

School Year: **2023-24**



# 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	June 7th, 2023	August 8, 2023

## 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)

Schoolwide Program

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 (for enrichment and interventions).

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Louis Pasteur Fundamental Middle School met the criteria for the following student group:

Students with Disabilities

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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Over the past three years our EL student population has increased each year, and we anticipate this continued trend. 2019-20= 12 students; 2020-21= 14 students; 2021-22= 16 students; 2022-23= 26 students

Of our habitually truant students, our SWD were disproportionately represented.

Empathy gathering: Students felt, especially 8th grade students, that middle school "doesn't matter", and that once they get to high school they will "start trying." Our students of color (black, Hispanic, and new to California (EL students) don't feel valued, validated, or a part of the Pasteur MS community. Their stories aren't shared or reflected in the day to day curriculum or activities.

Teacher observations: Difficult getting students to take I-Ready assessments, or take them seriously (not rushed). Staff enjoyed the opportunity to build relationships with students during Flex period and during their lunchtime clubs.

Parent Concerns: Concerns about bullying (especially through social media) and school safety. Better communication between staff and families.

Based on the above data, our staff recognizes that our Students with Disabilities and our EL Students continue to be a population on our campus where we need to focus extra support.

## Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

With our continued increasing number of EL Students at Pasteur, we need to have a dedicated ELD Support class for them. Teachers in their core classes will also need professional development to guide them on to how modify their curriculum to make it accessible to their EL students. When it comes to communicating with our families and community (newsletters, email blasts, report cards, articulation, planner and school expectations, field trip forms, etc.) there needs to be a concerted effort to get these items delivered in the families home language in a timely and meaningful manner.

When looking at our Students with Special Needs, we are extremely concerned with students performed the past few years and how they were impacted both academically and social/emotionally. Attendance for some of these students has been very poor. We have an ILS/SDC program where we have had a few families having a hard time getting their students to school. We see lack of engagement and rigor preparation as reasons why our SWD students in our RSP program as reasons for their poor attendance and low scores in ELA and math. We will be moving away from a General Math class that many of these students have been in. We will have them placed in the grade level math classes with push-in support. We are also redesigning our Directed Studies classes that many of our SWD have to be more of a studies skills with a focus on either reading or math. As we look at 2023-24, we are looking at ways to get more one-one (staff to student) opportunities for all our students, but more specifically our SWD population. All of our IA's have agreed to work a longer work day. We will use our SPED teachers' input on the master schedule to strategically place students in math, history, science, and English classes to more easily facilitate push-in/pull-out supports with all SPED teachers and Instructional Assistants. We will be implementing a flex period to meet students' academic and social emotional needs. Additionally, the site as a whole, when meeting on planning days, focus on instructional practices to meet the needs of our SWD, EL and LSES students.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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 district supported English intervention for our 6-8th grade students, like there is in math.
2. We have I-Ready school wide now for English and math. We need time to learn on implementation and benefits of the student independent intervention plans.
3. The growth that some of SWD students are making may not be reflected in the SBAC or I-Ready data.
4. Improvement based on our school-wide expectations and PBIS protocols may not be reflected in the data.
5. Students often can't make it to tutorial or instructional intervention opportunities when offered before and after school.
6. We don't have safe spaces, texts, or library books that validate and reflect the lives, history, or culture of our marginalized students.

## Input from Educational Partners

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 comprehensive dive into math and English data, as well as that in the Parent/Student/Teacher survey and the California Healthy Kids survey when available. 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. Is Flex Period a viable option for meaningful interventions. 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, enrichment opportunities, and classroom instructional materials and supplies. Also how will we be meeting the needs of our students, especially our SWD students, as their success and progress has been a concern based on the dashboard data for the past four years. Are we getting them prepared for the rigor of high school?

## 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. Our marginalized students (student of color/EL/SWD) don't feel validated nor have their story seen and valued (textbooks, library books, staffing, and clubs).
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 and get whole staff training so it can be implemented during flex period.
3. The growth that some of SWD students are making may not be reflected in the SBAC or iReady data.
4. There is not enough focus on whole-site professional development that will assist general education instructors in their goal of the needs of their SWD and other marginalized students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.15%	0.77%	5	1	5
African American	2.5%	1.98%	2.31%	16	13	15
Asian	1.1%	1.53%	1.38%	7	10	9
Filipino	0.6%	%	0.31%	4		2
Hispanic/Latino	21.7%	22.14%	23.23%	140	145	151
Pacific Islander	%	0.31%	0.46%		2	3
White	64.7%	65.65%	64.15%	417	430	417
Multiple/No Response	8.4%	8.24%	7.38%	54	54	48
	<b>Total Enrollment</b>			645	655	650

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	185	226	208
Grade 7	228	202	238
Grade 8	232	227	204
<b>Total Enrollment</b>	645	655	650



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	14	15	26	2.20%	2.3%	4.0%
Fluent English Proficient (FEP)	50	45	49	7.80%	6.9%	7.5%
Reclassified Fluent English Proficient (RFEP)	1			7.1%		

**Conclusions based on this data:**

1. In ELA Reading, Fall Diagnostic 42.5 % of students in 6th grade at grade level (AGL) Winter Diagnostic 45.8% AGL  
In ELA Reading, Fall Diagnostic 35 % of students in 7th grade at grade level (AGL) Winter Diagnostic 43.5% AGL  
In ELA Reading, Fall Diagnostic 35 % of students in 8th grade at grade level (AGL) Winter Diagnostic 39.5% AGL

SWD performance on Fall Diagnostic 23.1 %AGL; 21.6% Approaching GL; 42.7 % Below GL Winter Diagnostic 23.9 % AGL; 16.2% Approaching GL; 51.3% BGL.  
Black/African Amer. on Fall Diagnostic 31.8%AGL; 18.2% Approaching GL; 31.8% Below GL Winter Diagnostic 45.5% AGL; 13.6% Approaching GL; 30.9% BGL.

In Math, Fall Diagnostic 32.5 % of students in 6th grade at grade level (AGL) Winter Diagnostic 45.3% AGL  
In Math, Fall Diagnostic 21.9 % of students in 7th grade at grade level (AGL) Winter Diagnostic 35.0 % AGL  
In Math, Fall Diagnostic 20.3 % of students in 8th grade at grade level (AGL) Winter Diagnostic 24.9% AGL

SWD performance on Fall Diagnostic 14.5%AGL; 23.1% Approaching GL; 52.1% Below GL Winter Diagnostic 23.1% AGL; 25.6% Approaching GL; 40.2 % BGL.  
Black/African Amer. on Fall Diagnostic 22.7 %AGL; 31.8% Approaching GL; 27.3 % Below GL Winter Diagnostic 27.3% AGL; 27.3% Approaching GL; 31.8% BGL.

The achievement gap between all student and Low SES students has narrowed some. But more work remains to bring underperforming and targeted students to standard.



Spring 2023  
District Climate Survey Results by School

Louis Pasteur

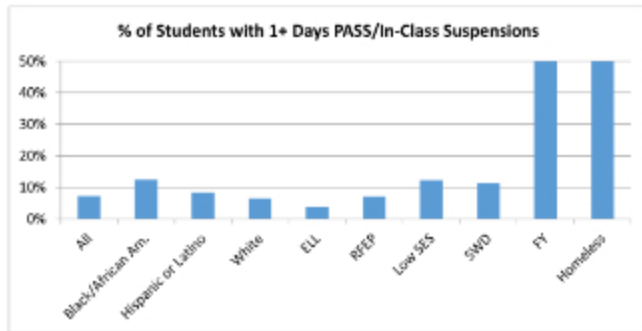
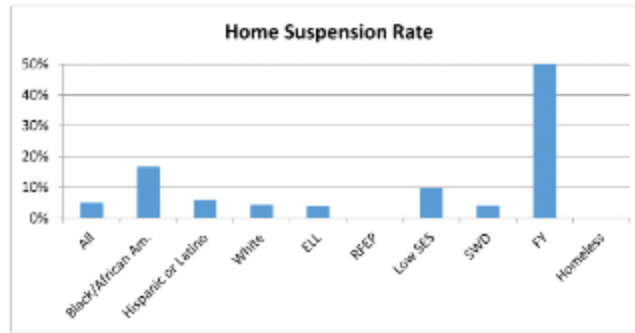
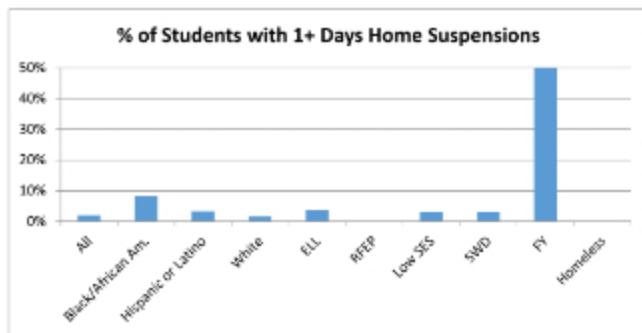
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Caring Relationships</b>						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	344	77.03%	473	53.91%	28	92.86%
B) There are students and staff on campus who listen to students when they have something to say.	344	72.97%	472	59.11%	28	96.43%
C) There is an adult from the school who checks on how students are doing.	344	52.03%	471	35.88%	28	96.43%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	344	73.84%	471	66.67%	28	85.71%
E) Staff feels supported to do their job well in meeting the needs of all students.					28	78.57%
F) Staff feels part of an effective team.					28	89.29%
<b>Family and Staff Engagement</b>						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	343	78.51%			28	96.43%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	344	78.20%			28	78.57%
C) The school offers families opportunities to be involved in school and classroom activities.	342	63.45%			28	71.43%
D) The school keeps families well-informed about school activities.	343	82.80%			28	96.43%
E) The staff at our school listens to family concerns about issues.	342	65.79%			28	85.71%
F) The staff at school are helpful and welcoming when families come to school or call.	342	82.16%			28	96.43%
G) The school and families are partners in promoting positive behavior for my student.	342	73.68%			27	74.07%
H) Families who speak a language other than English receive general information about our school in their home language.	340	87.65%			28	46.43%
I) Staff receive information about upcoming events and important information about the school.					28	100.00%
<b>School Decision Making</b>						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	342	55.85%	470	43.83%	27	77.78%
B) Important school decisions reflect diverse input.	342	50.29%	468	47.22%	28	71.43%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	343	69.97%				
D) The principal and staff listen to concerns of other staff members about issues.					28	89.29%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					28	89.29%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					28	89.29%
G) Our school uses data from this survey to inform site decision making.					28	71.43%
H) Staff voice matters in decision making.					28	75.00%
<b>Safety</b>						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	344	73.26%	471	57.54%	28	85.71%
B) Concerns about student safety are addressed in a timely manner at my school.	340	67.35%	471	57.11%	28	78.57%
C) My school is a safe place for all students.	343	72.89%	469	56.50%	28	67.86%
D) My school is a safe place for all staff.					28	75.00%
E) Students know what staff member to go to if they have a safety concern.	342	77.78%	471	61.15%	28	92.86%
F) Students know school safety protocols.	344	79.36%	470	74.47%	28	67.86%
G) I feel safe sharing different viewpoints and perspectives at my school.	343	64.43%	470	43.19%	28	78.57%
<b>Sense of Belonging</b>						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	344	74.71%	471	70.00%	28	92.86%
B) Adults at my school treat students respectfully.	343	79.59%	473	60.47%	28	96.43%
C) Students are respectful to each other at school.	344	43.31%	472	17.80%	28	46.43%
D) Students have opportunities to socialize with other students often at school.	344	80.81%	471	67.94%	28	96.43%
E) Students have an adult on campus they trust.	345	76.81%	472	61.65%	28	96.43%
F) Students trust other students at school.	343	88.63%	471	85.99%	28	60.71%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	342	58.19%	470	47.23%	28	60.71%
H) School staff reflects student diversity.	339	61.95%	469	51.39%	28	50.00%
<b>Academic Progress</b>						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	344	70.64%	472	69.70%	28	92.86%
B) Questions and concerns about schoolwork are addressed.	344	70.35%	470	60.43%	27	96.30%
C) Student grades reflect their knowledge of the material.	344	72.38%	471	60.08%	28	85.71%
D) Adults at my school believe all students can be successful.	344	83.72%	471	70.89%	28	85.71%
E) Students feel comfortable and unjudged to ask their teacher for help.	344	65.99%	472	44.07%	28	92.86%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	343	83.09%	472	73.52%	28	96.43%
G) Teachers at my school go out of their way to help all students.	344	61.92%	472	38.14%	28	85.71%
H) Students receive timely and regular feedback on their learning.	344	66.86%	471	54.35%	27	92.59%
I) Staff at my school provides resources or ideas that help families support their students at home.	344	55.23%			28	89.29%
<b>High Expectations</b>						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	343	76.09%	472	56.78%	28	89.29%
B) School recognizes and celebrates the academic success of all students.	344	69.19%	471	51.17%	28	89.29%
C) Adults on campus motivate students to do their best.	344	68.31%	469	53.94%	28	89.29%
D) School provides additional academic support when students are struggling.	344	58.43%	469	51.39%	28	89.29%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>						
A) Students are interested in what they are learning.	344	66.28%	471	37.58%	28	71.43%
B) Students have access to classes and activities that meet their interests and talents.	344	69.48%	471	52.87%	28	75.00%
C) Students understand how to complete their schoolwork.	345	78.84%	470	64.89%	28	89.29%
D) Students complete assignments on time.	344	72.97%	472	53.81%	28	64.29%
E) Students are motivated to do their schoolwork.	343	62.10%	470	29.57%	28	53.57%
<b>College and Career Readiness</b>						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	341	56.89%	472	63.98%	28	67.86%
B) Students and families know what classes they will have to take and pass to graduate from high school.	339	56.93%	471	52.44%	28	60.71%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	339	77.58%	470	62.77%	28	78.57%
D) School offers college and career programs.	338	42.90%	470	48.94%	28	53.57%
E) Students participate in programs to learn about different jobs, careers, and colleges.	336	38.10%	470	26.60%	28	71.43%
F) Students are prepared for the next step of their educational experience.	339	61.65%	469	53.94%	28	85.71%
G) Staff are optimistic about the future of their career in San Juan Unified.					28	82.14%
H) There are equitable opportunities for advancement in the district.					28	71.43%
<b>Customer Satisfaction</b>						
A) I would recommend my school to other families.	344	68.02%	470	51.89%	28	89.29%
B) San Juan Unified School District is a district that I would recommend to other families.	344	70.35%	471	66.24%	28	78.57%

**Louis Pasteur Middle School 2022-2023 Suspension Data**

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susps	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	666	14	2.10%	53	33	4.95%	48	7.21%	97	14.56%
Black/African Am.	24	2	8.33%	6	4	16.67%	3	12.50%	8	33.33%
Hispanic or Latino	153	5	3.27%	15	9	5.88%	13	8.50%	32	20.92%
White	451	7	1.55%	32	20	4.43%	29	6.43%	54	11.97%
ELL	26	1	3.85%	1	1	3.85%	1	3.85%	3	11.54%
RFEP	42	-	0.00%	-	-	0.00%	3	7.14%	3	7.14%
Low SES	245	8	3.27%	42	24	9.80%	30	12.24%	74	30.20%
SWD	124	4	3.23%	7	5	4.03%	14	11.29%	17	13.71%
FY	2	2	100.00%	4	3	150.00%	1	50.00%	1	50.00%
Homeless	8	-	0.00%	-	-	0.00%	4	50.00%	8	100.00%



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Louis Pasteur Middle School - I-Ready Diagnostic 2 ELA Proficiency Level by Group

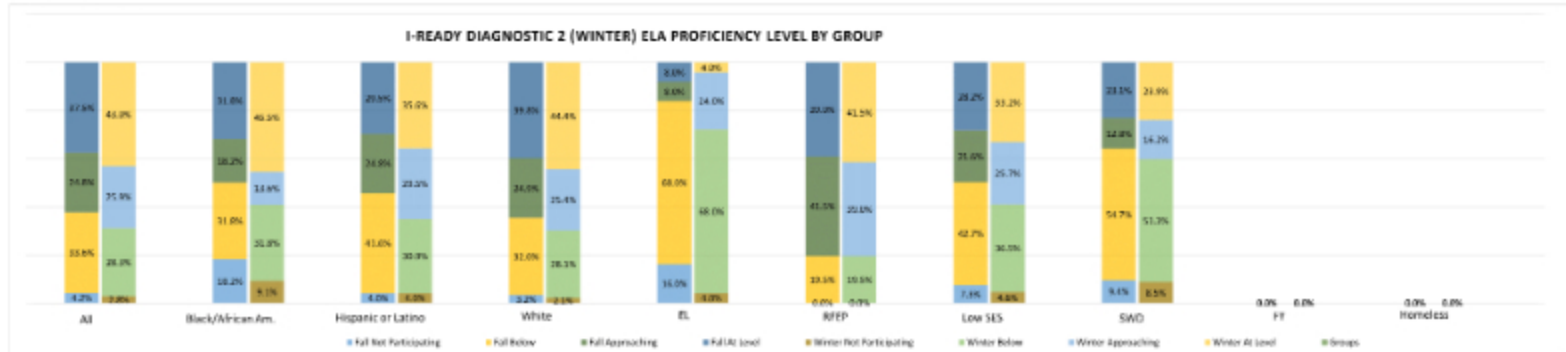
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	27	217	160	242	18	183	167	278				
Black/African Am.	22	4	7	4	7	2	7	3	10				
Hispanic or Latina	149	6	62	37	64	6	46	64	53				
White	437	14	140	109	174	9	123	111	194				
EL	25	4	17	2	2	1	17	6	1				
BFEP	41	0	8	17	16	0	8	16	17				
Low SES	241	18	108	52	68	11	88	62	80				
SWD	117	11	64	15	27	10	40	19	28				
FY	1	0	1	0	0	0	1	0	0				
Homeless	4	0	4	0	0	0	3	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	4.2%	33.6%	24.8%	37.5%	2.8%	28.3%	25.9%	43.0%				
Black/African Am.	22	18.2%	31.8%	36.2%	31.8%	9.1%	31.8%	13.6%	45.5%				
Hispanic or Latina	149	4.0%	41.6%	24.8%	28.5%	4.0%	30.9%	29.5%	35.6%				
White	437	3.2%	32.0%	24.9%	38.8%	2.1%	28.1%	25.4%	44.4%				
EL	25	16.0%	68.0%	8.0%	8.0%	4.0%	68.0%	14.0%	4.0%				
BFEP	41	0.0%	19.5%	41.5%	38.0%	0.0%	19.5%	39.0%	41.5%				
Low SES	241	7.5%	47.7%	21.6%	28.7%	4.6%	36.5%	25.7%	33.7%				
SWD	117	9.4%	54.7%	12.8%	23.1%	8.5%	34.2%	16.2%	25.0%				
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	4	0.0%	100.0%	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Louis Pasteur Middle School - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

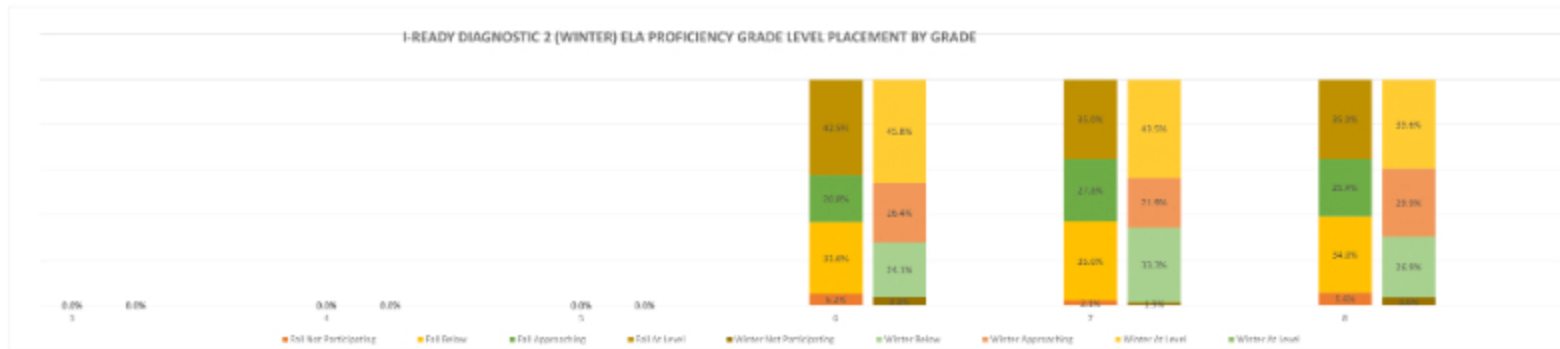
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	212	31	67	44	90	8	51	56	97				
7	237	5	83	66	83	3	79	52	103				
8	197	31	67	50	69	7	53	59	78				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	212	5.2%	31.6%	20.8%	42.5%	3.8%	24.1%	26.4%	45.8%				
7	237	2.1%	35.0%	27.8%	35.2%	1.3%	33.3%	21.9%	43.5%				
8	197	5.6%	34.0%	25.4%	35.0%	3.6%	26.9%	29.9%	39.6%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



Louis Pasteur Middle School - I-Ready Diagnostic 2 Math Proficiency Level by Group

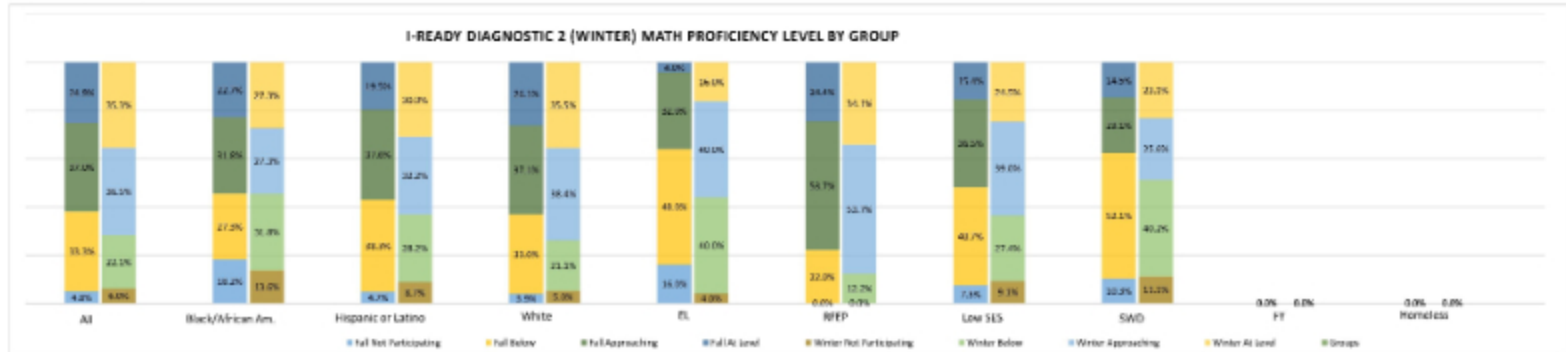
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	31	215	239	161	39	143	234	228				
Black/African Am.	22	4	6	7	5	3	7	6	6				
Hispanic or Latino	149	7	57	56	29	13	42	68	46				
White	437	27	146	162	114	22	92	148	155				
EL	25	4	12	8	1	1	13	10	4				
FFEP	41	0	9	22	30	0	5	22	14				
Low SES	241	18	98	88	37	22	64	64	59				
SWD	117	12	61	27	17	13	47	30	27				
FY	1	0	0	1	0	0	1	0	0				
Homeless	4	0	4	0	0	0	3	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	4.8%	33.3%	37.0%	24.9%	6.0%	22.1%	36.5%	35.3%				
Black/African Am.	22	18.2%	27.3%	31.8%	22.7%	13.6%	31.8%	27.3%	27.3%				
Hispanic or Latino	149	4.7%	38.3%	37.6%	19.5%	8.7%	28.2%	45.2%	30.9%				
White	437	3.9%	33.0%	37.1%	26.1%	5.0%	21.3%	34.4%	35.5%				
EL	25	16.0%	48.0%	32.0%	4.0%	4.0%	40.0%	40.0%	16.0%				
FFEP	41	0.0%	22.0%	53.7%	24.4%	0.0%	12.2%	53.7%	34.1%				
Low SES	241	7.5%	40.7%	36.5%	15.4%	9.1%	27.4%	30.0%	24.5%				
SWD	117	10.3%	52.1%	23.1%	14.5%	11.1%	40.2%	25.6%	23.1%				
FY	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	4	0.0%	100.0%	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard





Louis Pasteur Middle School - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

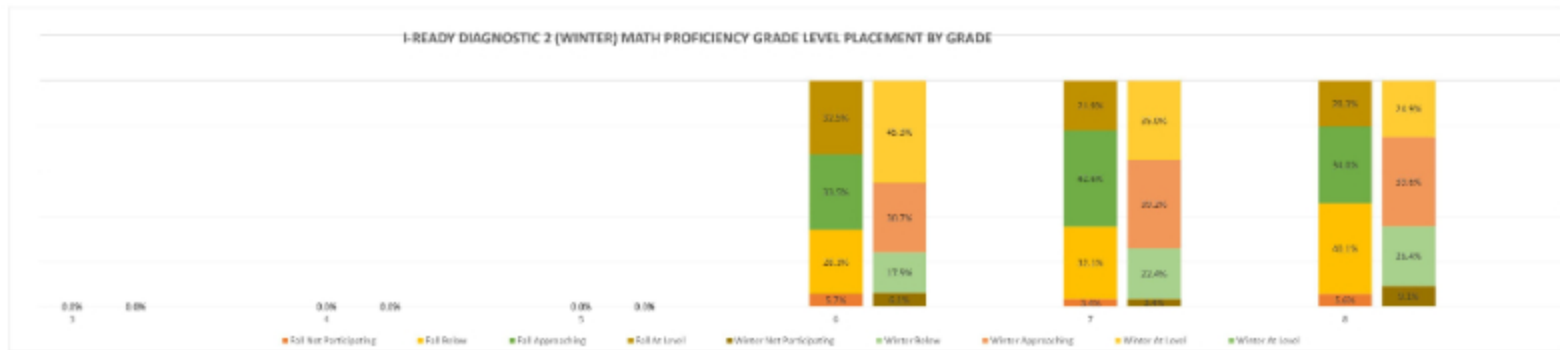
Grade	Fall/Diagnostic 1 - Ready Grade Level Placement					Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	212	32	60	71	69	13	38	65	96				
7	237	8	76	103	52	8	53	93	83				
8	197	33	79	67	40	18	52	78	49				

Grade	Fall/Diagnostic 1 - Ready Grade Level Placement					Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	212	5.7%	28.3%	33.5%	32.5%	6.1%	17.9%	30.7%	45.3%				
7	237	3.4%	32.5%	43.0%	21.9%	3.4%	22.4%	39.2%	35.0%				
8	197	5.0%	40.1%	34.0%	20.9%	9.2%	26.4%	39.6%	24.9%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

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

## 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: 2022-23

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

What data did you use to monitor progress and how often?

Anecdotal evidence from conversations at parent group meetings. Feedback from listening circles (black students). End of the year Parent/Student/Staff surveys.

What worked and didn't work? Why? (monitoring)

Focusing on the Parent/Student/Staff survey is really only a summative measurement. We need better formative tools to guide us during the year.

What modification(s) did you make based on the data? (evaluation)

Encourage more participation parents in our PTSO and other partnership groups. Listening circles from our students body and community members.

## 2022-23

### Identified Need

Based on the results from our Parent Survey and anecdotal evidence we need to focus more on prompt communication home to parents, listening to parent concerns, and providing at home assistance and resources.

Based on the input from our listening circle with our black students, we need to have more inclusive practices for students of color and our other marginalized groups.

### Annual Measurable Outcomes

#### Metric/Indicator

#### Baseline 2022-23

#### Expected Outcome 2023-24

Parent response to the Climate Survey

- Staff at my school provide resources or ideas that help parents support their students at home. 59.8% Agree (2021-22) 55.3% (2022-23)
- Concerns about student's progress are communicated promptly to parents/guardians. 63.2% Agree
- The staff at our school listen to parent concerns about issues. 68.9% Agree (2021-22) 65.7% (2022-23)

- Staff at my school provide resources or ideas that help parents support their students at home. 75% Agree (2022-23 goal) 68% (2023-24 goal)
- Concerns about student's progress are communicated promptly to parents/guardians. 75% Agree
- The staff at our school listen to parent concerns about issues. 75% Agree (2022-23 goal) 75% Agree (2023-24 goal)

Student Response to the Climate Survey

- There is an adult from the school who checks on how students are doing. 35.8 % Agree
- Teachers at my school go out of their way to help all students. 17.8 % Agree

- There is an adult from the school who checks on how students are doing. 50 % Agree
- Teachers at my school go out of their way to help all students. 45 % Agree

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 and students. This will include, but limited to information nights, regular direct informative emails and newsletters, up to date website and social media sites monitored and updated by a staff member.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, counselors, office staff, and teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5900: Communications	2000  500	School Year 2023-24
1.2	Create opportunities for students to participate in before school, during lunch, and/or after school activities like, but limited to:	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, counselors, and staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1500	School Year 2023-24

	clubs and extracurricular activities.					
1.3	Create and support Flex Period which will provide study hall, intervention and enrichment opportunities for students. This would include but not limited to purchasing supplies and materials, field trip opportunities, and other needed items to ensure successful implementation of the Flex Period offerings.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, counselors, office staff, and teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2023-24
1.4	Create a safe place to meet, clubs, or social avenues for our marginalized students.	All Students X English Learners Low-Income Students X Foster Youth X Other Students of color	Administration, counselors, office staff, and teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	2700	School Year 2023-24

				Expenditures		
1.5	Update the school library with books, posters, and other materials that reflect the whole student body at Pasteur.	All Students X English Learners X Low-Income Students X Foster Youth X Other Students of color	School Year 2023-24	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24
1.6		All Students English Learners Low-Income Students Foster Youth 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: 2022-23

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

What data did you use to monitor progress and how often?

Student/Staff/Parent survey (once); Student Flex Period Survey (twice a year); attendance data; quarterly suspension data; Pasteur AIP

What worked and didn't work? Why? (monitoring)

Flex Period and extra counselling staffing. These were more student centered and guided adults decisions and actions on campus.

What modification(s) did you make based on the data? (evaluation).

We will add student listening circles. We will start our AIP meetings earlier, and seek more help from district personnel when working with families.



**2022-23**

**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 2022-23	Expected Outcome 2023-24
Attendance	Attendance Rate was overall 93.8% (8-11-22 thru 1-9-2023)	Attendance Rate of 95 % (1.2% increase)
Suspension	Overall Suspension Rate was 4.95% (8-11-22 thru 1-9-2023) African American Suspension Rate was 16.7% (8-11-22 thru 1-9-2023) LSES Suspension Rate was 9.8% (8-11-22 thru 1-9-2023) SWD Suspension Rate was 4.03% (8-11-22 thru 1-9-2023)	Overall Suspension Rate of 3.5% (1% decrease) African American Suspension Rate of 11% (5% decrease) LSES Suspension Rate of 6% (3.8% decrease) SWD Suspension Rate of 3% (1% decrease)
Climate Survey	48% of students are happy to be at Pasteur (2021-22) I would recommend my school to other families 51.4% (2022-23) 32% feel people are respectful to others at Pasteur (2021-22) 17.8 % (2022-23)	65% of students are happy to be at Pasteur (17% increase) (2022-23 goal) I would recommend my school to other families 60% (2023-24 goal) 60% of students feel people are respectful to others at Pasteur (2022-23 goal) 50% the 2023-24 goal

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	X All Students English Learners Low-Income Students	Principal, WEB Leader Teachers,	LCFF Supplemen	4000	School Year 2023-24

	<p>WEB Program. This program “Where Everybody Belongs” is a middle school orientation and transition program that welcomes new 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>	<p>Foster Youth Other</p>	<p>WEB Leader students</p>	<p>tal Site Allocation 4000-4999: Books And Supplies</p>		
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2.2	Add an additional counselor position to work with students SEL needs, academic progress, and school engagement using ELO 1.07 funds.	X All Students English Learners Low-Income Students Foster Youth Other	Administration and counselors	Other	68,000	School Year 2023-24
2.3	Add a period of Tier 2 supports using ELO funds	X All Students English Learners Low-Income Students Foster Youth Other	Administration, counselors, and staff.	Other	17,000	School Year 2023-34
2.4	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	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Office staff, Grade Level Team Leaders, and teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2023-24

	<p>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>					
2.5	<p>Create a student recognition/rewards system for supporting our school-wide behavioral expectations through PBIS (PAWS) and assist with</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  Other</p>	<p>Administration, PBIS Team, and staff</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>2000</p>	<p>School Year 2023-24</p>

	other Tier 1 and Tier 2 supports.					
2.6		All Students English Learners Low-Income Students Foster Youth Other				
2.7	Develop an attendance improvement plan with student and staff incentives. This would be rewards for students that reach their goals in attendance improvement.	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Administration and staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24

# 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: 2022-23

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

What data did you use to monitor progress and how often?

Progress and Report cards (7 times throughout the year); behavior and academic engagement contracts (throughout the year); iReady scores (bi-annually)

What worked and didn't work? Why? (monitoring)

Using data from contracts and grade reports worked best because they were more recent. iReady scores were somewhat helpful, but we could not tell if some of the students with lower scores (rushed scores) were based on their ability (inability) or just from apathy/disengagement.

What modification(s) did you make based on the data? (evaluation)

We used the data to drive which students we placed in our intervention and focused study hall classes during flex period. We also used it to modify students core class schedules so they had built in supports.

**2022-23**

**Identified Need**

In ELA Reading, Fall Diagnostic 42.5 % of students in 6th grade at grade level (AGL) Winter Diagnostic 45.8% AGL  
 In ELA Reading, Fall Diagnostic 35 % of students in 7th grade at grade level (AGL) Winter Diagnostic 43.5% AGL  
 In ELA Reading, Fall Diagnostic 35 % of students in 8th grade at grade level (AGL) Winter Diagnostic 39.5% AGL

SWD performance on Fall Diagnostic 23.1 %AGL; 21.6% Approaching GL; 42.7 % Below GL Winter Diagnostic 23.9 % AGL; 16.2% Approaching GL; 51.3% BGL.

Black/African Amer. performance on Fall Diagnostic 31.8%AGL; 18.2% Approaching GL; 31.8% Below GL Winter Diagnostic 45.5% AGL; 13.6% Approaching GL; 30.9% BGL.

EL performance on Fall Diagnostic 16% at AGL or Approaching Winter Diagnostic 28% at AGL or Approaching

In Math, Fall Diagnostic 32.5 % of students in 6th grade at grade level (AGL) Winter Diagnostic 45.3% AGL  
 In Math, Fall Diagnostic 21.9 % of students in 7th grade at grade level (AGL) Winter Diagnostic 35.0 % AGL  
 In Math, Fall Diagnostic 20.3 % of students in 8th grade at grade level (AGL) Winter Diagnostic 24.9% AGL

SWD performance on Fall Diagnostic 14.5%AGL; 23.1% Approaching GL; 52.1% Below GL Winter Diagnostic 23.1% AGL; 25.6% Approaching GL; 40.2 % BGL.

Black/African Amer. performance on Fall Diagnostic 22.7 %AGL; 31.8% Approaching GL; 27.3 % Below GL Winter Diagnostic 27.3% AGL; 27.3% Approaching GL; 31.8% BGL.

EL performance on Fall Diagnostic 36% at AGL or Approaching Winter Diagnostic 46% at AGL or Approaching

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
I-Ready Reading/ELA	ELA Reading 6th grade at Grade Level 45.8% on winter diagnostic ELA Reading 7th grade at Grade Level 43.5% on winter diagnostic ELA Reading 8th grade at Grade Level 39.5% on winter diagnostic  ELA Reading SWD at Grade Level or Approaching 40% on winter diagnostic	ELA Reading 6th grade at Grade Level 51% ELA Reading 7th grade at Grade Level 49% ELA Reading 8th grade at Grade Level 45%  ELA Reading SWD at Grade Level or Approaching 48%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	ELA Reading EL Students at Grade Level or Approaching 28% on winter diagnostic	ELA Reading EL Students at Grade Level or Approaching 35%
I-Ready Math	<p>Math 6th grade at Grade Level 45.3% on winter diagnostic</p> <p>Math 7th grade at Grade Level 35% on winter diagnostic</p> <p>Math 8th grade at Grade Level 25% on winter diagnostic</p> <p>Math SWD at Grade Level or Approaching 48.7% on winter diagnostic</p> <p>Math EL Students at Grade Level or Approaching 46% on winter diagnostic</p>	<p>Math 6th grade at Grade Level 51%</p> <p>Math 7th grade at Grade Level 41%</p> <p>Math 8th grade at Grade Level 31%</p> <p>Math SWD at Grade Level or Approaching 54%</p> <p>Math EL Students at Grade Level or Approaching 52%</p>

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.)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Leadership Team, Department Chairs, and Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000 1000 1000	School Year 2023-24



	<p>through professional development opportunities, workshops, training and conferences. This will include paying for registration fees of professional development, substitute teachers to cover classes, travel expenses, and any other costs.</p>			<p>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5700-5799: Transfers Of Direct Costs</p>		
3.2	<p>Provide supplemental instructional materials and supplies, including but not limited to: books and classroom materials, on-line resources, technology and equipment.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Department Chairs, and staff</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	4020	<p>School Year 2023-24</p>

3.3	Provide time and materials for teacher collaboration and lesson planning specifically to support our SWD in reading and math. This would include the cost of substitute teachers, guest speakers/facilitators, and supplies.	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Principal, Leadership Team and Department Chairs	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500  500	School Year 2023-24
3.4	Create teaching/tutoring/club opportunities either/or before and/or after school, or during lunch for student intervention or enrichment.	All Students X English Learners X Low-Income Students X Foster Youth X Other Students with Disabilities	Principal, Leadership Team, Department Chairs and staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2640	School Year 2023-24
3.5	Provide AVID sections to increase student's capacity to be	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Department Chairs. Teachers	LCFF Supplemental Centralized Services	39977	School Year 2023-24

	fully prepared for secondary education leading to college/career readiness. .40 FTE			(District Only) 1000-1999: Certificated Personnel Salaries		
3.6	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .20 ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	English Learner Program Manager Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	23,184	School Year 2023-24
3.7	Have incentive and rewards for students completing site based assessment tools (used for rewarding participation, growth, engagement, and other targeted goals).	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration and ELA/Math staff.	LCFF Supplemental Site Allocation	2000	School Year 2023-24

3.8	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 English Learners Low-Income Students Foster Youth Other	Math Intervention teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries Other 1000-1999: Certificated Personnel Salaries	24995 24995	School Year 2023-24
3.9	Provide supplemental instructional materials and supplies, including but not limited to: school planners, books and materials, on-line resources, technology and equipment.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and math department	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12000	School Year 2023-24
3.10	Provide additional high, middle school and K-8 school counseling	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services	58708	School Year 2023-24

	<p>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. .5 FTE Counselor. Provide centralized resources to support equitable outcomes for all students.</p>			<p>(District Only) 1000-1999: Certificated Personnel Salaries</p>		
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# Goals, Strategies, & Proposed Expenditures

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

## 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: 2022-23

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

What data did you use to monitor progress and how often?

Student participation/completion of Naviance program in 6th, 7th, and 8th grade. This is done throughout the year.  
Climate survey Once a year

What worked and didn't work? Why? (monitoring)

8th grade NAVIANCE : 100% completed SJUSD Promotion Survey, 100% completed Create/edit course plan  
Students are interested in attending college, joining the military, or entering the work force....62.7% (this is a mix of all 6th-8th grade students)  
2022-23 school year was the first time we attempted to get all our 8th grade students to go to the CTE Faire. We had 150 of our 198 8th grades attend.

What modification(s) did you make based on the data? (evaluation)

We did not do a good job advertising, encouraging, and promoting the CTE Faire. the 2023-24 CTE Faire will be promoted weeks in advance via our daily news show (TTV), email and phone announcements to students and guardians. Currently, there seems to be an emphasis on pathways (discussion/focus) in the 8th grade year. We need to encourage college/career pathways in all 3 grade levels.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
8th grade SJUSD Promotion survey	100% completed in 2022-23	100%
A-G Requirement Survey		Baseline Year-Goal is 95%
Students are interested in attending college, joining the military, or entering the work force.	62.7% of all students	75% of all students

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	All Students X English Learners X Low-Income Students X Foster Youth X Other Students of color	Administration and Counseling department			School Year 2023-24

	requirements are for graduating high school					
4.2	Ensure all 8th grade students have access and can attend the CTE Fair.	X All Students English Learners Low-Income Students Foster Youth Other	Administration and Counseling department			March 2024



## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

### Centralized Services

<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
EL students will receive academic support in order to build proficient academic English skills.	2013 - 2014	startcollapse endcollapse			
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
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**SCHOOL GOAL #2:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #4:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# 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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$304,219.00

## 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	\$23,184.00
LCFF Supplemental Site Allocation	\$47,360.00
Other	\$109,995.00

Subtotal of state or local funds included for this school: \$304,219.00

Total of federal, state, and/or local funds for this school: \$304,219.00

# 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	47,360	0.00
LCFF Supplemental English Learner Central	23,184	0.00
LCFF Supplemental Centralized Services (District Only)	123,680.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	123,680.00
LCFF Supplemental English Learner Central	23,184.00
LCFF Supplemental Site Allocation	47,360.00
Other	109,995.00

## Expenditures by Budget Reference

Budget Reference	Amount
	85,000.00
1000-1999: Certificated Personnel Salaries	180,499.00
4000-4999: Books And Supplies	31,520.00
5000-5999: Services And Other Operating Expenditures	2,700.00
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	23,184.00
	LCFF Supplemental Site Allocation	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	8,640.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	31,520.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,700.00
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
	Other	85,000.00
1000-1999: Certificated Personnel Salaries	Other	24,995.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,700.00
Goal 2	94,000.00
Goal 3	197,519.00

# 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
Lynne Rominger	Classroom Teacher
Will Pollock	Classroom Teacher
Becky Feldman	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
8thGrade Student	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**

on File

English Learner Advisory Committee

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 June 7th, 2023.

Attested:

ON File

Principal, Michael J. Dolan on June 7, 2023

on file

SSC Chairperson, Rebecca Feldman on June 7, 2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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
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## 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. .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>
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LCFF Supplemental Centralized Services (District Only) Total Expenditures:	\$123,680.00
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LCFF Supplemental Centralized Services (District Only) Allocation Balance:	\$0.00
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**Funding Source: LCFF Supplemental English Learner Central**      **\$23,184.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Louis Pasteur Fundamental Middle School

Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).  
.20 ELD Teacher

1000-1999: Certificated Personnel Salaries

\$23,184.00

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

LCFF Supplemental English Learner Central Total Expenditures: \$23,184.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$47,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Louis Pasteur Fundamental Middle School

Have incentive and rewards for students completing site based assessment tools (used for rewarding participation, growth, engagement, and other targeted goals).

\$2,000.00 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.

Provide supplemental instructional materials and supplies, including but not limited to: school planners, 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

<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 recognition/rewards system for supporting our school-wide behavioral expectations through PBIS (PAWS) and assist with other Tier 1and 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, travel expenses, and any other costs.

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 classroom materials, on-line resources, technology and equipment.

4000-4999: Books And Supplies

\$4,020.00

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, 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 time and materials for teacher collaboration and lesson planning specifically to support our SWD in reading and math. This would include the cost of substitute 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, 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

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

1000-1999: Certificated Personnel Salaries

\$2,640.00

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

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 monitored and updated by a staff member.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Family Engagement	
Create opportunities for students to participate in before school, during lunch, and/or after school activities like, but limited to: clubs and extracurricular activities.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Family Engagement	
Create and support Flex Period which will provide study hall, intervention and enrichment opportunities for students. This would include but not limited to purchasing supplies and materials, field trip opportunities, and other needed items to ensure successful implementation of the Flex Period offerings.	4000-4999: Books And Supplies	\$5,000.00	Family Engagement	
Create a safe place to meet, clubs, or social avenues for our marginalized students.	5000-5999: Services And Other Operating Expenditures	\$2,700.00	Family Engagement	
Update the school library with books, posters, and other materials that reflect the whole student body at Pasteur.	4000-4999: Books And Supplies	\$1,000.00	Family Engagement	
	5900: Communications	\$500.00	Family Engagement	
Develop, implement and maintain a WEB Program. This program "Where Everybody Belongs" is a middle school orientation and transition program that welcomes new 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.	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.

## 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

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.

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\* 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: \$47,360.00

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	
Add an additional counselor position to work with students SEL needs, academic progress, and school engagement using ELO 1.07 funds.		\$68,000.00	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.
Add a period of Tier 2 supports using ELO funds		\$17,000.00	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.

Other Total Expenditures: \$109,995.00

Other Allocation Balance: \$0.00

Louis Pasteur Fundamental Middle School Total Expenditures: \$304,219.00