Students</li> <li>X English Learners</li> <li>X Low-Income Students</li> <li>X Foster Youth</li> </ul> | Administration, PBIS Team, and staff | LCFF Supplemental Site Allocation | 2000 | School year 2021-22 |

|     |  |  |                          |  |      |                     |
|-----|--|--|--------------------------|--|------|---------------------|
|     | supporting our school-wide behavioral expectations (PAWS) and assist with other Tier 1 and Tier 2 supports.  | Other  |                          | 4000-4999: Books And Supplies                                      |      |                     |
| 2.5 |  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other         |                          |  |      |                     |
| 2.6 | Develop an attendance improvement plan with student and staff incentives. This would be rewards for students that reach their goals in attendance improvement. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Administration and staff | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies | 1000 | School year 2021-22 |

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Instructional strategies and utilizing assesment data to guide instruction

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective strategies to increase student achievement. We will: develop and teach a Guaranteed and Viable Curriculum; implement Frequent Common Assessments; reflect on the Data and Teaching; develop and implement Intervention and Supports (Supports for SWD, LSES, EL students); as well as implement Opportunities for Acceleration/Enrichment.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of our 2018-19 actions was effective in many areas. Last year, Pasteur's focus continued to be on regularly monitoring student progress; using data to identify student needs; and implementing effective and innovating instructional strategies to increase student learning and academic proficiency.

We will continue that focus this year as we look at AVID strategies throughout the instructional day with the end goal of all students reaching proficiency on local, state, and national standards and assessments. When looking at our data we can celebrate in these areas of academic growth/improvement:

The data tells us that overall, we held steady for our math performance. Overall, we had 50% at/exceeding standard, compared to last year's 50.7%. 7th grade math improved from 61% at/exceeding to 66%. Overall, our LSES student grew 3% from 34.4% to 37.5%. Our SWD dipped almost 3% points, from 11.9% to 9.1%.

The data tells us that we had significant gains in our ELA scores. We had 50.1% of our overall student body at or exceeding, a growth of 6.6%. Our 7th grade ELA scores improved by 22%, from 32% at/exceeding to 54%. Overall, our LSES student grew 6% from 33.9% to 39.8%. Our SWD improved 5.5% from 5.1% to 10.6%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Less money going to information nights and fields trips, and more going towards academic planning, instructional practices, and intervention opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes planned, other than dropping our 8th grade Foundations math class, and adding an additional 6th grade Foundations intervention class. we are also looking to support some before/after school intervention/tutoring opportunities for students in ELA, reading, and math.

## 2020-21

### Identified Need

In regards to ELA:

In 6th grade we only saw a growth of 1% from 38% at/exceeding to 39%.

In 8th grade we dropped 6% from 51% at/exceeding to 46%.

Listening Claim, our scores above standard 17%, 13% and 18% for 6th-8th grade respectively.

In regards to Math:

In 6th grade we only saw a growth of 2% from 40% at/exceeding to 42%.

In 8th grade we dropped 8% from 49% at/exceeding to 41%.

SWD dropped 2.8% from 11.9% at/exceeding to 9.1%

African American students at/exceeding 17.6%, even though it increased 9% from previous year.

### Annual Measurable Outcomes

| Metric/Indicator | Baseline 2020-21   | Expected Outcome 2021-22   |
|------------------|--|--|
| SBAC ELA         | ELA Overall Proficiency Rate of 50.1%<br>ELA SWD Overall Proficiency Rate of 10.6%<br>ELA 8th grade Overall Proficiency Rate 46% | ELA Overall Proficiency Rate of 55% (5% growth)<br>ELA SWD Overall Proficiency Rate of 15.6% (5% growth)<br>ELA 8th grade Overall Proficiency Rate 51% (5% growth) |
| SBAC Math        | Math Overall Proficiency Rate of 50%<br>Math SWD Overall Proficiency Rate of 9.1%  | Math Overall Proficiency Rate of 55% (5% growth)<br>Math SWD Overall Proficiency Rate of 15% (5.9% growth)   |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service  | Principally Serving   | Person(s) Responsible                                    | Source(s)   | Proposed Allocation  | Implementation Timeline |
|--------|---|---|--|---|----------------------|-------------------------|
| 3.1    | Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students (Honors, AVID, SWD, EL etc.) through professional development opportunities, | <input checked="" type="checkbox"/> All Students<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Low-Income Students<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Other | Principal, Leadership Team, Department Chairs, and Staff | LCFF Supplemental Site Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>LCFF Supplemental Site Allocation | 1000<br>1000<br>1000 | School year 2021-22     |



|     |  |  |  |   |             |                     |
|-----|--|--|--|---|-------------|---------------------|
|     | workshops, training and conferences. This will include paying for registration fees of professional development, substitute teachers to cover classes and travel expenses. |  |  | 1000-1999: Certificated Personnel Salaries<br>LCFF Supplemental Site Allocation<br>5700-5799: Transfers Of Direct Costs |             |                     |
| 3.2 | Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment                  | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal, Department Chairs, and staff          | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies  | 2000        | School year 2021-22 |
| 3.3 | Provide time and materials for teacher collaboration and lesson  | X All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Other   | Principal, Leadership Team and Department Chairs | LCFF Supplemental Site Allocation   | 1500<br>500 | School year 2021-22 |

|     |  |  |   |  |       |                     |
|-----|--|--|---|--|-------|---------------------|
|     | planning. This would include the cost of guest teachers, guest speakers/facilitators, and supplies.  |  |   | 1000-1999: Certificated Personnel Salaries<br>LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies |       |                     |
| 3.4 | Create teaching/tutoring opportunities either/or before and/or after school for student intervention or enrichment.                            | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal, Leadership Team, Department Chairs and staff | LCFF Supplemental Site Allocation<br>1000-1999: Certificated Personnel Salaries                                  | 5640  | School Year 2021-22 |
| 3.5 | Provide AVID sections to increase student's capacity to be fully prepared for secondary education leading to college/career readiness. .40 FTE | X All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Other   | Administration, Department Chairs. Teachers             | LCFF Supplemental Centralized Services (District Only)<br>1000-1999: Certificated Personnel Salaries             | 39977 | School year 2021-22 |

|     |   |  |                               |   |                |                     |
|-----|---|--|-------------------------------|---|----------------|---------------------|
|     |   |  |                               |   |                |                     |
| 3.6 | Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).<br>.20 ELD Teacher                                | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other   |                               | LCFF Supplemental English Learner Central<br>1000-1999: Certificated Personnel Salaries   | 21650          | School year 2021-22 |
| 3.7 | Provide intervention math instruction for 6th and 7th grade students who have scored below standard. Funded centrally with district general fund. .20 FTE | X All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Other | Math Intervention teachers    | LCFF Supplemental Centralized Services (District Only)<br>1000-1999: Certificated Personnel Salaries<br>Other<br>1000-1999: Certificated Personnel Salaries | 24995<br>24995 | School year 2021-22 |
| 3.8 | Provide supplemental instructional  | All Students<br>English Learners<br>X Low-Income Students                            | Principal and math department | LCFF Supplemental   | 12000          | School year 2021-22 |

|     |  |  |           |  |       |                     |
|-----|--|--|-----------|--|-------|---------------------|
|     | materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.  | Foster Youth<br>Other  |           | tal Site Allocation<br>4000-4999:<br>Books And Supplies  |       |                     |
| 3.9 | Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS.<br>.5 FTE Counselor.<br>Provide centralized resources to support | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Counselor | LCFF Supplemental<br>Centralized Services (District Only)<br>1000-1999:<br>Certificated Personnel Salaries | 58708 | School year 2021-22 |

equitable  
outcomes for  
all students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Louis Pasteur Fundamental Middle School will implement programs to clear and bright futures

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No anticipated changes will be made

**2020-21**

**Identified Need**

Based on data such as parent and student surveys there is still an identified need to focus on clear pathways to bright futures.

**Annual Measurable Outcomes**

| Metric/Indicator                | Baseline 2020-21 | Expected Outcome 2021-22 |
|---------------------------------|------------------|--------------------------|
| Student survey A-G requirements | N/A              | Baseline                 |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service  | Principally Serving  | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|---|--|-----------------------|-----------|---------------------|-------------------------|
| 4.1    | Listening Circles for middle school students to ensure they understand what the A-G requirements are for graduating high school | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |                       |           |                     | 2021-2022 School year   |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$214,965.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs                                | Allocation (\$) |
|--|-----------------|
| LCFF Supplemental Centralized Services (District Only) | \$123,680.00    |
| LCFF Supplemental English Learner Central              | \$21,650.00     |
| LCFF Supplemental Site Allocation                      | \$44,640.00     |
| Other  | \$24,995.00     |

Subtotal of state or local funds included for this school: \$214,965.00

Total of federal, state, and/or local funds for this school: \$214,965.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source   | Amount | Balance |
|--|--------|---------|
| LCFF Supplemental Site Allocation                      | 44640  | 0.00    |
| LCFF Supplemental English Learner Central              | 21650  | 0.00    |
| LCFF Supplemental Centralized Services (District Only) | 123680 | 0.00    |

## Expenditures by Funding Source

| Funding Source   | Amount     |
|--|------------|
| LCFF Supplemental Centralized Services (District Only) | 123,680.00 |
| LCFF Supplemental English Learner Central              | 21,650.00  |
| LCFF Supplemental Site Allocation                      | 44,640.00  |
| Other  | 24,995.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
| 1000-1999: Certificated Personnel Salaries                        | 187,965.00 |
| 4000-4999: Books And Supplies                                     | 24,500.00  |
| 5700-5799: Transfers Of Direct Costs                              | 1,000.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,000.00   |
| 5900: Communications  | 500.00     |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source   | Amount     |
|--|--|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | 123,680.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental English Learner Central              | 21,650.00  |

|   |                                   |           |
|---|-----------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | LCFF Supplemental Site Allocation | 17,640.00 |
| 4000-4999: Books And Supplies                                     | LCFF Supplemental Site Allocation | 24,500.00 |
| 5700-5799: Transfers Of Direct Costs                              | LCFF Supplemental Site Allocation | 1,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental Site Allocation | 1,000.00  |
| 5900: Communications  | LCFF Supplemental Site Allocation | 500.00    |
| 1000-1999: Certificated Personnel Salaries                        | Other                             | 24,995.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 10,000.00          |
| Goal 2      | 10,000.00          |
| Goal 3      | 194,965.00         |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

| Name of Members          | Role                       |
|--------------------------|----------------------------|
| Rebecca Feldman          | Classroom Teacher          |
| Karen Davidson           | Classroom Teacher          |
| Kindyl Houston           | Classroom Teacher          |
| Michael J. Dolan (Chair) | Principal                  |
| Janell Eagan             | Other School Staff         |
| Kathy Faircloth          | Parent or Community Member |
| Joanna Wilson            | Parent or Community Member |
| Stephanie Spangler       | Parent or Community Member |
| Chrostopher Ornelas      | Parent or Community Member |
| Maddie Jobson            | Secondary Student          |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 9th, 2021.

Attested:

ON File

On file

Principal, Michael Dolan on September 9th, 2021

SSC Chairperson, Kindyl Houston on September 9th, 2021

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Louis Pasteur Fundamental Middle School

**Funding Source: LCFF Supplemental Centralized Services (District Only)**      **\$123,680.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

## Louis Pasteur Fundamental Middle School

|  |   |                    |   |   |
|--|---|--------------------|---|---|
| <p>Provide AVID sections to increase student's capacity to be fully prepared for secondary education leading to college/career readiness. .40 FTE</p>            | <p>1000-1999: Certificated Personnel Salaries</p> | <p>\$39,977.00</p> | <p>Instructional strategies and utilizing assesment data to guide instruction</p> | <p>We will focus on insuring that all students receive effective instruction that includes:</p> <ul style="list-style-type: none"> <li>* Common Core State Standards based units,</li> <li>* Instruction using AVID strategies,</li> <li>* Effective and timely assessments and feedback</li> <li>* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.</li> <li>* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.</li> </ul> <p>* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.</p> <p>* Depts. will develop agreements around communication with parents in regards to student academic success or failure</p> <p>* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.</p> <p>We will also continue with:</p> <ul style="list-style-type: none"> <li>* Technology integration</li> <li>* Continued staff collaboration within and across disciplines and grade levels.</li> <li>* Partnering with parents to support students</li> <li>* Targeted intervention using classroom and standardized test data.</li> <li>* School-wide plan to improve attendance so students do not miss classroom instruction.</li> </ul> |
| <p>Provide intervention math instruction for 6th and 7th grade students who have scored below standard. Funded centrally with district general fund. .20 FTE</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>\$24,995.00</p> | <p>Instructional strategies and utilizing assesment data to guide instruction</p> |   |

## Louis Pasteur Fundamental Middle School

|  |   |                    |   |
|--|---|--------------------|---|
| <p>Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS.<br/>.5 FTE Counselor. Provide centralized resources to support equitable outcomes for all students.</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>\$58,708.00</p> | <p>Instructional strategies and utilizing assesment data to guide instruction</p> |
|--|---|--------------------|---|

---

|  |              |
|--|--------------|
| LCFF Supplemental Centralized Services (District Only) Total Expenditures: | \$123,680.00 |
|--|--------------|

|  |        |
|--|--------|
| LCFF Supplemental Centralized Services (District Only) Allocation Balance: | \$0.00 |
|--|--------|

**Funding Source: LCFF Supplemental English Learner Central**      **\$21,650.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

## Louis Pasteur Fundamental Middle School

|  |   |                    |   |   |
|--|---|--------------------|---|---|
| <p>Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).<br/>.20 ELD Teacher</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>\$21,650.00</p> | <p>Instructional strategies and utilizing assesment data to guide instruction</p> | <p>We will focus on insuring that all students receive effective instruction that includes:</p> <ul style="list-style-type: none"> <li>* Common Core State Standards based units,</li> <li>* Instruction using AVID strategies,</li> <li>* Effective and timely assessments and feedback</li> <li>* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.</li> <li>* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.</li> </ul> <p>* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.</p> <p>* Depts. will develop agreements around communication with parents in regards to student academic success or failure</p> <p>* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.</p> <p>We will also continue with:</p> <ul style="list-style-type: none"> <li>* Technology integration</li> <li>* Continued staff collaboration within and across disciplines and grade levels.</li> <li>* Partnering with parents to support students</li> <li>* Targeted intervention using classroom and standardized test data.</li> <li>* School-wide plan to improve attendance so students do not miss classroom instruction.</li> </ul> |
|--|---|--------------------|---|---|

## Louis Pasteur Fundamental Middle School

LCFF Supplemental English Learner Central Total Expenditures: \$21,650.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$44,640.00 Allocated**

| Proposed Expenditure   | Object Code                   | Amount      | Goal   | Action |
|--|-------------------------------|-------------|--|--------|
| Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment. | 4000-4999: Books And Supplies | \$12,000.00 | Instructional strategies and utilizing assesment data to guide instruction |        |

## Louis Pasteur Fundamental Middle School

1000-1999: Certificated  
Personnel Salaries

\$1,000.00 Instructional  
strategies and  
utilizing assesment  
data to guide  
instruction

We will focus on insuring that all students receive effective instruction that includes:

- \* Common Core State Standards based units,
- \* Instruction using AVID strategies,
- \* Effective and timely assessments and feedback
- \* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.
- \* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.

\* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.

\* Depts. will develop agreements around communication with parents in regards to student academic success or failure

\* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.

We will also continue with:

- \* Technology integration
- \* Continued staff collaboration within and across disciplines and grade levels.
- \* Partnering with parents to support students
- \* Targeted intervention using classroom and standardized test data.
- \* School-wide plan to improve attendance so students do not miss classroom instruction.



## Louis Pasteur Fundamental Middle School

4000-4999: Books And  
Supplies

\$500.00 Instructional  
strategies and  
utilizing assesment  
data to guide  
instruction

We will focus on insuring that all students receive effective instruction that includes:

- \* Common Core State Standards based units,
- \* Instruction using AVID strategies,
- \* Effective and timely assessments and feedback
- \* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.
- \* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.

\* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.

\* Depts. will develop agreements around communication with parents in regards to student academic success or failure

\* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.

We will also continue with:

- \* Technology integration
- \* Continued staff collaboration within and across disciplines and grade levels.
- \* Partnering with parents to support students
- \* Targeted intervention using classroom and standardized test data.
- \* School-wide plan to improve attendance so students do not miss classroom instruction.

## Louis Pasteur Fundamental Middle School

|   |  |            |                                    |   |
|---|--|------------|------------------------------------|---|
| <p>Create timely and comprehensible methods of communications to families and students. This will include, but limited to information nights, regular direct informative emails and newsletters, up to date website and social media sites.</p>   | 1000-1999: Certificated Personnel Salaries | \$2,000.00 | Family Engagement                  |   |
| <p>Create opportunities for students to participate in before school, during lunch, and/or after school activities like, but limited to: clubs and extracurricular activities.</p>  | 1000-1999: Certificated Personnel Salaries | \$7,500.00 | Family Engagement                  |   |
|   | 5900: Communications                       | \$500.00   | Family Engagement                  |   |
| <p>Develop, implement and maintain a WEB Program (Where Everyone Belongs); This program "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. 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> | 4000-4999: Books And Supplies              | \$4,000.00 | School climate, culture and safety | Provide a program that welcomes and helps new 6th and 7th grade students transition to middle. Set up peer mentors and an anti-bullying program for our school by providing a cadre of student leaders who look for bullying behavior and help stop it. |
| <p>Incoming student lunch and tour: Last Wednesday of May. All new students are invited for lunch and tour to meet staff and students.</p> <p>Will cover costs of meals for free and reduced students and other items purchased for the students' visit.</p>  | 4000-4999: Books And Supplies              | \$1,000.00 | School climate, culture and safety | We want to have events at which we can celebrate and honor the academic and behavioral successes of our students that also allow parent and community involvement and participation.  |

## Louis Pasteur Fundamental Middle School

|   |                                      |                   |   |   |
|---|--------------------------------------|-------------------|---|---|
| <p>Develop, implement and maintain a student rewards system supporting our school-wide Honor Roll for academic achievement, behavior and attendance. This includes: 2 Honor Roll Breakfasts: To celebrate academic success of Low SES students and others. Parents are invited to school for breakfast and recognition of students who achieved 3.0 or better on 1st and 3rd quarter report cards. 2nd quarter honor roll for Low SES students and others. Morning gathering with parents for all grade levels. Coffee, doughnuts and printing costs for certificates</p> | <p>4000-4999: Books And Supplies</p> | <p>\$2,000.00</p> | <p>School climate, culture and safety</p> | <p>We want to have events at which we can celebrate and honor the academic and behavioral successes of our students that also allow parent and community involvement and participation.</p> |
| <p>Create a student rewards system for supporting our school-wide behavioral expectations (PAWS) and assist with other Tier 1 and Tier 2 supports.</p>  | <p>4000-4999: Books And Supplies</p> | <p>\$2,000.00</p> | <p>School climate, culture and safety</p> | <p>We want to have events at which we can celebrate and honor the academic and behavioral successes of our students that also allow parent and community involvement and participation.</p> |
| <p>Develop an attendance improvement plan with student and staff incentives. This would be rewards for students that reach their goals in attendance improvement.</p>   | <p>4000-4999: Books And Supplies</p> | <p>\$1,000.00</p> | <p>School climate, culture and safety</p> |   |

## Louis Pasteur Fundamental Middle School

Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students (Honors, AVID, SWD, EL etc.) through professional development opportunities, workshops, training and conferences.

This will include paying for registration fees of professional development, substitute teachers to cover classes and travel expenses.

5800:  
Professional/Consulting  
Services And Operating  
Expenditures

\$1,000.00 Instructional  
strategies and  
utilizing assesment  
data to guide  
instruction

We will focus on insuring that all students receive effective instruction that includes:

- \* Common Core State Standards based units,
- \* Instruction using AVID strategies,
- \* Effective and timely assessments and feedback
- \* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.
- \* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.

\* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.

\* Depts. will develop agreements around communication with parents in regards to student academic success or failure

\* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSSO and SSC meetings.

We will also continue with:

- \* Technology integration
- \* Continued staff collaboration within and across disciplines and grade levels.
- \* Partnering with parents to support students
- \* Targeted intervention using classroom and standardized test data.
- \* School-wide plan to improve attendance so students do not miss classroom instruction.

## Louis Pasteur Fundamental Middle School

|   |                               |            |  |   |
|---|-------------------------------|------------|--|---|
| Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment | 4000-4999: Books And Supplies | \$2,000.00 | Instructional strategies and utilizing assesment data to guide instruction | <p>We will focus on insuring that all students receive effective instruction that includes:</p> <ul style="list-style-type: none"><li>* Common Core State Standards based units,</li><li>* Instruction using AVID strategies,</li><li>* Effective and timely assessments and feedback</li><li>* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.</li><li>* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.</li></ul> <p>* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.</p> <p>* Depts. will develop agreements around communication with parents in regards to student academic success or failure</p> <p>* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.</p> <p>We will also continue with:</p> <ul style="list-style-type: none"><li>* Technology integration</li><li>* Continued staff collaboration within and across disciplines and grade levels.</li><li>* Partnering with parents to support students</li><li>* Targeted intervention using classroom and standardized test data.</li><li>* School-wide plan to improve attendance so students do not miss classroom instruction.</li></ul> |
|---|-------------------------------|------------|--|---|

## Louis Pasteur Fundamental Middle School

Provide time and materials for teacher collaboration and lesson planning. This would include the cost of guest teachers, guest speakers/facilitators, and supplies.

1000-1999: Certificated Personnel Salaries

\$1,500.00

Instructional strategies and utilizing assessment data to guide instruction

We will focus on insuring that all students receive effective instruction that includes:

- \* Common Core State Standards based units,
- \* Instruction using AVID strategies,
- \* Effective and timely assessments and feedback
- \* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.
- \* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.

\* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.

\* Depts. will develop agreements around communication with parents in regards to student academic success or failure

\* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.

We will also continue with:

- \* Technology integration
- \* Continued staff collaboration within and across disciplines and grade levels.
- \* Partnering with parents to support students
- \* Targeted intervention using classroom and standardized test data.
- \* School-wide plan to improve attendance so students do not miss classroom instruction.

## Louis Pasteur Fundamental Middle School

Create teaching/tutoring opportunities either/or before and/or after school for student intervention or enrichment.

1000-1999: Certificated  
Personnel Salaries

\$5,640.00

Instructional strategies and utilizing assessment data to guide instruction

We will focus on insuring that all students receive effective instruction that includes:

- \* Common Core State Standards based units,
- \* Instruction using AVID strategies,
- \* Effective and timely assessments and feedback
- \* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.
- \* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.

\* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.

\* Depts. will develop agreements around communication with parents in regards to student academic success or failure

\* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.

We will also continue with:

- \* Technology integration
- \* Continued staff collaboration within and across disciplines and grade levels.
- \* Partnering with parents to support students
- \* Targeted intervention using classroom and standardized test data.
- \* School-wide plan to improve attendance so students do not miss classroom instruction.

## Louis Pasteur Fundamental Middle School

5700-5799: Transfers Of  
Direct Costs

\$1,000.00 Instructional  
strategies and  
utilizing assesment  
data to guide  
instruction

We will focus on insuring that all students receive effective instruction that includes:

- \* Common Core State Standards based units,
- \* Instruction using AVID strategies,
- \* Effective and timely assessments and feedback
- \* Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle.
- \* Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists.

\* Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth.

\* Depts. will develop agreements around communication with parents in regards to student academic success or failure

\* Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings.

We will also continue with:

- \* Technology integration
- \* Continued staff collaboration within and across disciplines and grade levels.
- \* Partnering with parents to support students
- \* Targeted intervention using classroom and standardized test data.
- \* School-wide plan to improve attendance so students do not miss classroom instruction.



## Louis Pasteur Fundamental Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$44,640.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

| Proposed Expenditure | Object Code                                | Amount      | Goal   | Action |
|----------------------|--|-------------|--|--------|
|                      | 1000-1999: Certificated Personnel Salaries | \$24,995.00 | Instructional strategies and utilizing assesment data to guide instruction |        |

Other Total Expenditures: \$24,995.00

Other Allocation Balance: \$0.00

Louis Pasteur Fundamental Middle School Total Expenditures: \$214,965.00