School Year: **2026-27**

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 28, 2026	June 23, 2026

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

X Targeted Support and Improvement

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).

Louis Pasteur Fundamental Middle met the criteria for TSI for the following indicators and/or student groups: Student w/disabilities - ELA & Math

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.

Table of Contents

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, classified staff members, and teachers. In the Fall (September and October) the current SSC reviewed and monitored our current 2025-26 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 (April and May) the SSC used the information gathered through the Comprehensive Needs Analysis to draft our plan for 2026-27. This plan was then shared with our staff, Department Chairs, Leadership Team and ELAC members. After final input from stakeholders, our 2026-27 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.57%	0.56%	0.58%	4	4	4
African American	1.99%	1.84%	2.05%	14	13	14
Asian	2.13%	1.98%	2.49%	15	14	17
Filipino	0.85%	0.99%	1.02%	6	7	7
Hispanic/Latino	21.48%	23.73%	24.56%	151	168	168
Pacific Islander	0.43%	0.85%	0.73%	3	6	5
White	66.29%	63.84%	62.87%	466	452	430
Multiple/No Response	6.26%	6.21%	5.70%	44	44	39
			Total Enrollment	703	708	684

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	221		216
Grade 7	233		222
Grade 8	249		246
Total Enrollment	703		684

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	45	36	28	4.0%	6.4%	4.1%
Fluent English Proficient (FEP)	53	69	80	7.5%	7.5%	11.7%
Reclassified Fluent English Proficient (RFEP)	11				20.37%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
708	**52.7%**	**5.1%**	**0.1%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	36	5.1%
Foster Youth	1	0.1%
Homeless	15	2.1%
Socioeconomically Disadvantaged	373	52.7%
Students with Disabilities	105	14.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.8%
American Indian	4	0.6%
Asian	14	2%
Filipino	7	1%
Hispanic	168	23.7%
Two or More Races	44	6.2%
Pacific Islander	6	0.8%
White	452	63.8%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Blue		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
19.1 points below standard	61.7 points below standard	82.8 points below standard
Declined 9.1 points	Declined 10.2 points	Declined 10.2 points
646 Students	70 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	32.4 points below standard
1 Student	10 Students	Declined 5.4 points
		353 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
127.9 points below standard	75.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 17 points	Declined 18.6 points	4 Students
92 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
48.1 points above standard	Fewer than 11 students - No Data for Privacy	30.3 points below standard
Increased 7.5 points	7 Students	Declined 3.9 points
14 Students		159 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
43.4 points below standard	Fewer than 11 students - No Data for Privacy	13.5 points below standard
Declined 26.3 points	7 Students	Declined 7.2 points
36 Students		407 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.

Our SWD subgroup were 127.9 points below standard. They dropped 17 points from the previous year, and we are in the red. We are also concerned that our overall school scores for ELA dropped 9.1 points and as a school we are 19 points below standard. Our students of two or more Races dropped 26.3 points and our Hispanic students dropped 3.9 points.

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

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?
We had one 6th grade ELA classes where there was team teaching and IA support-three that may have had a positive impact.
Students/staff not taking advantage of using Flex Period as a structured intervention class.
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?

*Use the intervention lessons provided by I-Ready in both English classes and Flex Period.

*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.
**Develop the master schedule so that our SWD can be scheduled so that we can more easily provide push-in and pullout interventions and supports.
*Over the past couple years 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.
*Go back to using Flex as an Intervention time, not just enrichment.
*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.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	4	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
43.9 points below standard	96.1 points below standard	118.5 points below standard
Declined 20.8 points	Declined 32.4 points	Declined 25.2 points
654 Students	72 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	60.5 points below standard
1 Student	10 Students	Declined 22.2 points
		358 Students

Students with Disabilities	African American	American Indian
Red 145.5 points below standard Declined 32.5 points 91 Students	No Performance Color 104.5 points below standard Declined 9.8 points 12 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color 10.4 points above standard Declined 14.9 points 14 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Orange 63.5 points below standard Declined 19.5 points 159 Students

Two or More Races	Pacific Islander	White
Orange 65.7 points below standard Declined 31.6 points 38 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 34.7 points below standard Declined 19.3 points 414 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.

Our SWD scored in the red. They are 145.5 points below standard and declined by 32.5 points from the previous year.
There was a significant drop with our Two or More Races subgroup of 31.6 points and they are 65.7 points below standard, however they were still in Orange.
Our EL students decreased 32.4 points and are 96.1 points below standard and are now in the red.

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

Our SWD students seem to also have higher absenteeism/missing instruction, making it hard for them to be successful academically.
We feel that students were not going to tutoring opportunities before/after school or at lunch (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 22 or so students in each of these periods were placed there because they were "Approaching Standards". Our 7th grade students showed success, however, most of these students didn't fall into the SWD subgroup. These students were in SD and all Students Groups.
Math Department isn’t weaving I-Ready individual student plans into their daily lessons.
That was the last year in which students changed case managers every year. We think looping case managers with students will assist in the future.

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

*Time and support with implementation of the new math adoption and curriculum.
*Before/after school and lunch time tutoring (staff and supplies).
*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.
*Develop the master schedule so that our SWD can be scheduled so that we can more easily provide push-in and pullout interventions and support.
*Schoolwide professional development on instructional strategies that support our SWD and EL students-which in turn will support all teaching and learning.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
49.5 science points	37.5 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.4 points	Declined 3.6 points	6 Students
226 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	46.8 science points
0 Students	1 Student	Declined 2 points
		127 Students

Students with Disabilities

No Performance Color

37.1 science points

Maintained -0.4 points

27 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Green

48.6 science points

Increased 3.4 points

53 Students

Two or More Races

No Performance Color

46.4 science points

Maintained 1.2 points

13 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Yellow

50.3 science points

Maintained -1.6 points

144 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.

Our EL students were the sub group that had the biggest drop (which wasn't large) declining 3.6 points.
A celebration for our Hispanic students that are in the Green and increased 3.4 points.
We have no groups in the Red.

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

Teachers currently don't have a wya in which they are looping back into their 8th grade curriculum standards that were taught in 6th and 7th grade.

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

*More hands on learning opportunities.
*Curriculum that can be used as Bell Ringer actiivities for 8tjh grade classes to reteach 6th and 7th grade standards.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Blue	No Performance Color
80 making progress.	78.6 making progress.
Number Students: 35 Students	Number Students: 14 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.

2025 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
5.7%	14.3%	0%	80%

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

80 % are making progress.

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

*School-wide focus on supporting students.
*Two periods of EL Support were students are actively engaged and where they really feel connected to the school.
*EL Support teacher who goes beyond when building relationships with her EL students and families.

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

*Continued ELD Support periods.
*Continue to focus schoolwide professional development on instructional strategies that support our EL students-which in turn will support all teaching and learning.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

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.

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
24.2% Chronically Absent	43.8% Chronically Absent	42.1% Chronically Absent
Increased 4.3	Increased 20.2	Increased 19.9
735 Students	48 Students	19 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	58.8% Chronically Absent	30.5% Chronically Absent
3 Students	Increased 17.6	Increased 6.7
	17 Students	416 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
30.3% Chronically Absent	21.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.8	Declined 16.1	
109 Students	14 Students	4 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
11.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	22% Chronically Absent
Increased 5.1		Increased 6.1
17 Students	7 Students	177 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
26.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	25.6% Chronically Absent
Increased 8.9		Increased 4
45 Students	7 Students	464 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 subgroups are in the RED. Our SWD and SD groups scored the lowest with 30.3% and 30.5% respectively. As a whole school we are at 24.2%

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

*Looking at student listening cirlce data and school experience report, we are seeing that many students don't feel safe here on campus and that they don't feel that they have any connections to adults on campus.
*When students are struggling academically, they tend to use avoidance and escapism to cope with those struggles.
*Possibly political concerns/climate are casuing students to feel unsafe at school, thus there is less of an impetus to attend.

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

*Use funding to hire periods of intervention support to assist students having issues both academically and with engagement/attendance.
*Continued support of the Attendance Improvement team.
*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

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
13.1% suspended at least one day	12.2% suspended at least one day	20% suspended at least one day
Increased 0.8%	Increased 2.8%	Increased 8.9%
746 Students	49 Students	20 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	14.3% suspended at least one day	15.1% suspended at least one day
	Declined 13.5%	Increased 0.3%
3 Students	21 Students	424 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
14.4% suspended at least one day	35.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 10.1%	Declined 1.8%	
111 Students	14 Students	4 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
11.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	13.9% suspended at least one day
Declined 0.7%		Increased 2.1%
17 Students	7 Students	180 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Orange
19.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	11.5% suspended at least one day
Increased 6.8%		Maintained -0.1%
46 Students	7 Students	471 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.

Our lowest groups are: Two or More Races 19.6% (increased 6.8%), SD 15.1% (increase of .3%), and ALL Students 13.1% (increase .8%).
Even though they are not a qualifying subgroup we are concerned that our African American subgroup was at 35.7% (decreased 1.8%)
Our SWD group improved declined 10.1% for a percentage of 14.4%.

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

*Communicating with families more using Talking Points.
*Looking at student listening cirlce data and school experience survey, we are seeing that many students don't feel safe here on campus and that they don't feel that they have any connections to adults on campus. This could cause behaviors that would result in a response of a home suspention.
*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 support 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?

*Use funding to hire periods of intervention support to assist students having issues (behavior, academic, and with engagement/attendance.
*Hire a SCIS or a SCIA.
*Whole staff PD on descalation and engagement strategies.
*SEL curriculum and training for staff
*Continued PBIS implementation and move on to schoolwide staff training on Tier 2 practices.

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: 2025-26

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. 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 2024 10.0 pts. Below Standard   Fall 2025 19.1 pts Below Standard
SWD Fall 2024 110.8 pts. below Standard   SWD Fall 2025 127.9 pts. Below Standard
SD Fall 2024 27.1 pts. Below Standard   SD Fall 2025 32.4 pts. Below Standard
EL Students Fall 2024 51.5 pts. below Standard   EL Students Fall 2025 61.7 pts. Below Standard
Hispanic Fal 2024 21.5 pts. Below Standard   Hispanic Fall 2025 30.3 pts. Below Standard
all groups/sub groups dropped

Math Performance on the CA Dashboard

All Students Fall 2024. 23.1 pts. Below Standard   All Students Fall 2025 43.9 pts. Below Standard
SWD Fall 2024 112.9 pts. below Standard   SWD Fall 2025 145.5 pts. Below Standard
SD Fall 2024 38.4 pts. Below Standard   SD Fall 2025 46.8 pts. Below Standard
EL Students Fall 2024 63.7 pts. below Standard   EL Students Fall 2025 96.1 pts. Below Standard
Hispanic Fal 2024 44.0 pts. Below Standard   Hispanic Fall 2025 63.5 pts. Below Standard
all groups/sub grouops dropped

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	19.1 points below standard	+3 scale score points
	English Learners	61.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	32.4 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Students with Disabilities	127.9 points below standard	
	African American	75.8 points below standard	
	American Indian		
	Asian	48.1 points above standard	
	Filipino		
	Hispanic	30.3 points below standard	
	Two or More Races	43.4 points below standard	
	Pacific Islander		
	White	13.5 points below standard	
Math State Assessment: Change in scale score	All Students	43.9 points below standard	+3 scale score points
	English Learners	96.1 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	60.5 points below standard	
	Students with Disabilities	145.5 points below standard	
	African American	104.5 points below standard	
	American Indian		
	Asian	10.4 points above standard	
	Filipino		
	Hispanic	63.5 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 65.7 points below standard Pacific Islander White 34.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	80	+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 X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation	1000 1000 1000	School Year 2026-2027

	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 2026-2027
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 X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental	2000 500	School Year 2026-2027

	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 2026-2027
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 2026-2027

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

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: 2025-26

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). We had student centered listening cirles where we heard that at times students didn't feel safe, or that they had a close connection/relationship with and adult on campus.

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 seemed to work with our Tier 1and 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 three of our BSU.-Students felt more connected and had a leadeership role on campus. Looking to have a Wolrd Cultures Club.

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. Thee has been a large uptick in students vaping on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	24.2% Chronically Absent	-0.5%
	English Learners	43.8% Chronically Absent	
	Foster Youth		
	Homeless	58.8% Chronically Absent	
	Socioeconomically Disadvantaged	30.5% Chronically Absent	
	Students with Disabilities	30.3% Chronically Absent	
	African American	21.4% Chronically Absent	
	American Indian		
	Asian	11.8% Chronically Absent	
	Filipino		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic: 22% Chronically Absent Two or More Races: 26.7% Chronically Absent Pacific Islander White: 25.6% 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 X English Learners X Low-Income Students X 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 2026-2027
2.2	Continue to update the school library with supplemental books, posters, and other	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1000	School Year 2026-2027

	materials that reflect the whole student body at Pasteur.		4000-4999: Books And Supplies		
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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2026-2027

		6th/7th grade success.						
2.4		Develop, implement and maintain a student rewards system supporting our school-wide Honor Roll for academic achievement, behavior and attendance. This includes: 2 Honor Roll Breakfasts: To celebrate academic success of Low 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.	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		2000		School Year 2026-2027

	Coffee, doughnuts and printing costs for certificates				
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 3800 900	School Year 2026-2027
2.6	Develop and support an attendance improvement plan with student and staff incentives. This would be rewards for students that	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	2000	School Year 2026-2027

	reach their goals in attendance improvement.					
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: 2025-26

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 PTSO 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 2025-26		Expected Outcome 2026-27
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	13.1% suspended at least one day	-0.3%
	English Learners	12.2% suspended at least one day	
	Foster Youth		
	Homeless	14.3% suspended at least one day	
	Socioeconomically Disadvantaged	15.1% suspended at least one day	
	Students with Disabilities	14.4% suspended at least one day	
	African American	35.7% suspended at least one day	
	American Indian		
	Asian	11.8% suspended at least one day	
	Filipino		
	Hispanic	13.9% suspended at least one day	
	Two or More Races	19.6% suspended at least one day	
	Pacific Islander		
	White	11.5% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 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	2000 500	School Year 2026-2027

	updated by a staff member. Stipend for Communication Facilitator to coordinate these efforts. Translation needs for school planner and other documents.				
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 tine 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 2026-2027
3.3	Ensure our marginalized	All Students X English Learners	LCFF Supplemental	4160	School Year 2026-2027

	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 2026-2027

	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 2026-2027

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. 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	

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. 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

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
Morgan Martin	Classroom Teacher
Michael J. Dolan (Chair)	Principal
Janell Eagan	Other School Staff
Kathy Faircloth	Parent or Community Member
Sarah Kollen	Parent or Community Member
David Smith	Parent or Community Member
Katrina Cokley Martinez	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 28th, 2026.

Attested:

ON File	Principal, Michael J. Dolan on 05/28/2026
ON File	SSC Chairperson, Lynne Rominger on 05/28/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Louis Pasteur Fundamental Middle School

Funding Source: LCFF Supplemental 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	

	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 supplemental 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.

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.

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 tine planning and running the ELAC meetings.	1000-1999: Certificated Personnel Salaries	$1,500.00	Instructional strategies and utilizing assesment data to guide instruction	We will focus on insuring that all students receive effective instruction that includes: * Common Core State Standards based units, * Instruction using AVID strategies, * Effective and timely assessments and feedback * Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle. * Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists. * Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth. * Depts. will develop agreements around communication with parents in regards to student academic success or failure * Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings. We will also continue with: * Technology integration * Continued staff collaboration within and across disciplines and grade levels. * Partnering with parents to support students * Targeted intervention using classroom and standardized test data. * School-wide plan to improve attendance so students do not miss classroom instruction.

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. * 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.

	3000-3999: Employee Benefits	$500.00	Instructional strategies and utilizing assesment data to guide instruction	We will focus on insuring that all students receive effective instruction that includes: * Common Core State Standards based units, * Instruction using AVID strategies, * Effective and timely assessments and feedback * Continued staff development focus on understanding classroom and state data to develop interventions to support Low SES students and others who struggle. * Department chairs have received class lists of all students in their department. Low SES students are highlighted in those lists. * Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth. * Depts. will develop agreements around communication with parents in regards to student academic success or failure * Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings. We will also continue with: * Technology integration * Continued staff collaboration within and across disciplines and grade levels. * Partnering with parents to support students * Targeted intervention using classroom and standardized test data. * School-wide plan to improve attendance so students do not miss classroom instruction.

3000-3999: Employee Benefits	$300.00	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.

	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. * Departments will review the progress of all Low SES students in their department's classes to determine if any of those students need support and/or remediation. Teachers will discuss specific remediation strategies that address the individual needs of those students. Dept. chairs will meet monthly with the principal to discuss the methods that will be used to support student growth and what instruments will be used to measure that growth. * Depts. will develop agreements around communication with parents in regards to student academic success or failure * Discussions about student progress will also be a standing agenda item for Leadership-Department chair meetings, PTSO and SSC meetings. We will also continue with: * Technology integration * Continued staff collaboration within and across disciplines and grade levels. * Partnering with parents to support students * Targeted intervention using classroom and standardized test data. * School-wide plan to improve attendance so students do not miss classroom instruction.

Louis Pasteur Fundamental Middle School

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