

School Year: **2025-26**



# 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	May 29, 2025	June 24, 2025

## 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), Leadership Team, Department Chairs, and ELAC.

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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 2024-25 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 2025-26. This plan was then shared with our staff, Department Chairs, Leadership Team and ELAC members. After final input from stakeholders, our 2025-26 plan was adopted at the end of May.

# 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
	<b>Total Enrollment</b>			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
<b>Total Enrollment</b>	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)			11	7.1%		20.37%

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
703	46.7%	6.4%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	45	6.4%
Foster Youth	0	0.0%
Homeless	13	1.8%
Socioeconomically Disadvantaged	328	46.7%
Students with Disabilities	89	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2%
American Indian	4	0.6%
Asian	15	2.1%
Filipino	6	0.9%
Hispanic	151	21.5%
Two or More Races	44	6.3%
Pacific Islander	3	0.4%
White	466	66.3%

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Red

##### Mathematics



Yellow

##### English Learner Progress



No Performance Color

# School and Student Performance Data

## Academic Performance English Language Arts

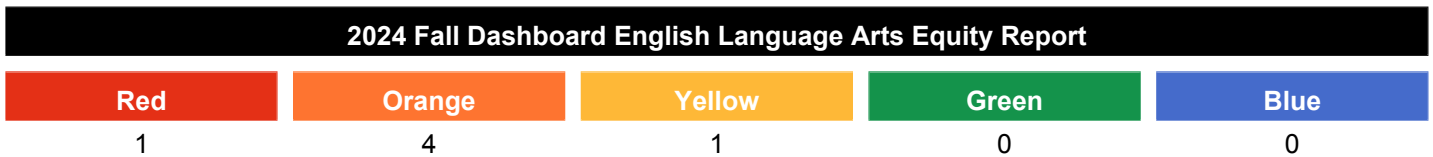
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>10.0 points below standard</p> <p>Declined 5.7 points</p> <p>656 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>51.5 points below standard</p> <p>Increased 22.5 points</p> <p>53 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>72.5 points below standard</p> <p>17 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>56.8 points below standard</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>27.1 points below standard</p> <p>Declined 4.6 points</p> <p>336 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>110.8 points below standard</p> <p>Declined 20.1 points</p> <p>77 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>57.2 points below standard</p> <p>Declined 21.7 points</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>40.7 points above standard</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>26.4 points below standard</p> <p>Declined 4.9 points</p> <p>142 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>17.0 points below standard</p> <p>Declined 23.3 points</p> <p>43 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>6.3 points below standard</p> <p>Declined 6.5 points</p> <p>431 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.

Our SWD subgroup were 110 points below standard. They dropped 20 points from the previous year, and we are back in the red. We are also concerned that our overall school scores for ELA dropped 5.7 points and as a school we are 10 points below standard and moved from Green to Orange. Our students of two or more Races dropped 23.3 points and our Hispanic students dropped 4.9 points. One high point was our EL students increased 22.5 points.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had two 6th grade ELA classes where there was team teaching and IA support-three that may have had a positive impact.

Students were not going to tutoring opportunities before/after school (transportation, non-commitment by parents and students, sometimes inconsistent times offered).

Maybe there are Social Emotional issues/factors that are getting in the way of our SWD's school engagement, making it hard for them to be successful academically.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- \*Develop the master schedule so that our SWD can be scheduled so that we can more easily provide push-in and pull-out interventions and supports.
- \*Continue to focus schoolwide professional development on instructional strategies that support our SWD and EL students-which in turn will support all teaching and learning.
- \*We have seen growth with our EL students, and we have made a big push to communicate and connect with these families/students. We want to do the same with our SWD-more than just the normal IEP and triennial meetings.
- \*Strategically assign SWD to support Flex periods to students with IEPs to make sure they are participating in these (not leaving it up to the students to choose them.)
- \*Offer SEL opportunities for all students, especially our SWD (during Flex Period, at lunch, or random periods throughout the year-substitute teacher days).
- \*Instructional programs like I-Ready, ERWC, IXL to augment district provided curriculum and materials and supplies to aide in the delivery of instructional practices learned during staff professional development.
- \*Schoolwide PD to support SWD, EL and SD students and their specific needs.

# School and Student Performance Data

## Academic Performance Mathematics

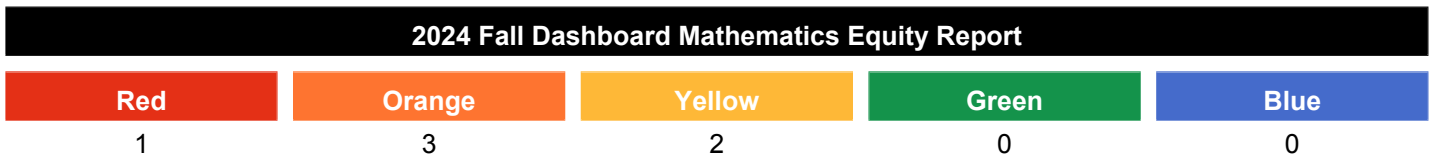
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>23.1 points below standard</p> <p>Declined 5.7 points</p> <p>661 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>63.7 points below standard</p> <p>Increased 14.7 points</p> <p>55 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>93.3 points below standard</p> <p>17 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>113.7 points below standard</p> <p>12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>38.4 points below standard</p> <p>Maintained 1.2 points</p> <p>341 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>112.9 points below standard</p> <p>Declined 10.1 points</p> <p>79 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>94.7 points below standard</p> <p>Declined 7.1 points</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>25.3 points above standard</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>44.0 points below standard</p> <p>Maintained 1.8 points</p> <p>143 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>34.0 points below standard</p> <p>Declined 28.4 points</p> <p>43 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>15.4 points below standard</p> <p>Declined 6.4 points</p> <p>435 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.

Our SWD scored in the red. They are 112.9 points below standard and declined by 10 points from the previous year. There was a significant drop with our Two or More Races subgroup of 28.4 points, however they were still in Orange. Our SD and Hispanic students maintained while our EL students increased 14.7 points. Maybe there are Social Emotional issues/factors that are getting in the way of our SWD's school engagement, making it hard for them to be successful academically.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We think there might be Social Emotional issues/factors that are getting in the way of our SWD's school engagement, making it hard for them to be successful academically.

We feel that students were not going to tutoring opportunities before/after school (transportation, non-commitment by parents and students, sometimes inconsistent times offered). We do offer a period of 6th grade and a period of 7th grade intervention math as a yearlong class (Students' CCSS/CCSS& Math class). The 25 or so students in each of these periods were placed there because they were "Approaching Standards". These students showed success, however most of these students didn't fall into the SWD subgroup. These students were in SD and all Students Groups.

Staff said that we might need specific math intervention classes mainly populated with SWD.

We think our SWD students need to have more consistency with their caseload managing teachers.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- \*Instructional programs like I-Ready, ERWC, IXL to augment district provided curriculum and materials and supplies to aid in the delivery of instructional practices learned during staff professional development.
- \*Schoolwide PD to support SWD, EL and SD students and their specific needs.
- \*Math Support Teacher if we have ELO funds.
- \*Develop the master schedule so that our SWD can be scheduled so that we can more easily provide push-in and pull-out interventions and support.
- \*Continue to focus schoolwide professional development on instructional strategies that support our SWD and EL students-which in turn will support all teaching and learning.
- \*Before/after school tutoring (staff and supplies).

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 52.9% making progress. Number Students: 34 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 9 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 17.6%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 29.4%	<b>Maintained ELPI Level 4</b> 5.9%	<b>Progressed At Least One ELPI Level</b> 44.1%

### Lowest Performing Group:

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

The previous year our Progressed at Least One ELPI Level was 16%, and this year it was 44%. We see that as great growth. We had a score of 17% in Decreased One ELPI Level-which is a need for improvement.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We think that the increased focus on engaging families and students resulted in a better connection to the school, learning, and communication with our EL families. Participation in ELAC meetings tripled in numbers. We feel that the focused PD and Thursday Planning time dedicated to our EL students was beneficial for all staff. We think we still need to find more ways to engage all EL students especially newcomers to participate in general their education classes.

### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

\*Continue two ELL Support classes to meet the varied needs of our students.

\*Support and grow our ELAC participation and families involved. Offer learning opportunities and entertaining/community building opportunities.

\*Continue to focus schoolwide professional development on instructional strategies that support our EL students-which in turn will support all teaching and learning. Purchase curriculum, materials, and supplies to support this newly learned PD.Is/supplies.

\*Tutoring Opportunities (both in the school day and outside)-staff and materials/supplies.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 19.9% Chronically Absent Declined 4.9 728 Students	<p><b>English Learners</b></p>  Orange 23.5% Chronically Absent Declined 11.8 51 Students	<p><b>Long-Term English Learners</b></p>  No Performance Color 22.2% Chronically Absent 0 18 Students
<p><b>Foster Youth</b></p>  No Performance Color 0 Students	<p><b>Homeless</b></p>  No Performance Color 41.2% Chronically Absent Declined 29.4 17 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 23.8% Chronically Absent Declined 9.5 374 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>27.5% Chronically Absent</p> <p>Declined 1.4</p> <p>91 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>37.5% Chronically Absent</p> <p>Declined 7.5</p> <p>16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>15.9% Chronically Absent</p> <p>Declined 10.8</p> <p>157 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>17.8% Chronically Absent</p> <p>Declined 10.5</p> <p>45 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>21.7% Chronically Absent</p> <p>Declined 2</p> <p>480 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.

Our SWD group scored the lowest 27% with our EL students close at 23% (even though this is an 11.8% improvement from the previous year). We had no subgroups in the RED. However, looking at our African American students they were at 37% (which was an improvement of 7.5%). 19.9% of all students were chronically absent which was a decrease from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We feel proud that none of our subgroups were in the RED and all subgroups improved.  
 We feel that our AIT (Attendance Improvement Team) does a great job promoting fun rewards and programs around attendance as well as holding regular HTC's. They meet every three weeks.  
 We say that supporting attendance goals through PBIS is working.  
 We think we are going to have a tougher time finding rewards students want that can be purchased and given to them with district funds.  
 We feel the Merit system has a positive impact on student engagement and attendance.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- \*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.
- \*Community support/outside funding for student rewards.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

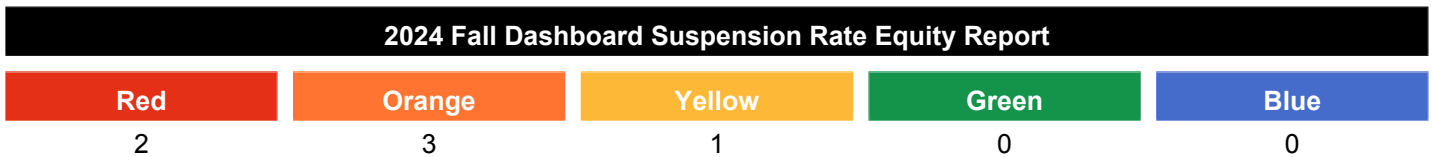
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>12.3% suspended at least one day</p> <p>Increased 2.3%</p> <p>738 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>9.4% suspended at least one day</p> <p>Increased 3.6%</p> <p>53 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>11.1% suspended at least one day</p> <p>18 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>27.8% suspended at least one day</p> <p>Declined 7.5%</p> <p>18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>14.8% suspended at least one day</p> <p>Maintained 0.2%</p> <p>379 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>24.5% suspended at least one day</p> <p>Increased 12.2%</p> <p>94 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>37.5% suspended at least one day</p> <p>Increased 17.5%</p> <p>16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>12.5% suspended at least one day</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>11.8% suspended at least one day</p> <p>Declined 1.5%</p> <p>161 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>12.8% suspended at least one day</p> <p>Declined 4.2%</p> <p>47 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>11.6% suspended at least one day</p> <p>Increased 3.8%</p> <p>483 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.

Our lowest groups are: SWD 24.5% (increased 12%), SD 14.8% (maintained), and ALL Students 12.3% (increase 2.3%).

Even though they are not a qualifying subgroup we are concerned that our African American subgroup was at 37.5% (increased 17.4%)

Two or More Races and Hispanic subgroups both declined.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

\*We feel that there are Social Emotional issues/factors that are getting in the way of our SWD's school engagement, making it hard for them to be successful academically.

\*We feel our Black Students and Students of Color don't have a true connection/sense of belonging to our Pasteur Community.

\*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.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

- \*PD on engaging all students.
- \*SEL curriculum and training for staff
- \*Continued PBIS implementation and move on to schoolwide staff training on Tier 2 practices.
- \*support the Merit and Student of the Month programs.
- \*PD on de-escalation.

# 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: 2024-25

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.

**2025-26**

**Identified Need**

ELA Performance on the CA Dashboard

All Students Fall 2023 4.3 pts. Below Standard	All Students Fall 2024 10.0 pts. Below Standard
SWD Fall 2023 90.8 pts. Below Standard	SWD Fall 2024 110.8 pts. below Standard
SED Fall 2023 22.4 pts. Below Standard	SED Fall 2024 27.1 pts. Below Standard
English Learners Fall 2023 74.1 pts. Below Standard	English Learners Fall 2024 51.5 points below Standard
Hispanic Fal 2023 21.5 pts. Below Standard	Hispanic Fal 2024 21.5 pts. Below Standard

Math Performance on the CA Dashboard

All Students Fall 2023 17.4 pts. Below Standard	All Students Fall 2024. 23.1 pts. Below Standard
SWD Fall 2023 102.9 pts. Below Standard	SWD Fall 2024 112.9 pts. below Standard
SED Fall 2023 39.6 pts. Below Standard	SED Fall 2024 38.4 pts. Below Standard
English Learners Fall 2023 78.4 pts. Below Standard	English Learners Fall 2024 63.7 pts. below Standard
Hispanic Fal 2023 42.2 pts. Below Standard	Hispanic Fal 2024 44.0 pts. Below Standard

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26										
ELA State Assessment: Change in scale score	<table border="0"> <tr> <td>All Students</td> <td>10.0 points below standard</td> </tr> <tr> <td>English Learners</td> <td>51.5 points below standard</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td>56.8 points below standard</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>27.1 points below standard</td> </tr> </table>	All Students	10.0 points below standard	English Learners	51.5 points below standard	Foster Youth		Homeless	56.8 points below standard	Socioeconomically Disadvantaged	27.1 points below standard	+3 scale score points
All Students	10.0 points below standard											
English Learners	51.5 points below standard											
Foster Youth												
Homeless	56.8 points below standard											
Socioeconomically Disadvantaged	27.1 points below standard											

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

	<p>Students with Disabilities 110.8 points below standard</p> <p>African American 57.2 points below standard</p> <p>American Indian</p> <p>Asian 40.7 points above standard</p> <p>Filipino</p> <p>Hispanic 26.4 points below standard</p> <p>Two or More Races 17.0 points below standard</p> <p>Pacific Islander</p> <p>White 6.3 points below standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 23.1 points below standard</p> <p>English Learners 63.7 points below standard</p> <p>Foster Youth</p> <p>Homeless 113.7 points below standard</p> <p>Socioeconomically Disadvantaged 38.4 points below standard</p> <p>Students with Disabilities 112.9 points below standard</p> <p>African American 94.7 points below standard</p> <p>American Indian</p> <p>Asian 25.3 points above standard</p> <p>Filipino</p> <p>Hispanic 44.0 points below standard</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Two or More Races	34.0 points below standard	
	Pacific Islander		
	White	15.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	52.9%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	20.37%		+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 (Honors, AVID, SWD, EL, FY, LSES etc.) through professional development	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation	1000 1000 1000	School Year 2025-26

	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.		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	16500	School Year 2025-26
1.3	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	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental	2000  500	School Year 2025-26

	teachers, guest speakers/facilitators, and supplies. Focus on GLAD strategies, UDL, and Culturally Responsive instruction.		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	8500 1100 1500	School year 2025-26
1.5	Have incentive and rewards for students completing site based assessment tools	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 5000-5999: Services And	1500	School year 2025-26

	<p>and/or Tier Intervention goals/contracts. These will be used for rewarding participation, growth, engagement, and other targeted goals.</p>		<p>Other Operating Expenditures</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

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: 2024-25

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. Continued support of an LGBTQ (Pride) Club and year two of our BSU.

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.

**2025-26**

**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 2024-25	Expected Outcome 2025-26
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	19.9% Chronically Absent
	English Learners	23.5% Chronically Absent
	Foster Youth	
	Homeless	41.2% Chronically Absent
	Socioeconomically Disadvantaged	23.8% Chronically Absent
	Students with Disabilities	27.5% Chronically Absent
	African American	37.5% Chronically Absent
	American Indian	
	Asian	6.7% Chronically Absent
	Filipino	
	Hispanic	15.9% Chronically Absent
	Two or More Races	17.8% Chronically Absent
		-0.5%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 21.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.5%	94%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0%	0%
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	NA

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	2300 500 700	School Year 2025-26
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 2025-26

2.3	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2025-26
2.4	Develop, implement and maintain a	All Students X English Learners X Low-Income Students	LCFF Supplemental	2000	School Year 2025-26

	<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	<p>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.</p>	<p>X All Students  X English Learners  X Low-Income Students  X Foster Youth  X Lowest Performing</p>	<p>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</p>	<p>2500  3800  900</p>	<p>School Year 2025-26</p>
2.6	<p>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.</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  X Lowest Performing SWD, AA, HISP</p>	<p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	<p>2000</p>	<p>School Year 2025-26</p>

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: 2024-25

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.

**2025-26**

**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 2024-25	Expected Outcome 2025-26
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	12.3% suspended at least one day
	English Learners	9.4% suspended at least one day
	Foster Youth	
	Homeless	27.8% suspended at least one day
	Socioeconomically Disadvantaged	14.8% suspended at least one day
	Students with Disabilities	24.5% suspended at least one day
	African American	37.5% suspended at least one day
	American Indian	
	Asian	12.5% suspended at least one day
	Filipino	
	Hispanic	11.8% suspended at least one day
	Two or More Races	12.8% suspended at least one day
	Pacific Islander	
White	11.6% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.3%	+5.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	56.4%	+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).	2%	+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 date website and social media sites monitored and	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	2000 500	School Year 2025-26

	<p>updated by a staff member. Stipend for Communication Facilitator to coordinate these efforts. Translation needs for school planner and other documents.</p>				
3.2	<p>Hold at least 7 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.</p>	<p>All Students  X English Learners  Low-Income Students  Foster Youth  Lowest Performing</p>	<p>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</p>	<p>1500  300  1000</p>	<p>School Year 2025-26</p>
3.3	<p>Ensure our marginalized</p>	<p>All Students  X English Learners</p>	<p>LCFF Supplemental</p>	<p>4160</p>	<p>School Year 2025-26</p>

	students have the opportunity to participate in all extracurricular activities: field trips, dances, Spirit Days, etc.	X Low-Income Students Foster Youth X Lowest Performing SWD, AA, HISP, FY	Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.4	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 SES students and others. Parents are invited to school for breakfast and recognition of students who achieved 3.0 or better on 1st and	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Students with Disabilities, and Two or More Races			School Year 2025-26

	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			School Year 2025-26

# 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>
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. 2025-June 2026	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. 2025-June 2026	2 periods (certificated) EL Support classes	1000-1999: Certificated Personnel Salaries	Other	

<b>SCHOOL GOAL #2:</b>
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. 2025-June 2026	.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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$61,760.00

## 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	\$61,760.00

Subtotal of state or local funds included for this school: \$61,760.00

Total of federal, state, and/or local funds for this school: \$61,760.00

# 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	61,760	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	61,760.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,100.00
2000-2999: Classified Personnel Salaries	1,500.00
3000-3999: Employee Benefits	3,300.00
4000-4999: Books And Supplies	20,000.00
5000-5999: Services And Other Operating Expenditures	13,860.00
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	21,100.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,300.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	20,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	13,860.00

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	34,600.00
Goal 2	17,700.00
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
Shashona Reedy	Parent or Community Member
David Smith	Parent or Community Member
Lisa Dixon	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 May 29th, 2025.

Attested:

ON File

Principal, Michael Dolan on May 29, 2025

on file

SSC Chairperson, Rebecca Feldman on May 29, 2025

# Budget By Expenditures

## Louis Pasteur Fundamental Middle School

**Funding Source: LCFF Supplemental Site Allocation**      **\$61,760.00 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	\$16,500.00	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	\$8,500.00	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	\$1,500.00	Family Engagement	

## Louis Pasteur Fundamental Middle School

	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	\$2,300.00	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.
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.

## Louis Pasteur Fundamental Middle School

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	\$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.
	3000-3999: Employee Benefits	\$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.
	1000-1999: Certificated Personnel Salaries	\$3,800.00	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	\$700.00	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	\$900.00	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

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. Translation needs for school planner and other documents.

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.

## Louis Pasteur Fundamental Middle School

Hold at least 7 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

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

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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

Ensure our marginalized students have the opportunity to participate in all extracurricular activities: field trips, dances, Spirit Days, etc.

5000-5999: Services And  
Other Operating  
Expenditures

\$4,160.00

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

3000-3999: Employee Benefits

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

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

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

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

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

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

We will also continue with:

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

## Louis Pasteur Fundamental Middle School

3000-3999: Employee Benefits

\$300.00 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.

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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.

## Louis Pasteur Fundamental Middle School

5000-5999: Services And  
Other 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.

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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:	\$61,760.00
LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
Louis Pasteur Fundamental Middle School Total Expenditures:	\$61,760.00