

School Year: **2024-25**



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 3rd, 2024	July 30, 2024

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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

In August we held elections for our School Site Council members (SSC). These are for family/community members and teachers. In the Fall (September and October) the current SSC reviewed and monitored our current 2023-24 plan. As new data came in (reading and math scores-iReady, attendance, grader, and discipline and Dashboard information) we looked to see if we needed to make any changes to meet our current needs. In the Winter (November, December, and January) we continued monitor progress. In the early Spring (January-March) our stakeholders-SSC, our Leadership Team/Department Chairs, and ELD/ELAC coordinator took deeper dives into our data enabling us to do our Comprehensive Needs Analysis. In the late Spring (March, April, and May) the SSC used the information gathered through the Comprehensive Needs Analysis to draft our plan for 2024-25. This plan was then shared with our staff, Department Chairs, Leadership Team and ELAC members. After final input from stakeholders, our 2024-25 plan was adopted at the end of May/early June.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.15%	0.77%	0.57%	1	5	4
African American	1.98%	2.31%	1.99%	13	15	14
Asian	1.53%	1.38%	2.13%	10	9	15
Filipino	%	0.31%	0.85%		2	6
Hispanic/Latino	22.14%	23.23%	21.48%	145	151	151
Pacific Islander	0.31%	0.46%	0.43%	2	3	3
White	65.65%	64.15%	66.29%	430	417	466
Multiple/No Response	8.24%	7.38%	6.26%	54	48	44
	Total Enrollment			655	650	703

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	226	208	221
Grade 7	202	238	233
Grade 8	227	204	249
Total Enrollment	655	650	703

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	15	26	45	2.20%	2.3%	6.4%
Fluent English Proficient (FEP)	45	49	53	7.80%	6.9%	7.5%
Reclassified Fluent English Proficient (RFEP)				7.1%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
650	41.5	4	0.5
Total Number of Students enrolled in Louis Pasteur Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	4
Foster Youth	3	0.5
Homeless	7	1.1
Socioeconomically Disadvantaged	270	41.5
Students with Disabilities	93	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.3
American Indian	5	0.8
Asian	9	1.4
Filipino	2	0.3
Hispanic	151	23.2
Two or More Races	48	7.4
Pacific Islander	3	0.5
White	417	64.2

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

1. At a quick glance, our overall performance results may look good, but it doesn't accurately show the performance of our students of focus (SWD, and SED specifically).
2. There is still plenty of need for academic and social/emotional interventions for all students.

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3. Distance Learning may have a negative impact on all these areas. There needs to be interventions and supports for all students, especially our SWD and SED population.

School and Student Performance Data

Academic Performance English Language Arts

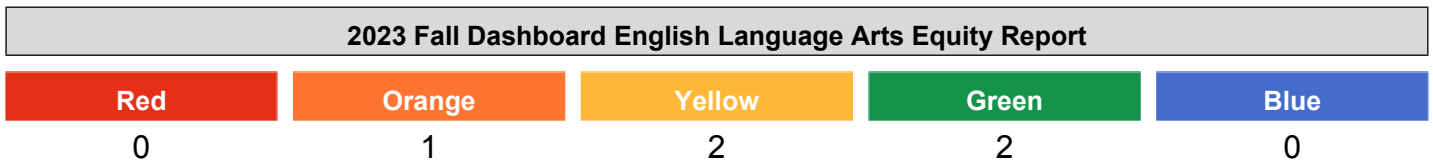
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 4.3 points below standard Increased Significantly +17.3 points 595 Students	English Learners 74.1 points below standard Decreased Significantly -16.4 points 32 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Yellow 22.4 points below standard Increased Significantly +21.1 points 263 Students	Students with Disabilities Orange 90.8 points below standard Increased Significantly +16.5 points 80 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>35.5 points below standard</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Yellow</p> <p>21.5 points below standard</p> <p>Increased Significantly +17.1 points</p> <p>138 Students</p>	 <p>Green</p> <p>6.2 points above standard</p> <p>Increased Significantly +27.9 points</p> <p>47 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>Green</p> <p>0.2 points above standard</p> <p>Increased Significantly +16.6 points</p> <p>384 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>81.2 points below standard</p> <p>Increased Significantly +22.9 points</p> <p>20 Students</p>	<p>62.3 points below standard</p> <p>Decreased Significantly -38.5 points</p> <p>12 Students</p>	<p>1.9 points below standard</p> <p>Increased Significantly +18 points</p> <p>526 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

This is the first year in the last five in which we have not had a subgroup of students on the dashboard in red. Our SWD moved from red to orange with a significant growth score of 17.3. Our SWD group is still 90.8 points below standard (that was an improvement from the previous year 117.3 points below.) Our EL students also would have been in the orange range, 81.2 points below standard. They did show significant growth of 22.9 points.

We had a more strategic approach on placing our SWD kids in their English classes (master scheduling). Grouping them on ability and goals, we didn't have more than 6 in any grade level ELA classroom. This made it easier for both push-in support from IA's and Resource teachers and any necessary pull-out support. The site did have professional development focus on better ways to support our SWD. We also feel the tutoring/reteaching opportunities during Flex period and tutoring time (lunch/after school) may have impacted positively students' performance.

- Tutoring Opportunities (both in the school day and outside)
- PD on instructional strategies to support EL and SWD-which in turn will support all students.
- More opportunities to connect with the families of the EL and SWD community.
- Improve the attendance/engagement of these students.
- Supplies and curriculum to augment district adopted materials.

School and Student Performance Data

Academic Performance Mathematics

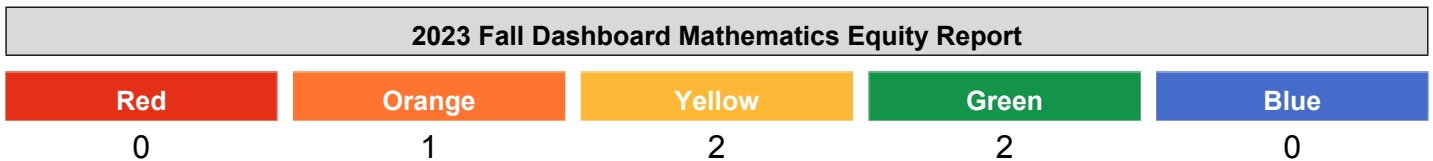
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 17.4 points below standard Increased Significantly +20.5 points 602 Students	English Learners 78.4 points below standard Decreased Significantly -30.9 points 31 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Yellow 39.6 points below standard Increased Significantly +15.5 points 266 Students	Students with Disabilities Orange 102.9 points below standard Increased Significantly +15.7 points 82 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
87.6 points below standard 11 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.2 points below standard Increased +14.6 points 141 Students	 Green 5.6 points below standard Increased Significantly +32.7 points 48 Students	Less than 11 Students 2 Students	 Green 9.1 points below standard Increased Significantly +22.1 points 387 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.3 points below standard Increased Significantly +31.9 points 19 Students	81.7 points below standard Decreased Significantly -62.7 points 12 Students	14.5 points below standard Increased Significantly +24.9 points 532 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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Our SWD scored in the orange with a score of 102.9 points below standard. However, we scored a significant growth score of 15.7. Our Current EL students also would have been in the orange range, 76.3 points below standard. They did show significant growth of 31.9 points. We also wanted to note both our African American and Reclassified students scored low. AA-87.6 and REL-81.7 (drop of 62.7) We had no student groups in the red.

We continued to have two periods of Math intervention (one in 6th grade and one in 7th grade). Our math teachers regularly offered math support options during Flex period. Shared common, formative assessments at each grade level, whose results were then used to guide collaboration time on Department Thursdays.

- Continued math intervention periods provided by the district (one was supported through ELO).
- Intervention/support programs like IXL and iReady.
- Tutoring Opportunities (both in the school day and outside)
- More opportunities to connect with the families of the EL and SWD community.
- Improve the attendance/engagement of these students.
- supplies and curriculum to augment district adopted materials.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.762% making progress towards English language proficiency
Number of EL Students: 21 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	3	0	16

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

We had 16 students that progressed at least one ELPI level. 3 students maintained ELPI level 1, 2L, 2H, 3L, or 3H and one student decreased one ELPI level.

Last year we had the largest EL population in years at Pasteur. A new EL Support teacher, who collaborated well with core general education teachers, shared strategies on how to best support EL student and their learning. The focus of the Attendance Improvement Team on our EL student and families may have helped as well.

- Staff and families continue to ask for BIA support.
- More professional development for EL student support in core classes.
- Access to ancillary materials to assist teachers and students.

- Reach out and engage EL community and families.

School and Student Performance Data

Academic Performance College/Career Report

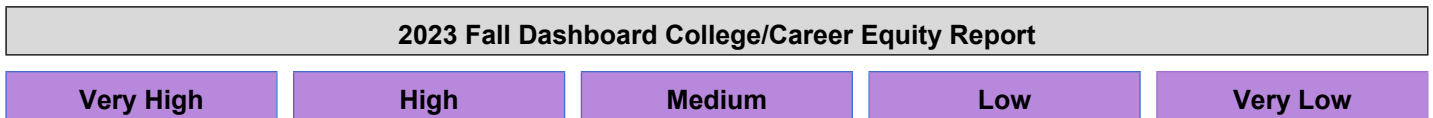
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

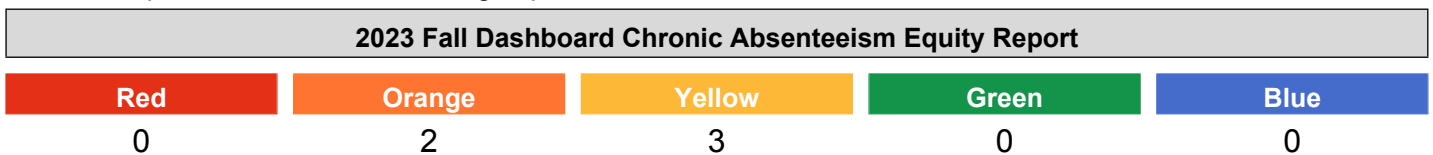
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.9% Chronically Absent</p> <p>Declined Significantly -12.5</p> <p>684 Students</p>	<p>English Learners</p> <p>35.3% Chronically Absent</p> <p>Increased 3.7</p> <p>34 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>70.6% Chronically Absent</p> <p>Increased 15.6</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.3% Chronically Absent</p> <p>Declined Significantly -11.8</p> <p>321 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>28.9% Chronically Absent</p> <p>Declined -14.8</p> <p>97 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
45% Chronically Absent Declined -16.5 20 Students	Less than 11 Students 3 Students	Less than 11 Students 9 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.8% Chronically Absent Declined Significantly -11.2 157 Students	 Orange 28.3% Chronically Absent Declined -8.7 53 Students	Less than 11 Students 2 Students	 Yellow 23.6% Chronically Absent Declined Significantly -13.1 436 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All our sub groups decreased in percentages (which is good) except our EL (3.7 %) increased and Homeless (increased 15%). This is the first year in a while in which have not had a significant sub group in the RED on our Dashboard. We are encouraged with this but we still have concerns. Hispanic group 27%, African American 45%; Homeless 70%.

Overall school improvement can be tied to the concerted efforts of the PBIS rewards team; consistent attendance review team meetings (every three weeks; and consistent HTC's. Causes for groups who had an increase may need to feel more valued and connected to the school community if we want them to have positive attendance.

- Continued support of the Attendance Improvement team.
- Continued support of PBIS and Merit system which promote positive attendance.
- Staff to focus on Tier 2 interventions for students.
- Staff to check-in more regularly with at-risk students and their families.

School and Student Performance Data

Academic Engagement Graduation Rate

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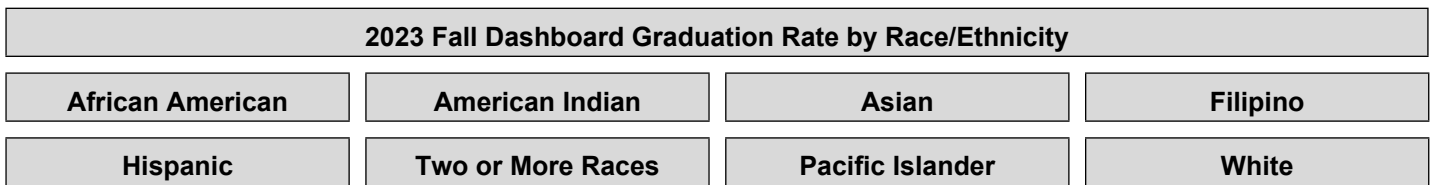
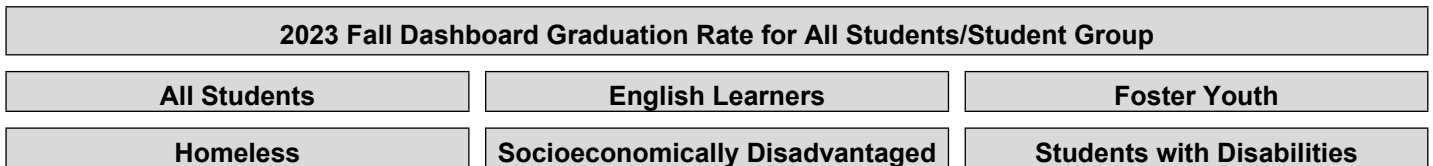
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

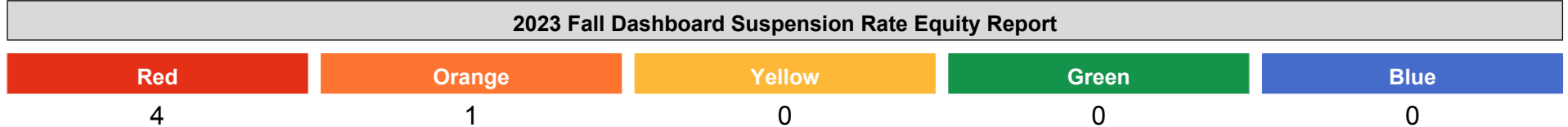
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students


 Orange

10% suspended at least one day

Increased 3.7
689 Students

English Learners

5.9% suspended at least one day

Increased 0.9
34 Students

Foster Youth


Less than 11 Students
4 Students

Homeless

35.3% suspended at least one day

Increased 26.6
17 Students


Socioeconomically Disadvantaged


 Red

14.6% suspended at least one day

Increased Significantly 4.6
323 Students




Students with Disabilities


 Red

12.2% suspended at least one day

Increased 5.7
98 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>20% suspended at least one day</p> <p>Increased 6.7 20 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>13.3% suspended at least one day</p> <p>Increased Significantly 6.1 158 Students</p>	<p> Red</p> <p>17% suspended at least one day</p> <p>Increased 2.9 53 Students</p>	<p>Less than 11 Students 2 Students</p>	<p> Orange</p> <p>7.7% suspended at least one day</p> <p>Increased 2.9 439 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

10% of all students were suspended at least one day which was an increase from the previous school year. Our lowest performing student groups were Socioeconomically disadvantaged, Students with Disabilities, Hispanic and students identified as Two or More Races. 14.6% of our Socioeconomically disadvantaged students were suspended at least one day which was a significant increase from the previous school year. 12.2 % of our Students with Disabilities were suspended at least one day which was an increase from the previous school year. 13.3% of our Hispanic students were suspended at least one day which was a significant increase from the previous school year. 17% of our students identified as Two or More Races were suspended at least one day which was an increase from the previous school year.

Last year all subs groups had an increase in suspensions. The largest groups were : Hispanics (6.1%), Two or More Races (2.9%), SED (4.6%), SWD (5.7%), Whole school (3.7%).

We feel that there seems to be a lack of supports for schools in the area of preventative interventions for students who need tier 2 or tier 3 interventions. We feel staff are wanting students to meet them where they are as educators, rather than teachers meeting students where they are.

- Higher quality instruction to increase student engagement.
- Additional support in the office (TIC, SCIS, SCIA) to do more tier two interventions.
- Continued use of schoolwide PBIS strategies.

- PD for entire staff on Culturally Responsive Pedagogy.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Pasteur's staff (Leadership Team, SSC, departments, and individual teachers) looked at data from iReady (quarterly) and quarterly grade reports as well as attendance, merits, and suspension/discipline on more weekly/monthly timeframe.

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

Using the the personalized Instructional Plan generated by iReady worked for some students. It was beneficial if the student was engaged when taking the diagnostics. If the students rushed or were not engaged, these lessons were not helpful. After school tutoring was not highly attended-kids didn't want to stay after school, rides home later were not available-no buses. Most English teachers were using new ERWC curriculum, not sure how successful it was-waiting to see CAASPP results.

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

Based on performance on iReady diagnostic and student grades we more thoughtfully selected students who we placed in intervention Flex classes for reading and math. This enabled students to be in a smaller focused setting during the school day receiving intervention and supports.

2023-24

Identified Need

If we are going to continue to use iReady, staff and students need to understand how to use the personalized instruction plan and the other academic supports offered. Looking at the data below other than large growth with our EL students, most other groups dropped.

In ELA 6th grade Reading, 2022-23 Winter Diagnostic 45.8% AGL. 2023-24 Winter Diagnostic 44.2% AGL (-1.6%)

In ELA 7th grade Reading, 2022-23 Winter Diagnostic 43.5% AGL. 2023-24 Winter Diagnostic 41.8% AGL (-1.7%)

In ELA 8th grade Reading, 2022-23 Winter Diagnostic 39.5% AGL. 2023-24 Winter Diagnostic 42.5% AGL (+3.0%)

SWD performance on 2022-23 Winter Diagnostic 23.9 % AGL; 16.2% Approaching GL; 51.3% BGL. 2023-24 Winter Diagnostic 20.9 % AGL (-3.0%); 16.4% Approaching GL (-0.2%); 55.2% BGL (-3.9%).

Black/African Amer. performance on 2022-23 Winter Diagnostic 45.5% AGL; 13.6% Approaching GL; 30.9% BGL. 2023-24 Winter Diagnostic 33.3% AGL (-12.2%); 16.7% Approaching GL (-3.1%); 41.7% BGL (-10.8%).

EL performance on 2022-23 Winter Diagnostic 28% at AGL or Approaching. 2023-24 Winter Diagnostic 56.5% at AGL or Approaching (+28.5%)

In 6th grade Math, 2022-23 Winter Diagnostic 45.3% AGL 2023-24 Winter Diagnostic 40.6% AGL (-4.7%)

In 7th grade Math, 2022-23 Winter Diagnostic 35.0 % AGL. 2023-24 Winter Diagnostic 33.2% AGL (-1.8%)

In 8th grade Math, 2022-23 Winter Diagnostic 24.9% AGL. 2023-24 Winter Diagnostic 36.5% AGL (+11.6%)

SWD performance on 2022-23 Winter Diagnostic 23.1% AGL; 25.6% Approaching GL; 40.2 % BGL. 2023-24 Winter Diagnostic 17.9% AGL (-5.2%); 23.9% Approaching GL (-2.3%); 44.8 % BGL (-4.6%).

Black/African Amer. performance on 2022-23 Winter Diagnostic 27.3% AGL; 27.3% Approaching GL; 31.8% BGL. 2023-24 Winter Diagnostic 20.8% AGL (-6.5%); 37.5% Approaching GL (+9.8%); 33.3% BGL (-1.5%).

EL performance on 2022-23 Winter Diagnostic 46% at AGL or Approaching. 2023-24 Winter Diagnostic 59.7% at AGL or Approaching (+13.7%)

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	4.3 points below standard 74.1 points below standard 22.4 points below standard 90.8 points below standard 35.5 points below standard 21.5 points below standard 6.2 points above standard 0.2 points above standard	+3 scale score points
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American	17.4 points below standard 78.4 points below standard 39.6 points below standard 102.9 points below standard 87.6 points below standard	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	American Indian Asian Filipino Hispanic 42.2 points below standard Two or More Races 5.6 points below standard Pacific Islander White 9.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.762%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	8.82%	+5%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And	1000 1000 1000	School Year 2024-25

	(Honors, AVID, SWD, EL, FY, LSES 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.		Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5700-5799: Transfers Of Direct Costs		
1.2	Provide supplemental instructional materials and supplies, including but not limited to: school planners, books and materials, online resources, technology and equipment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School Year 2024-25
1.3	Provide time and materials for teacher collaboration and lesson planning	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation	2000 500	School Year 2024-25

	specifically to support our SWD and EL in reading and math. This would include the cost of substitute teachers, guest speakers/facilitators, and supplies. Focus on GLAD strategies, UDL, and Culturally Responsive instruction.		1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.4	Create teaching/tutoring/club opportunities either/or before and/or after school, or during lunch for student intervention/enrichment/engagement.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	10500 1100 1500	School year 2024-25

1.5	Have incentive and rewards for students completing site based assessment tools and/or Tier Intervention goals/contracts. These will be used for rewarding participation, growth, engagement, and other targeted goals.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3500	School year 2024-25
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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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance data (monthly), merit points (weekly), quarterly D/F lists (quarterly), suspension and discipline reports (quarterly), Climate and culture survey (yearly), anecdotal evidence (throughout the year).

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

Our reactions from our monthly Attendance Improvement Team and HTC meeting worked with some students and families. Merit system (rewards and consequences) seemed to work with our Tier 1 and 2 students, but not for students needing Tier 3 supports/interventions. Students and staff enjoyed the competition and recognition for our monthly attendance rewards. WEB started off strong, but after the start of 2nd semester the team didn't seem to do many activities.

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

Dates on which we held AIP meetings with families, we offered in person and Zoom/phone calls. Also allowed for multiple start times to make it easier for families to participate. Used Talking Points to message families more quickly, and seemed to get better responses compared to emails and phones calls.

2023-24

Identified Need

Students and families need to feel safe and that there are people on campus to support them with any reasons as to students' absences. The school site needs other options than home suspension when responding to student misbehavior. Students need to be engaged academically and 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
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	24.9% Chronically Absent
	English Learners	35.3% Chronically Absent
	Foster Youth	
	Homeless	70.6% Chronically Absent
	Socioeconomically Disadvantaged	33.3% Chronically Absent
	Students with Disabilities	28.9% Chronically Absent
	African American	45% Chronically Absent
	American Indian	
	Asian	
	Filipino	
	Hispanic	26.8% Chronically Absent
	Two or More Races	28.3% Chronically Absent
	Pacific Islander	
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	White 23.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.68%	93.2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.45%	.25%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Create opportunities for students to participate in before school, during lunch, and/or after school activities like, but limited to: clubs and extracurricular activities. Create a safe place to meet, clubs, or social avenues for our marginalized students. This would include stipend for club facilitators and a budget for supplies and items needed to hold these meetings.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1800 300 500	School Year 2024-25
2.2	Continue to 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 Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2024-25

2.3	<p>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.</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	2000	School Year 2024-25
2.4	<p>Develop, implement and maintain a</p>	<p>All Students X English Learners X Low-Income Students</p>	<p>LCFF Supplemental</p>	2000	School Year 2024-25

	<p>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>X Foster Youth X Lowest Performing SWD</p>	<p>Site Allocation 5000-5999: Services And Other Operating Expenditures</p>		
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2.5	Create a student recognition/rewards system for supporting our school-wide behavioral expectations through PBIS (PAWS), merits, and assist with other Tier 1 and Tier 2 supports. Supporting the PBIS Team and offering a stipend for the PBIS Coordinator.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2500 1800 300	School Year 2024-25
2.6	Develop and support an attendance improvement plan with student and staff incentives. This would be rewards for students that reach their goals in attendance improvement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD, AA, HISP	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4000	School Year 2024-25

2.7

All Students
English Learners
Low-Income Students
Foster Youth
Lowest Performing

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 Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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. End of the year Parent/Student/Staff surveys. Student/staff Flex Period Survey (twice a year); attendance data; quarterly suspension data; Pasteur AIP

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

Mot of our data gathering tools are summative. We need to hook students and families in early and continue. Take more formative data points. We do a great job with WEB at the beginning of the year.

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

We need to more actively involve our community groups, parents/guardians, and families. Areas of focus would be our PTSSO and ELAC meetings. Monthly conversations with the administration.

2023-24

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. Parents and guardians need to know their students are being engaged and supported in a safe, professional academic environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	10% suspended at least one day
	English Learners	5.9% suspended at least one day
	Foster Youth	
	Homeless	35.3% suspended at least one day
	Socioeconomically Disadvantaged	14.6% suspended at least one day
	Students with Disabilities	12.2% suspended at least one day
	African American	20% suspended at least one day
	American Indian	
	Asian	
	Filipino	
	Hispanic	13.3% suspended at least one day
	Two or More Races	17% suspended at least one day
	Pacific Islander	
White	7.7% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.15%	0% (no students expelled)
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	57.8%	+5.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	58.3%	+5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	8%.	+5%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	2000 500	School Year 2024-25

	date website and social media sites monitored and updated by a staff member. Stipend for Communication facilitator to coordinate these efforts.		3000-3999: Employee Benefits		
3.2	Hold at least 6 ELAC meetings throughout the year. Make sure ELD Support teacher has interpreters, food and refreshments, and any other necessary items to ensure successful meetings and high attendance rate. Stipend for ELD support teacher for time planning and running the ELAC meetings.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500 300 1000	School Year 2024-25
3.3	Ensure our marginalized students have the	All Students X English Learners X Low-Income Students	LCFF Supplemental	4160	School Year 2024-25

	<p>opportunity to participate in all extracurricular activities: field trips, dances, Spirit Days, etc.</p>	<p>Foster Youth X Lowest Performing SWD, AA, HISP, FY</p>	<p>Site Allocation 5000-5999: Services And Other Operating Expenditures</p>		
3.4	<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</p>	<p>All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Students with Disabilities, and Two or More Races</p>			<p>School Year 2024-25</p>

	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				
3.5	Add an addition .5 FTE Campus monitor to assist with safety concerns.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	2000-2999: Classified Personnel Salaries		School Year 2024-25

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

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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
Provide AVID sections to increase student's capacity to be fully prepared for secondary education leading to college/career readiness. Work closely with high school AVID teams. .40 FTE	Aug. 2024-June 2025	2 periods (certificated) of AVID instruction	1000-1999: Certificated Personnel Salaries	Other	
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .40 ELD Teacher	Aug. 2024-June 2025	2 periods (certificated) EL Support classes	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Have an additional .5 FTE counselor position to work with students SEL needs, academic progress, and school engagement. Focus on using Naviance.	Aug. 2024-June 2025	.5 Counselor position Centralized support	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

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
Add an additional intervention staff position to work with students SEL needs, academic progress, and school engagement using ELO 1.07 funds.	Aug. 2024-June 2025	Certificated Staff member (ELO 1.07)	1000-1999: Certificated Personnel Salaries	Other	68000

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	\$57,760.00

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 (\$)
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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 Site Allocation	\$57,760.00

Subtotal of state or local funds included for this school: \$57,760.00

Total of federal, state, and/or local funds for this school: \$57,760.00

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	57,760	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	57,760.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,600.00
2000-2999: Classified Personnel Salaries	1,500.00
3000-3999: Employee Benefits	2,500.00
4000-4999: Books And Supplies	13,500.00
5000-5999: Services And Other Operating Expenditures	17,660.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	20,600.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,660.00

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

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,100.00
Goal 2	16,200.00
Goal 3	9,460.00

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
Esther Kanuha	Parent or Community Member
Shashona Reedy	Parent or Community Member
Christopher Ornelas	Parent or Community Member
8th Grade 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 3rd, 2024.

Attested:

ON File

Principal, Michael Dolan on June 3, 2024

on file

SSC Chairperson, Rebecca Feldman on June 3, 2024

Budget By Expenditures

Louis Pasteur Fundamental Middle School

Funding Source: LCFF Supplemental Site Allocation **\$57,760.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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, FY, LSES 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	Family Engagement	
Provide supplemental instructional materials and supplies, including but not limited to: school planners, books and materials, online resources, technology and equipment.	4000-4999: Books And Supplies	\$10,000.00	Family Engagement	
Provide time and materials for teacher collaboration and lesson planning specifically to support our SWD and EL in reading and math. This would include the cost of substitute teachers, guest speakers/facilitators, and supplies. Focus on GLAD strategies, UDL, and Culturally Responsive instruction.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Family Engagement	
Create teaching/tutoring/club opportunities either/or before and/or after school, or during lunch for student intervention/enrichment/engagement.	1000-1999: Certificated Personnel Salaries	\$10,500.00	Family Engagement	
Have incentive and rewards for students completing site based assessment tools and/or Tier Intervention goals/contracts. These will be used for rewarding participation, growth, engagement, and other targeted goals.	5000-5999: Services And Other Operating Expenditures	\$3,500.00	Family Engagement	

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	1000-1999: Certificated Personnel Salaries	\$1,000.00	Family Engagement	
	4000-4999: Books And Supplies	\$500.00	Family Engagement	
	3000-3999: Employee Benefits	\$1,100.00	Family Engagement	
	5700-5799: Transfers Of Direct Costs	\$1,000.00	Family Engagement	
	2000-2999: Classified Personnel Salaries	\$1,500.00	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. Create a safe place to meet, clubs, or social avenues for our marginalized students. This would include stipend for club facilitators and a budget for supplies and items needed to hold these meetings.	1000-1999: Certificated Personnel Salaries	\$1,800.00	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.
Continue to 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	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.
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	\$2,000.00	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.

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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	5000-5999: Services And Other Operating Expenditures	\$2,000.00	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.
Create a student recognition/rewards system for supporting our school-wide behavioral expectations through PBIS (PAWS), merits, and assist with other Tier 1 and Tier 2 supports. Supporting the PBIS Team and offering a stipend for the PBIS Coordinator.	5000-5999: Services And Other Operating Expenditures	\$2,500.00	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.
Develop and support an attendance improvement plan with student and staff incentives. This would be rewards for students that reach their goals in attendance improvement.	5000-5999: Services And Other Operating Expenditures	\$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.
	3000-3999: Employee Benefits	\$300.00	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.
	1000-1999: Certificated Personnel Salaries	\$1,800.00	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.
	5000-5999: Services And Other Operating Expenditures	\$500.00	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.
	3000-3999: Employee Benefits	\$300.00	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.

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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. Stipend for Communication facilitator to coordinate these efforts.

1000-1999: Certificated Personnel Salaries

\$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.

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Hold at least 6 ELAC meetings throughout the year. Make sure ELD Support teacher has interpreters, food and refreshments, and any other necessary items to ensure successful meetings and high attendance rate. Stipend for ELD support teacher for time planning and running the ELAC meetings.

1000-1999: Certificated
Personnel Salaries

\$1,500.00

Instructional
strategies and
utilizing assessment
data to guide
instruction

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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:

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- * Continued staff collaboration within and across disciplines and grade levels.
- * Partnering with parents to support students
- * Targeted intervention using classroom and standardized test data.
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<p>Ensure our marginalized students have the opportunity to participate in all extracurricular activities: field trips, dances, Spirit Days, etc.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$4,160.00</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"> * 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. <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"> * 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.
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3000-3999: Employee Benefits

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

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* 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.

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3000-3999: Employee Benefits

\$300.00 Instructional strategies and utilizing assessment data to guide instruction

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* 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.
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5000-5999: Services And
Other Operating
Expenditures

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

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We will also continue with:

- * Technology integration
- * Continued staff collaboration within and across disciplines and grade levels.
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- * Targeted intervention using classroom and standardized test data.
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LCFF Supplemental Site Allocation Total Expenditures: \$57,760.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Louis Pasteur Fundamental Middle School Total Expenditures: \$57,760.00