

# Santa Ana Unified School District

## **2016-17 Single Plan for Student Achievement Assumptions Page**

As you read through this SPSA, please do so with the following assumptions and understandings as it is considered to be a dynamic document for the 2016-17 school year:

- Sites revised budgets and goals to reflect SAUSD's LCAP goals, priorities, and metrics.
- LCAP alignment will continue as part of the SPSA revision process.
- Historical data has been included to document trends and critical academic needs.
- The last state wide implementation of the CST was in the spring of 2013, therefore goals and references to CST have been removed.
- Because the State currently is going through a transition stage in its accountability system, California schools did not receive an API or AYP rating for the 2014-15 school year. Therefore, references to API and AYP have been removed.

**Santa Ana Unified School District**  
***Single Plan for Student Achievement***  
**2016-17 School-Year**

**Gonzalo and Felicitas Mendez Fundamental Intermediate School**



**Superintendent**  
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**Board of Education**  
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**Gonzalo and Felicitas Mendez Fundamental Intermediate School  
Single Plan for Student Achievement**

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## Section1A: School Information

### **Santa Ana Unified School District Mission Statement**

*The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.*

### **Gonzalo and Felicitas Mendez Fundamental Intermediate School Vision Statement**

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Mendez Fundamental will provide all students with the tools and instruction necessary for success in high school, college and their career. Along with this instruction, we seek to instill the qualities of a 21st century citizen within each student: a sense of responsibility, patriotism, accomplishment, and a positive self-image.

### **Gonzalo and Felicitas Mendez Fundamental Intermediate School Mission Statement**

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At Mendez Fundamental Intermediate School, a California Distinguished School, it is our mission to provide students with a rigorous learning environment that encourages high expectations for success through Common Core State Standards based, student-centered instruction. We believe education is the shared responsibility of the student, parents, school and community. Together, we provide an academically rich, caring, and supportive environment that promotes respect and motivates students to learn, to act responsibly, to monitor their own academic progress, and to develop skills for life-long success.

## School Profile

### Enrollment/Demographic Data

**School Enrollment Trends**

Grades	2014-15	2015-16	2016-17
6	442	510	
7	472	415	
8	464	456	

**Percent Actual Attendance**

2014-15	2015-16	2016-17
98.34		

**Student Demographic  
by Ethnicity**

	2015-16	2016-17
<b>American Indian or Alaska Native</b>	1 (0.1%)	(%)
<b>Asian</b>	11 (0.8%)	(%)
<b>Pacific Islander</b>	2 (0.1%)	(%)
<b>Filipino</b>	2 (0.1%)	(%)
<b>Hispanic or Latino</b>	1,359 (98.4%)	(%)
<b>African American</b>	1 (0.1%)	(%)
<b>White (not Hispanic)</b>	3 (0.2%)	(%)
<b>Multiple or No Response</b>	1 (0.1%)	(%)
<b>Total Enrollment</b>	1,381	

#### School Profile Narrative

Location, District data, ADA, Highly Qualified Teachers:

Gonzalo and Felicitas Mendez Fundamental Intermediate School is located in the Santa Ana Unified School District (SAUSD), in Orange County. SAUSD is the largest district in Orange County, and the seventh largest district in California. It is the most densely populated district in the county serving approximately 56,000 students within a 24 square mile boundary. Essential information about the district is as follows:

**Total Enrollment:** Approx. 56,000\* (K-12)

\*2015-16 CALPADS. Includes Charter Schools.

#### Number of Schools:

Elementary	37
Intermediate	9
High School	7
Alternative High Schools	3
Special Schools	1
Charter Schools	5

**Student Racial/Ethnic Composition:**

96%	Hispanic
< 1.0%	Asian
< 1.0%	White
< 1.0%	Pacific Islander
< 1.0%	Filipino
< 1.0%	African American
< 1.0%	American Indian/Alaskan Native
< 1.0%	Two or more races

\*2015-16 Aeries Student Information System. Does not include Charter Schools.

- Approximately 60% of SAUSD students are English learners. Spanish, Vietnamese and Khmer are the most common languages spoken at home.
- Approximately 91% of the SAUSD student population is eligible for free and reduced-price meals.

Mendez Fundamental Intermediate School provides an emphasis on the basics with an alternative educational approach for students in grades six through eight. Mendez is a school of choice with siblings of current students and fifth-graders attending the district's fundamental elementary schools given preference. Mendez fills the remaining space with a lottery conducted each spring. Mendez provides its students with a highly structured program based on Common Core State Standards, Next Generation Science Standards, enrichment, and development of effective study habits. Teachers implement a standards-aligned curriculum with an emphasis on the Common Core Habits of Mind and 21st Century Skills. Students must meet the high standards set for them in the areas of achievement, effort, dress, and conduct. Parental involvement is also required. A contract between the student, teachers, administrators and the parents results in the success of all students. A student's failure to uphold this contract can result in the student's return to his/her neighborhood school.

Mendez enrollment is capped at 1410 students, grades six through eight with a 99.3% attendance rate. Students commute from all areas of the city of Santa Ana and some neighboring communities. Our student population comprises 98.4% Hispanic. Although a majority of our students speak English fluently, either as a first or second language, 19% are still English language learners. A majority of our English Learners are native Spanish speakers. 100% of our students participate in the free-or-reduced-lunch program, which qualifies Mendez as a school-wide Title I school. The average student-per-teacher ratio at the beginning of the school year was 33.5 to one. As part of SAUSD, Mendez is in a high urban, low socio-economic area. Mendez enrolls all students in an academically demanding program that includes two periods of math, two periods of language arts, and one period each of science, social studies, physical education and an elective. Mendez operates on a block schedule, with students attending math and language arts daily, and all other classes three days per week. Mendez students receive 59,200 minutes of instruction annually. Mendez builds teacher collaboration time into the block schedule through minimum days scheduled every-other Wednesday.

All students, including English learners, are fully mainstreamed and enrolled in grade-level, standards-based courses. Honors classes are provided in a fully mainstreamed environment for those who qualify. Placement in honors courses is based on GATE identification and/or an individual student's high academic achievement. Special education students are fully mainstreamed into standard classes (excluding 6th ELA) with the support of the special education teacher or a special education instructional assistant in ELA and math. Instruction is standards-based and planning is assessment and data driven.

Mendez maintains two state-of-the art computer labs to enhance student learning; one of which specializes in industrial arts and engineering. Mendez students also utilize four laptop computer carts as well as sets of iPods and iPads. All classrooms are outfitted with document cameras and projectors connected to a desktop and/or laptop computer. SMART Boards are used in seventeen classrooms. A wide variety of other technologies, including a one to one Chromebook program and multiple Wifi networks throughout the school allow students to be connected at all times which is crucial since the majority of Mendez teachers use Canvas Learning Management System as an integral part of their instruction. Mendez has a beautiful library with a large selection of materials. The acquisition and implementation of technology, and the support of lab science are some of Mendez's top priorities.

To increase student success, we seek to instill within each student a sense of responsibility, patriotism, accomplishment and positive self-image. Character education is stressed through lessons in P.E. and woven throughout the curriculum. SSC, ELAC, "Mendez Supporters," teachers, support staff, and administration work together to benefit all students. Mendez has firmly implemented PBIS strategies and through our Mendez School Culture Club, students are motivated by Mendez "tickets" and weekly incentives for being a positive Mendez scholar. Twice yearly students are celebrated for their academic achievements at our Academic Renaissance assemblies.

Mendez offers a multitude of enrichment programs for students. Students have the opportunity to take part in Saturday Math Academy, Academic Pentathlon, Saturday Social Studies and Science Academy, club that focus on technology and writing.

### Staffing, Professional Development, and Highly Qualified Teachers

SAUSD teachers are Highly Qualified Teachers. According to the No Child Left Behind Act of 2001, Highly Qualified Teachers are those teachers who are fully credentialed, earned at least a bachelor's degree, and demonstrated content knowledge in each core content area he/she teaches.

Our School Site Council annually develops, reviews, updates and approves the SPSA and all of the proposed expenditures of the SPSA. Members of the SSC are elected by representative peers. The SSC approves programs selected to improve student achievement that strengthen and supplement the core academic program in the school, increase the amount of learning time beyond the regular school day, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations.

As a Title I Schoolwide program (SWP) school, the goals developed and established in the SPSA to meet the identified academic needs of the students are based upon an on-going analysis of academic performance and a comprehensive needs assessment of the entire school population. Priorities are established and low-achieving students and those at risk of not meeting state academic content standards are identified. These results are shared with teachers and parents, in particular the English Learner Advisory Committee (ELAC), as important stakeholders in the process of identifying the means and methods to best support improving student achievement.

Activities and programs employing scientifically based instructional strategies are selected by the SSC, with the advisory input from teacher and parent stakeholders, to support improving academic achievement for the identified students. The SSC is responsible for annually evaluating the progress of the programs identified in the SPSA which were approved by the SSC to improve student achievement. In particular, an evaluation of whether the needs of all children have been met by the strategies used needs to be conducted to determine if the program will continue, or be modified or changed entirely to support the needs of low-achieving students and those at risk of not meeting state academic content standards.

As a school whose population includes over 15% of all students who speak a single language other than English, an essential element in fostering increased parental involvement is ensuring that individual student academic assessment results and the interpretation of these results as well as all school-to-home notices and communication are provided to parents in a language they understand. An essential element increasing parent involvement is providing all school-to-home notices in a language that parents can understand. This includes handouts and agendas for parent meetings (e.g., SSC, ELAC, Title I, Coffee with the Principal, etc), school-based newsletters, messages on the marquee and Parentlink phone message scripts. In SAUSD, that single language is Spanish. Translation services are made available at all SSC meetings and all SSC agendas are posted in English and Spanish and the minutes of SSC meetings are also translated in Spanish.

Upon enrollment, a Home Language Survey is completed for all students. All students whose Home Language Survey indicates a primary language other than English must have their English proficiency assessed within 30 days of enrollment using the California English Language Development Test (CELDT). Parents are provided the results of the CELDT in a language they can understand within 30 calendar days from the beginning of the school year. Initial CELDT results are included in the data analyzed to establish priorities and identify programs and activities to support student achievement in the SPSA. Identified English learner students are annually assessed on the progress towards English proficiency using the CELDT. English learners (ELs) with disabilities are afforded accommodations and modifications in their assessment plan as outlined in their Individual Educational Plans (IEPs) or 504 Plans.

In addition to monitoring their progress towards becoming fluent in English, ELs are also monitored in their progress in keeping up with their grade-level peers with standards-based skills through a variety of means: District Benchmarks, district writing proficiency exams, Measurement of Academic Performance (MAP), and DIBELS.

For both the initial and annual assessments of English learners, within 30 calendar days of the beginning of the school year, parents are given an Annual Parent Notification (PN) letter in a language they can understand with information about

- Their child's English proficiency level (initial or annual)
- How the level was assessed
- Their child's language designation
- Descriptions of program options
- Educational strategies and educational materials to be used in different options
- Program placement
- Exit criteria
- How such a program will meet the objectives of the IEP (if the EL is also a student with a disability)



- The expected rate of graduation from secondary school (if the student is in secondary school)

The results of both the English proficiency and academic assessments are included in the data analyzed to establish priorities and identify programs and activities to support student achievement in the SPSA. Within the SPSA are goals to support English learners. Explicit to those goals is providing research-based professional development specific to meet the needs of English learners for teachers, administrators, or community based personnel which is long-term and ongoing that improves

- Instruction and assessment of English learners
- Teachers' knowledge base for English learners

## Description of Current Educational Practices

*The following statements characterize educational practice at Gonzalo and Felicitas Mendez Fundamental Intermediate School. Based on this analysis, several critical academic needs will be identified. Achievement of goals in the previous SPSA will also be summarized.*

### 1) Alignment of curriculum, instruction and materials to content and performance standards:

#### Language Arts:

District curriculum maps, based on the Common Core State Standards, have been developed at the district level for purposes of planning instruction. Materials that meet Common Core State Standards criteria for complex text are used in all ELA classrooms. Class work, tests, district MAP assessments, and Benchmarks are used to monitor student progress. Weekly grade checks allow students to monitor their own progress as they strive for proficiency and beyond. School goals are achieved through the implementation of effective reading strategies, as measured by gains on class assessments, MAP and district benchmark assessments.

#### Texts:

- Holt: Grades 6-8
- Numerous expository articles
- Dictionaries/ Thesauruses

All students are enrolled in 2 periods of English Language Arts.

The research-based EL instructional strategies all ELA teachers use include:

- Close Reading strategies
- Pathways strategies: Color-coding the essays to assure all elements are included and understood.
- Thinking Maps: monthly integration to coincide with instruction
- Developmental Language Workbook: for greater understanding in grammar and vocabulary, targeting EL's
- Focus on Greek and Latin Roots, affixes etc. across all grade levels
- SQ3R: Implement to preview and monitor reading, specifically expository texts.

In addition, an emphasis is placed on the Common Core State Standards, Habits of Mind and on the 21st Century Skills which include collaboration, critical thinking, communication and creativity.

Course Grades include classwork, homework, projects, quizzes, and common projects.

Monthly writing prompts are given and scored so students practice on demand writing.

#### Mathematics:

District developed curriculum maps based on the Common Core State Standards are used for planning instruction. Previously adopted district materials are used in all mathematics classrooms. Additional materials provided by UCI Math Project and other sources are also used. Class work, tests, Common Assessments and Benchmarks are used to monitor student progress. Weekly grade checks allow students to monitor their own progress as they strive for proficiency and beyond. Students are placed in grade level specific courses (Math 6, Math 7 and Math 8.) Top math students are placed in an accelerated (honors) course for their grade level. Emphasis is placed on the Standards for Mathematical Practice and Units of Study address the Common Core State Standards.

#### Texts:

District Created Units (Consumable)

Common Core Units of Study

- CPM: Algebra--8th grade

Instructional Strategies include:

- Hands on Investigations and use of manipulatives/focus on concept development
- Vocabulary Development
- Error Analysis
- Cooperative Learning
- Cornell Note Taking
- Thinking Maps
- Direct Instruction/ Guided Practice
- Multimedia and Computer Technology including videos and games on line
- Tutors: small group remediation/enrichment
- Close Reading Strategies
- Math Talks
- Problem of the Month

All students participate in 2 periods of math.

Writing is emphasized in math classes. Assignments include journal prompts, written explanations of mathematical reasoning, project summaries, project evaluations, and error analysis.

Technology tools including one to one Chromebooks, SMART Boards, document cameras, iPads and student's own mobile devices are also used to enhance mathematics instruction. Khan Academy is accessed by all students as to enhance learning in the classroom and at home.

Course grades include classwork, homework, projects and department-wide quizzes and Common Assessments.

#### Social Studies:

Instruction of history is driven by SAUSD curriculum maps which are based on California Content Standards as well as the Common Core State Standards. Progress in student achievement is assessed through formative and summative measures such as class work, homework, writing prompts, and project-based assessments. Common assessments are used to measure progress at the end of each unit of study.

#### Texts

Prentice Hall Ancient Civilizations 6th grade

Prentice Hall Medieval and Modern Times 7th grade

Glencoe: The American Journey 8th Grade

Units of study are developed through the collaborative effort of grade level teachers and driven by essential questions. The development of academic literacy through historical analytical skills is a focus at all grade levels. Writing in the form of document-based questions is implemented during the units and is also evident in student journals, Cornell Notes and quickwrites.

Inclusive in instructional strategies are primary source study, Thinking Maps, the use of charts, maps and timelines, collaborative grouping and technology integration. The use of AVID strategies is a component of history instruction as well. At all grade levels students are exposed to current event discussions via NewsELA in order to foster civic awareness and participation. Students are supported in their learning of history through a department created and voluntarily staffed History Support Program where students can receive extra tutoring to succeed in history.

Technology plays a key role in History classrooms through a variety of modalities. Students can be found using Canvas, Google Drive and the complementing apps to produce essays, historical interpretation scripts and charts. With the implementation of BYOD policy students can also use their own devices, as well as their Chromebooks for movie production, formative and summative evaluation tools and research. Students also utilize their devices for production of historical analysis and interpretation of primary source documents and events.

#### Science:

District curriculum maps reflect the transition to Next Generation Science Standards and are used for planning instruction. District adopted materials are used in all science classrooms. Classwork, tests and Common Assessments are used to monitor student progress.

Texts: 2007 Holt Science and Technology California 2007 edition Physical Science 8th grade

- 2007 Holt Science and Technology California 2007 edition Life Science 7th grade
- 2007 Holt Science and Technology California 2007 edition Earth Science 6th grade
- Holt Interactive Reader and Study Guide
- LASER supplemental materials (7-8th grade)

6-8th Grade Science courses include experimentation and investigation (laboratory skills and the use of the scientific method) as vital components of these courses of study and will be integrated through out the curriculum on a regular (weekly) basis in order to build an understanding of the major concepts.

#### Methods of Instruction:

- Laboratory Work/Hands on Investigations
- Cooperative Learning
- Lecture/Guided Reading
- Demonstrations/Discrepant Events to promote Higher Order Thinking Skills
- Small/Large Group Discussions
- Guided Practice and Direct Instruction
- Multimedia and Computer Technology including Virtual Labs

Lessons/Labs/Assessments are designed through grade level collaboration and written following current best methods in science instruction using the 5 E lesson plan format. (Engage, Explore, Explain, Elaborate, Evaluate.) Lessons focus on student engagement and a student centered classroom environment. Lesson plans adhere to district approved curriculum guides and are developed using the Backward Design Process with emphasis on Essential Questions to guide the performance assessments.

Instructional Strategies will include and support the following school wide strategies:

1. Vocabulary development including visible word walls in all classrooms
2. Cornell Notes

3. SQ3R Reading of SAUSD approved grade level textbooks

(Survey Question Read Recite Review)

4. Graphic Organizers and Thinking Maps for EL support

5. Positive Classroom Environment

Methods of Assessment:

1. Lab Journals/Lab reports (composition notebook)

2. Common Assessments (bimonthly-monthly according to grade level)

3. Class work/ Homework monitored through use of Assignment Cards

4. Projects (1-2 per Semester)

5. Written and Oral Presentations

6. Written Responses/ Quick Writes, Bell Ringers, Journal Prompts, Quizzes

7. Teacher Observations

8. Student Self-Assessment

Students are provided Scoring Guides/Rubrics for all types of assignments and are evaluated objectively according to the scoring guides. Course grades include classwork, homework, lab journals, projects, quizzes, and Common Assessments.

**2) Description of services provided by the regular program to enable underperforming students to meet standards:**

Double periods of math and ELA school wide as well as an emphasis on vocabulary development, reading and writing in all content areas provide under-performing students increased opportunities to meet the standards. Consistent course grading and the use of Aeries used by all students and teachers, provide timely and meaningful feedback to help motivate lower performing students to move towards proficiency. The twice-yearly Academic Renaissance Assemblies recognize and reward students who demonstrate improvement on their path towards academic proficiency. In addition, coordinated school-wide policies and early intervention by counselors and administrators target under performing students for increased support.

**3) Description of services provided by categorical funds to enable underperforming students to meet standards:**

Categorically funded support staff include college tutors in math, English Language Arts, Science and AVID classrooms. College tutors also assist students before and after school and during lunch. Categorical funds are also used to support weekly hands-on science labs, technology tools school-wide, support our school-wide discipline plan, field trips, and Saturday academies, all of which increase student engagement and help students meet the standards. Other programs supported by categorical funds include materials and support for elective classes and programs including art, music, AVID, and STEAM. Monthly Parent meetings, parent trainings, field trips and instructional materials are also categorically funded.

**4) Description of the use of state and local assessments to modify instruction and improve student achievement:**

Site-based common assessments, district and department-based writing assessments, MAP, district benchmarks and site specific formative assessments are used to monitor student achievement and modify instruction as needed. Teachers meet regularly by department and grade level to discuss this data, set goals and target students.

**5) Description of family, school, district and community resources available to assist these students:**

Computer labs and the library are open during nutrition, lunch, before, after school and on Saturdays for student use. Parents may also use the labs before or after school.. The district provides a computer technician and library media technician to support these resources. Tutoring is available daily before and after school and during lunch. Information regarding off-campus tutoring is available in the counseling office. Our school nurse and health clerk have information available regarding health related services

available to the community. Also, teachers on campus are available outside of class hours to assist students and are available for parent conferences upon request. Parent meetings and monthly Coffee Chats address issues of interest to parents as well as strategies and resources to help students reach their full potential. Parents also participate in DAC/ DELAC and the annual SAUSD Parent Conference. Many of our student college field trips are also open to parents. "Mendez Supporters" works closely with the community to support our school mission and goals.

#### **6) Transition (Intermediate to High School):**

In order to assist the transition from elementary to middle school, Mendez provides the follow:

1. Summer Bridge Program during the summer for incoming 6th graders which include information on school-wide policies, grading and campus tours.
2. Morning Announcements, supported by all classroom teachers, include mini-lessons on all aspects of Mendez life including use of the agenda, school policies, and grading, and who to go for to help.
3. Exploratory classes for all 6th graders, except those in music, include at least 1 semester of study skills which include Cornell note-taking strategies and the use of technology tools including using Mendez G-mail, accessing grades on-line, word processing and more.
4. All 6th grade teachers provide students with directed instruction regarding school and classroom procedures.
5. Counselors visit math classes to explain, in detail, the letter grading system and CCGI
6. Administrators conduct semi-annual "Student Success" assemblies. Information is reinforced in all classes.
7. Articulation with Grades 3-5 math lead teachers from feeder elementary schools.

In order to assist the transition from middle to high school, Mendez provides the follow:

1. ALL 8th graders are enrolled in Math 8 (Integrated)
2. 8th graders visit their high school campus in Spring
3. High School counselors meet with 8th graders on our campus for scheduling
4. Presentations on A-G requirements are conducted by counselors for all 8th graders.
5. Parents are provided information regarding A-G requirements and the Adelante program.
6. Parent meetings familiarize parents with the high school options available here in Santa Ana
7. 8th graders take the Keystone test for ELA placement in high school.
8. 8th graders take a Spanish literacy test for appropriate placement in Spanish language classes and monitor their progress on the Path to Bi-literacy.

## **Section 1B – School Needs Assessment School Performance Data and Analysis**

The school needs assessment is used to determine strengths and areas of growth based on self-study and to determine potential action steps. The self-study is derived from the examination of state data which includes: CELDT, AMAO1, AMAO2, proficiency rates. In addition, the site reviews English Learner-specific data to determine critical learning needs, identify best practices, and to adjust instruction. The school monitors student progress and program effectiveness through administrative walkthroughs, stakeholder/advisory committee input, examination of student work, and growth on benchmark assessments (MAP and extended-response), and student grades.

The 2015-16 school needs assessment has been updated to include District LCAP goals and metrics. Current LCAP metrics are used to monitor grade level proficiency, 21st century skills, and college and career readiness. LCAP metrics include: A-G completion, EAP proficiency, Algebra readiness, and Post-secondary persistency, percentage of students who demonstrate college readiness (and grade level proficiency) as indicated by the EAP or MAP, percentage of proficient readers by the end of 3rd grade as indicated by DIBELS, percentage of students participating in extra-curricular activities, percentage of students having access to technology (# electronic devices per classroom/used at home), learning climate survey results, graduation, attendance, drop-outs, suspensions/expulsion rates, professional development hours, and teacher credentialing data.

**2015-16 CAASPP Results (All Students)**

**English Language Arts/Literacy**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard



**2015-16 CAASPP Results (All Students)**

**Mathematics**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

## Local Assessment Data: MAP

### MAP



## Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016  
District: Santa Ana Unified School District

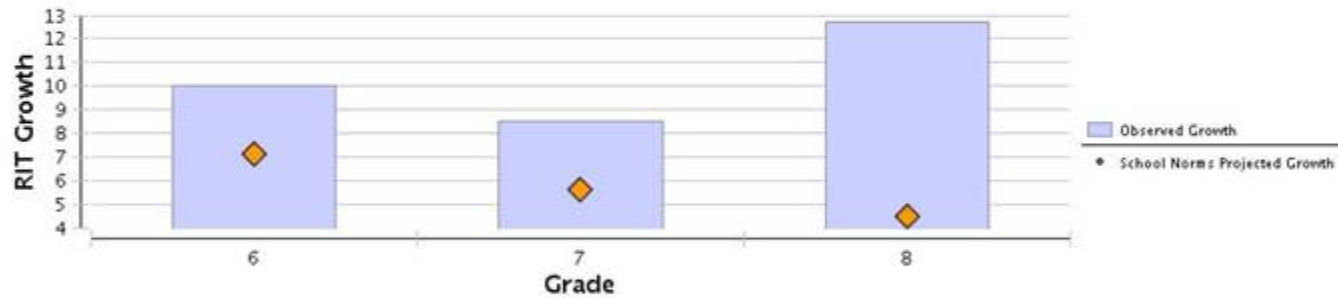
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)  
Grouping: None  
Small Group Display: No

### Mendez

#### Mathematics

Grade (Spring 2016)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	495	209.7	13.0	14	219.7	15.3	24	10.0	0.4	7.1	1.27	90	495	318	64	65
7	406	217.4	14.0	25	225.8	16.1	37	8.5	0.4	5.6	1.33	91	406	264	65	63
8	449	223.8	14.3	39	236.5	16.2	72	12.7	0.4	4.5	3.89	99	449	394	88	87

### Mathematics



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
 \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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## Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016  
 District: Santa Ana Unified School District

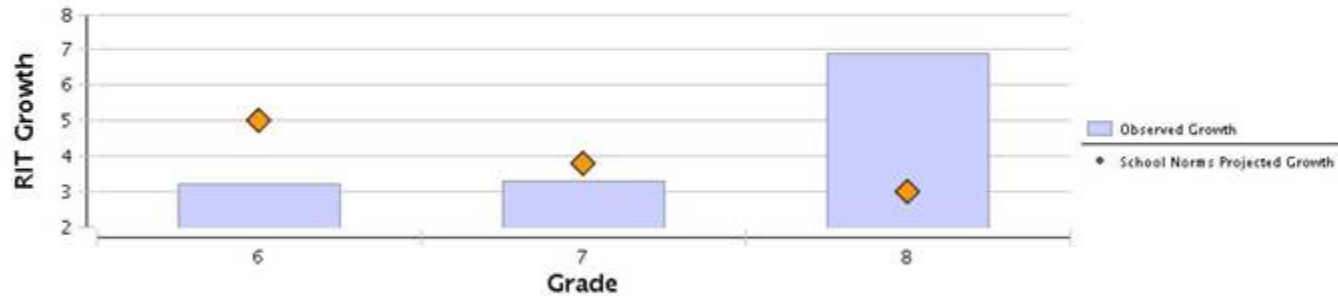
Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2015 - Spring 2016  
 Weeks of Instruction: Start - 4 (Fall 2015)  
 End - 32 (Spring 2016)  
 Grouping: None  
 Small Group Display: No

### Mendez

Reading

Grade (Spring 2016)	Growth Count	Comparison Periods						Growth Evaluated Against									
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
6	495	203.4	14.2	11	206.6	15.7	8	3.2	0.4	5.0	-0.92	18	495	203	41	40	
7	406	210.4	12.8	27	213.7	14.3	25	3.3	0.4	3.8	-0.27	39	406	197	49	48	
8	448	212.3	14.1	25	219.3	12.9	46	6.9	0.4	3.0	1.77	96	448	304	68	65	

### Reading



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
 \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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# Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016  
District: Santa Ana Unified School District

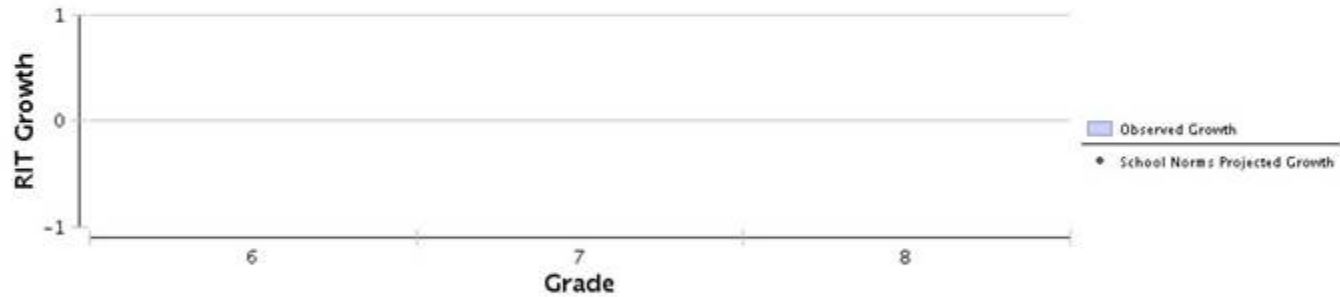
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)  
Grouping: None  
Small Group Display: No

## Mendez

### Language Usage

Grade (Spring 2016)	Growth Count	Comparison Periods									Growth Evaluated Against					
		Fall 2015			Spring 2016			Growth			School Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	0	**			**			**				**				**
7	1	*			*			*				*				*
8	0	**			**			**				**				**

Language Usage



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
 \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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### **Local Assessment Data Conclusions**

63% of Mendez students are still in need of support and intervention in English Language Arts and Literacy. An average of 59% of students are At or Near Standard and are students that we continue to support to achieve proficiency. Our eighth graders show strength in research and inquiry which is facilitated by the content area focus of complex text analysis and writing. Mendez continues to see exceptional growth in Math, especially among our eighth grade students. 52% have met or exceeded standards. Problem solving and Communication and Reasoning are two areas where we see significant strength. There is a strong and steady growth vertically, from sixth to eighth grade. However, sixth grade math did not achieve their target scores. The math department will continue to support each other to allow inter-department professional development in support of teachers and students. Based on our reading scores which are below the target goals, we will continue to target our English Learners with growth and enrichment opportunities and specific and targeted classroom instruction.

**School Culture Data**

**Attendance Data**

<b>2015-2016 Attendance Rate</b>	
<b>Number of chronically absent students</b>	
<b>Total number of students enrolled 60 days or more</b>	
<b>Chronic absenteeism rate</b>	

**Highly Qualified Teachers**

<b>School Code</b>	<b>School Name</b>	<b>NCLB Core Course Instructional Level</b>	<b>Content Area</b>	<b># Core Course Sections</b>	<b># NCLB Compliant Core Course Sections</b>	<b>% of Core Course Sections – NCLB Compliant</b>
6117899	Gonzalo and Felicitas Mendez Fundamental Intermediate School	S-Secondary NCLB Core Academic Course	10-Art	4	4	100.0 %
			13-Drama/Theater	1	1	100.0 %
			14-English Language Arts	88	84	95.5 %
			15-Foreign Languages	1	1	100.0 %
			22-History/Social Science	44	44	100.0 %
			18-Mathematics	86	84	97.7 %
			42-Music	7	7	100.0 %
			21-Science	46	46	100.0 %
		<b>ALL</b>	277	271	97.8 %	



## School Climate Report Card (Middle School)—Spring 2015

District: Santa Ana Unified

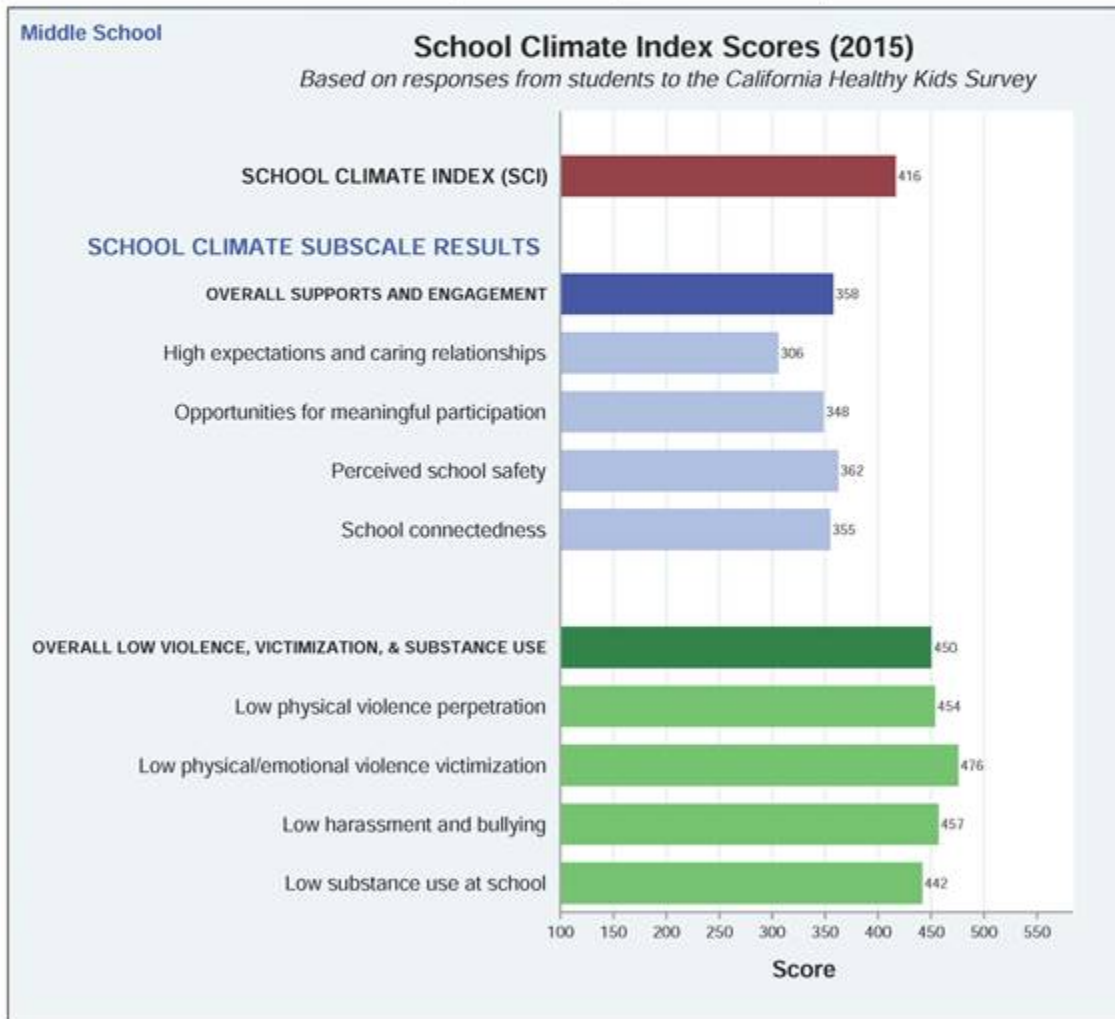
Date Prepared: 28 Aug 2015

School: Gonzalo Felicitas Mendez Fundamental Intermed.

Response Rate: 98%

### School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
<b>School Climate Index</b>	416 <sup>A</sup>	99 <sup>B</sup>	99 <sup>B</sup>



<sup>A</sup>Scores range from approximately 100 to 500, with high scores representing more positive school climates; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

<sup>B</sup>High percentile scores represent schools with more positive school climates. A school's *State Percentile* compares that school to other middle schools in the state. A school's *Similar Schools Percentile* compares that school to other middle schools in the state with similar demographic characteristics.

## School Climate Subscale Results

	SCI Scores		
	Score <sup>A</sup>	State Percentile <sup>B</sup>	Similar Schools Percentile <sup>B</sup>
<b>Overall Supports and Engagement</b>	<b>358</b>	<b>87</b>	<b>97</b>
High expectations and caring relationships	306	57	72
Opportunities for meaningful participation	348	84	93
Perceived school safety	362	89	98
School connectedness	355	87	97
<b>Overall Low Violence, Victimization, and Substance Use</b>	<b>450</b>	<b>99</b>	<b>99</b>
Low physical violence perpetration	454	99	99
Low physical/emotional violence victimization	476	99	99
Low harassment and bullying	457	99	99
Low substance use at school	442	99	99

## Other Indicators

### Selected Student-Reported Indicators

	School 2014-15	State 2011-13
Try hard on school work	83%	N/A
Truant more than a few times	2%	3%
Feel a part of the school	63%	58%
Safety at school	72%	63%
Harassed or bullied at school	32%	40%
Experienced chronic sadness/hopelessness	28%	25%

### Selected Staff-Reported Indicators

	School 2014-15	State 2011-13
Nearly all/most students are motivated to learn	50%	60%
Truancy is moderate/severe problem	6%	25%
School is a supportive and inviting place for students to learn	100%	95%
School is a supportive and inviting place for staff to work	82%	83%
School is a safe place for students	78%	91%
Harassment/bullying is moderate/severe problem	28%	37%
School is welcoming to and facilitates parental involvement	94%	89%
School has clean and well-maintained facilities	100%	82%

Notes: I/D—Insufficient data.  
N/A—Data were not collected.  
N/D—No data.

CDS code: 30666706117899



### **School Culture Data Conclusions**

Mendez continues to exhibit extremely high attendance rate and very low chronic absenteeism. Our student are supported by highly qualified teachers in all classes. Mendez students and staff placed our school in the 99th percentile for Overall Low Violence, Victimization and Substance Abuse. The score for Overall Supports and Engagement are in the 87th percentile. The score of 57th percentile for High Expectations and caring relationships is huge contrast to the other high scores we received. In looking at the other data that is similar, we are concerned about a data error. But in the event, this is not an error, the administration team, the TOSA and counselors are dedicated to addressing this issue with our staff and work toward improved relationships with students and our own peers.

**English Learners Data**

Title III of the ESEA sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet. The first AMAO (AMAO 1) relates to making annual progress on the CELDT, the second (AMAO 2) relates to attaining English proficiency on the CELDT (AMAO-1 Less than 5 years in the district, and AMAO-2 More than 5 years in the district). AMAOs 1 and 2 are based on CELDT results. Summary of the AMAO requirements:

- AMAO 1 – Annual progress in learning English based on CELDT performance (Requires two years of data)
- AMAO 2 – Attaining English proficiency on CELDT (Requires one year’s data)

The English Learner Subgroup Self-Assessment (ELSSA) is a tool for districts for analyzing and addressing EL achievement, advancement towards proficiency, programs, and services. The ELSSA data was provided to each school site. The ELSSA provides English learner data tables and graphs that will be utilized for analyzing and addressing program services. Current EL data examined will also include the analysis of how EL students at each level of the CELDT are meeting their growth target. It is also important to examine how EL students are advancing towards English Proficiency levels on CELDT who have been at the site less than 5 years, and interestingly, how are they progressing on CELDT if they have been at the site for 5 years or more. The elements in the ELSSA are necessary to thoroughly analyze EL CELDT proficiencies.

**Number and Percent of English Learners and Reclassified Students**

Year	School EL		School *RFEP		District EL		District *RFEP		State EL		State *RFEP	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>2013-14</b>	300	21	82	59	26,496	47.8%	3,933	14.8%	1,413,54	22.7%	170,225	12.0%
<b>2014-15</b>	267	19.4 %	51	17.0 %	25,211	47.9%	2,822	11.2%	1,392,26	22.3%	154,959	11.0%
<b>2016-2017</b>												

\*RFEP counts represent English Learners reclassified in an academic year, and not total RFEP students at a site.

**Number and Percent of Reclassified Students Who Were Reclassified Within 5 Years**

School	<=5 Years		> 5 Years		Grand Total
Gonzalo and Felicitas Mendez Fundamental Intermediate School	669	70.50%	280	29.50%	949

This is a fundamental school. All EL students are in an ELM classroom under Parental Request. We reclassify approximately 20% of English Language Learners each year and have been consistently been reclassifying 20% for 3+ years.

## California English Language Development Test (CELDT) Data

### English Learner CELDT Performance Based on Length of Time in U.S. Schools

Length of time in U.S. Schools		Early Advanced or Advanced; English Proficient	Early Advanced or Advanced; Not English Proficient	Intermediate	Early Intermediate	Beginning	Total (by Time)
6 years or more	#	131	6	128	14	1	280
	%	46.79 %	2.14 %	45.71 %	5.00 %	0.36 %	97.56 %
5 years	#	3	0	0	0	0	3
	%	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.05 %
4 years	#	1	0	2	0	0	3
	%	33.33 %	0.00 %	66.67 %	0.00 %	0.00 %	1.05 %
3 years	#	0	0	0	1	0	1
	%	0.00 %	0.00 %	0.00 %	100.00 %	0.00 %	0.35 %
2 years	#	0	0	0	0	0	0
	%	0 %	0 %	0 %	0 %	0 %	0.00 %
1 year or less	#	0	0	0	0	0	0
	%	0 %	0 %	0 %	0 %	0 %	0.00 %
Unknown	#	0	0	0	0	0	0
	%	0 %	0 %	0 %	0 %	0 %	0.00 %
Total (By ELD Level)	#	135	6	130	15	1	287
	%	47.04 %	2.09 %	45.30 %	5.23 %	0.35 %	100.00 %

### California English Language Development Test (CELDT) Data - Assessment Data

Grade		Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced			Number Tested		
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
6	#		2		10	17		66	47		39	34		3	3		118	103	
	%		2		8	17		56	46		33	33		3	3		100	100	
7	#	1	1		3	3		41	40		50	42		4			99	86	
	%	1	1		3	3		41	47		51	49		4			100	100	
8	#				2	2		23	29		36	38		13	2		74	71	
	%				3	3		31	41		49	54		18	3		100	100	
Total	#	1	3		15	22		130	116		125	114		20	5		291	260	
	%	0	1		5	8		45	45		43	44		7	2		100	100	

### CELDT Conclusions

#### **Conclusions indicated by the California English Language Development (CELDT) data:**

45% of Mendez English Learners scored Early Advanced or Advanced on the 2014-2015 CELDT. Mendez has very few beginning and early intermediate students due to the lottery system that takes place in early February. Much of our sixth grade class is filled with elementary fundamental students or siblings who have first priority to attend Mendez. There are very few spots available for new sixth graders. If they win a space, by the time they actually begin the school year, nine months have passed and they are oftentimes, are no longer considered Newcomers. A large percentage of the EL students who have scored at the Beginning level of fluency are non-verbal, identified Special Needs students in our moderate to severe class and their proficiency will be tested by the VCCALPS. Tracking the English Learners from from 2012 - 2014, the percentages at each level decrease showing growth throughout their time at Mendez.

**Annual Measurable Achievement Objectives (AMAO) Data**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-15
Number of Annual Testers	287	254	259
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	287	254	259
Number Met	149	123	105
Percent Met	51.9%	48.4%	40.5%
NCLB Target		60.5	62.0%
Met Target	<b>No</b>	<b>No</b>	<b>No</b>

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7	280	4	252	6	254
Number Met	--	131	--	103	--	76
Percent Met	--	46.8%	--	40.9%	--	29.9%
NCLB Target			24.2	50.9	25.4%	52.8%
Met Target	--	<b>No</b>	--	<b>No</b>	--	<b>No</b>

**District Data**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	21969	21368	19,463
Percent with Prior Year Data	99.8	99.9	99.9
Number in Cohort	21924	21341	19,443
Number Met	11741	11528	9,578
Percent Met	53.6	54.0	49.3
NCLB Target		60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	16292	9868	15458	9551	14,283	8,208
Number Met	2844	4131	2771	4044	2,469	2,688
Percent Met	17.5	41.9	17.9	42.3	17.3	32.7
NCLB Target			24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

## AMAO 1 and AMAO 2 Conclusions

### **Conclusions indicated by AMAO 1, AMAO 2:**

Mendez has not met both AMAO 1 and AMAO II targets for the last 2 years, although the four years previous to that, the AMAOI and AMAOII goals were met and exceeded. For 2014-2015, Mendez English Learners did not achieve the NCLB target by 11.5% with 48.4% of English Learners meeting the target. . In order to renew our strength and once again meet and exceeding the targets, Mendez teachers will continue to focus on academic vocabulary, accessing expository text, and writing in all curriculum areas. Thinking Maps and targeted interventions will help move more students towards English proficiency. 40.9% of our English Learners were successful in reclassification in five years or less which is 25% below the district goal. Many of our students are achieving Early Advanced and Advanced on the CELDT but are not performing on their writing assessments which would allow them to reclassify. We continue to provide intervention programs for English Learners in reading, writing in order to achieve fluency.

### **Conclusions from Student Performance English Learner Data:**

Standardized testing in ELA/Literacy showed 28% of our EL students are nearly meeting the standards. 46% of EL students are at or near standard in listening (demonstrating effective communication skills and 40% are at or near standard in research and inquiry. In mathematics, 27% of EL students are at or near standards in problem solving , modeling and data analysis and 50% are at or on near standard in communication and reasoning

### **Conclusions from the Needs Assessment Data**

63% of Mendez students are still in need of support and intervention in English Language Arts and Literacy. An average of 59% of students are At or Near Standard and are students that we continue to support to achieve proficiency. Sixth grade math did not achieve their target scores. The math department will continue to support each other to allow inter-department professional development in support of teachers and students. Based on our reading scores which are below the target goals, we will continue to target our English Learners with growth and enrichment opportunities and specific and targeted classroom instruction.

45% of Mendez English Learners scored Early Advanced or Advanced on the 2014-2015 CELDT which means 55% of our English Language Learners did not achieve a proficiency level that would allow them reclassification. A large percentage of the EL students who are have scored at the Beginning level of fluency are non-verbal, identified Special Needs students in our moderate to severe class and their proficiency will be tested by the VCCALPS. Tracking the English Learners from from 2012 - 2014, the percentages at each level decrease showing growth throughout their time at Mendez which shows a significant amount of students are on track for reclassification before they leave Mendez.

Mendez has not met both AMAO 1 and AMAO II targets for the last 2 years, although the four years previous to that, the AMAOI and AMAOII goals were met and exceeded. For 2014-2015, Mendez English Learners did not achieve the NCLB target by 11.5% with 48.4% of English Learners meeting the target. . In order to renew our strength and once again meet and exceeding the targets, Mendez teachers will continue to focus on academic vocabulary, accessing expository text, and writing in all curriculum areas. Thinking Maps and targeted interventions will help move more students towards English proficiency. 40.9% of our English Learners were successful in reclassification in five years or less which is 25% below the district goal. Many of our students are achieving Early Advanced and Advanced on the CELDT but are not performing on their writing assessments which would allow them to reclassify. We continue to provide intervention programs for English Learners in reading, writing in order to achieve fluency with approximately five new intervention programs beginning this year.

Standardized testing in ELA/Literacy showed 28% of our EL students are nearly meeting the standards. 46% of EL students are at or near standard in listening (demonstrating effective communication skills and 40% are at or near standard in research and inquiry. In mathematics, 27% of EL students are at or near standards in problem solving , modeling and data analysis and 50% are at or on near standard in communication and reasoning. These statistics show the need, not only for intervention programs but the continued use of SDAIE and GLAD strategies in all classrooms. Teacher reflection on writing will play a role in distinguishing what specific strategies need to be employed in classes to ensure growth and achievement.

Mendez has not met both AMAO 1 and AMAO II targets for the last 2 years, although the four years previous to that, the AMAOI and AMAOII goals were met and exceeded. For 2014-2015, Mendez English Learners did not achieve the NCLB target by 11.5% with 48.4% of English Learners meeting the target. . In order to renew our strength and once again meet and exceeding the targets, Mendez teachers will continue to focus on academic vocabulary, accessing expository text, and writing in all curriculum areas. Thinking Maps and targeted interventions will help move more students towards English proficiency. 40.9% of our English Learners were successful in reclassification in five years or less which is 25% below the district goal. Many of our students are achieving Early Advanced and Advanced on the CELDT but are not performing on their writing assessments which would allow them to reclassify. We continue to provide intervention programs for English Learners in reading, writing in order to achieve fluency.

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The needs of our English Learners will continue to be addressed through specific, targeted instruction which incorporate SDAIE and GLAD strategies. Additional intervention programs are set in place and continue to close the achievement gap.

### **English Learner Data and Conclusions**

#### **Conclusions from English Learner student performance data:**

In our second year of SBAC testing, Mendez was not able to meet the academic proficiency targets for English learners. In order to once again, meet and exceed the targets, Mendez teachers will continue to focus on academic vocabulary,accessing expository text, and writing in all curriculum areas. Thinking Maps and targeted interventions will help move more students towards English proficiency.

## Needs Assessment Data Conclusions

### **Conclusions from the Needs Assessment Data:**

(The needs assessment should be based on data that reflects significant subgroups that have not reached required proficiency levels.)

63% of Mendez students are still in need of support and intervention in English Language Arts and Literacy. An average of 59% of students are At or Near Standard and are students that we continue to support to achieve proficiency. Sixth grade math did not achieve their target scores. The math department will continue to support each other to allow inter-department professional development in support of teachers and students. Based on our reading scores which are below the target goals, we will continue to target our English Learners with growth and enrichment opportunities and specific and targeted classroom instruction.

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Mendez has not met both AMAO 1 and AMAO II targets for the last 2 years, although the four years previous to that, the AMAOI and AMAOII goals were met and exceeded. For 2014-2015, Mendez English Learners did not achieve the NCLB target by 11.5% with 48.4% of English Learners meeting the target. . In order to renew our strength and once again meet and exceeding the targets, Mendez teachers will continue to focus on academic vocabulary, accessing expository text, and writing in all curriculum areas. Thinking Maps and targeted interventions will help move more students towards English proficiency. 40.9% of our English Learners were successful in reclassification in five years or less which is 25% below the district goal. Many of our students are achieving Early Advanced and Advanced on the CELDT but are not performing on their writing assessments which would allow them to reclassify. We continue to provide intervention programs for English Learners in reading, writing in order to achieve fluency with approximately five new intervention programs beginning this year.

Standardized testing in ELA/Literacy showed 28% of our EL students are nearly meeting the standards. 46% of EL students are at or near standard in listening (demonstrating effective communication skills and 40% are at or near standard in research and inquiry. In mathematics, 27% of EL students are at or near standards in problem solving , modeling and data analysis and 50% are at or on near standard in communication and reasoning. These statistics show the need, not only for intervention programs but the continued use of SDAIE and GLAD strategies in all classrooms. Teacher reflection on writing will play a role in distinguishing what specific strategies need to be employed in classes to ensure growth and achievement.

Mendez has not met both AMAO 1 and AMAO II targets for the last 2 years, although the four years previous to that, the AMAOI and AMAOII goals were met and exceeded. For 2014-2015, Mendez English Learners did not achieve the NCLB target by 11.5% with 48.4% of English Learners meeting the target. . In order to renew our strength and once again meet and exceeding the targets, Mendez teachers will continue to focus on academic vocabulary, accessing expository text, and writing in all curriculum areas. Thinking Maps and targeted interventions will help move more students towards English proficiency. 40.9% of our English Learners were successful in reclassification in five years or less which is 25% below the district goal. Many of our students are achieving Early Advanced and Advanced on the CELDT but are not performing on their writing assessments which would allow them to reclassify. We continue to provide intervention programs for English Learners in reading, writing in order to achieve fluency.

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The needs of our English Learners will continue to be addressed through specific, targeted instruction which incorporate SDAIE and GLAD strategies. Additional intervention programs are set in place and continue to close the achievement gap.



## Section 2 - Goals and Action Plans

### Achievement Goals, Strategies, Timelines, Benchmarks, Expenditures, and Funding Sources

**Based on the data analysis and the integrated critical academic area recommendations identified by the WASC Committee, identified are goals for improving student achievement. These shall serve as the core instructional goals of the Comprehensive School Plan.**

#### **Goal IIa: Reading /Language Arts**

Mendez Fundamental Intermediate School will provide high quality reading instruction in all content areas that allows students to develop effective academic literacy skills that will prepare them for higher education, career and their future as a 21st century citizen.

All Mendez Fundamental Intermediate School students will demonstrate the ability to:

- Read grade level text independently
- Organize thoughts both verbally and in writing
- Use appropriate academic language in both discussions and in writing
- Know how and where to access valid information
- Evaluate whether information retrieved is valid
- See connections across disciplines/genres
- Accurately summarize textual passages
- Accurately cite textual evidence to support a claim or argument
- Actively seek information to problem solve or complete a task (research)
- Apply reading skills to non-fiction texts and real life situations
- Be prepared for college, the work force and adult life
- Develop a love of reading, writing and learning English

#### **Means of Evaluating Progress Toward this/these Goal(s):**

All students will meet or exceed their growth targets on the MAP Reading 6+ assessment (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency)

100 % of Honors and AVID students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year. (1.p AP Passage)

The library and computer lab hours will be extended four days a week and on Saturdays, in order to provide students, parents and family members with access to technology and the internet. (Goal 2.a access to technology and 3.i Parental Engagement.)

In an effort to increase college readiness in reading, postsecondary education enrollment and persistency, and English A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, A-G Course Completion, 1.p AP Passage, 1.q AP Course Access)

To instill college mindset in students, increase student enrollment in AVID by 5% (1.e: college readiness)

To ensure 21st century skills preparation, 100% of students will have access to technology and the internet during ELA classes on a daily basis (2.a Student Access to Technology )

All students will have access to high-quality, standards-aligned reading instructional materials (2.e High quality, standards-aligned instructional materials)

In an effort for increased fluency, 75% of students will meet or exceed their ZPD score on Accelerated Reader. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency)

In an effort to increase recreational reading, there will be a 20% increase in Accelerated Reader quizzes taken and passed. (Goal 1.b

and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

School-wide, 75% of students will earn passing scores on district benchmarks extended responses. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

75% of students, who did not earn passing grades in ELA, will earn C's or above in 2015-2016 for Language Arts. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency, and 1.f Post-Secondary Persistence)

70% of students will meet or exceed the district average for MAP.

### **Goal IIb: Writing Across the Curriculum**

Mendez Fundamental Intermediate School will provide a high quality instructional program that will prepare students to write across the content areas in a variety of styles and communicate effectively as a 21st century citizen.

All Mendez Fundamental Intermediate School students will demonstrate the ability to:

1. Write for a variety of purposes
2. Use correct spelling, punctuation and grammar across disciplines and content areas
3. Support ideas with details and textual evidence
4. Summarize information and draw conclusions
5. Communicate effectively through structured English language
6. Earn six or higher on District Writing Proficiency
7. Develop a love of reading, writing and learning English

### **Means of Evaluating Progress Toward this/these Goal(s):**

- 100% of Mendez students will have access to technology (2.a Student Access to Technology)
- 100% of Honors and AVID students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year.(1.e: College Readiness, A-G Course Completion, 1.p AP Passage 1.q AP Course Access)

In an effort to increase college readiness in writing, postsecondary education enrollment and persistency, and English A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, A-G Course Completion, 1.p AP Passage, 1.q AP Course Access)

To instill college mindset in students, increase student enrollment in AVID by 5% (1.e: college readiness)

To ensure 21st century skills preparation, 100% of students will have access to technology and the internet during ELA classes on a daily basis (2.a Student Access to Technology)

All students will have access to high-quality, standards-aligned writing instructional materials (2.e High quality, standards-aligned instructional materials)

70% of all students will score an four or higher on the District Writing Assessment. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

100% of students will complete at least two Document Based Questions in Social Studies during the school year. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

### **Goal IIc: English Language Development**

Mendez Fundamental Intermediate School will provide high quality instruction and support that allows English Language Learners to continue to exhibit growth toward English proficiency and reach the goal of reclassification.

All Mendez Fundamental Intermediate School students will demonstrate the ability to

- Competently read, write, and speak standard English
- Participate fully in rigorous courses
- Score Early Advanced or Advanced on the CELDT
- 65% of EL's will meet reclassification requirements
- Organize thoughts both verbally and in writing
- Use appropriate academic language
- Know how and where to access information
- See connections across disciplines/genres
- Apply writing and reading skills to nonfiction texts and real life situations
- Be prepared for college and career ready
- Demonstrating competence in all content areas by earning grades of "C" or better
- Develop a love of reading, writing and learning English

#### **Means of Evaluating Progress Toward this/these Goal(s):**

60% of English Language Learners will show an increase in their District Writing Assessment score by two points. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

(SAUSD) 65% of English Language learners will be reclassified within 5 years of entering EL program (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

(SAUSD) 60% of English Language learners will make progress towards English proficiency as measured by the state assessment (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

10% more EL students will meet or exceed the district average on the on the 2015-2016 Language Arts MAP Assessments (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

All English Learners will advance 1 CELDT level per year (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

### **Goal IIId: Mathematics**

Mendez Fundamental Intermediate School will provide high quality math instruction which is supported by standards-aligned materials and technology and will prepare students to be successful in higher education, career and effective 21st century citizens.

All Mendez Fundamental Intermediate School students will demonstrate the ability to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.

- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Means of Evaluating Progress Toward this/these Goal(s):**

To prepare students for success in Algebra in High School, 70% of 8th graders will attain a RIT score of 230 or above on the MAP Math 6+ assessment. (1.i Algebra Readiness ,1.c Algebra Proficiency)

All students will meet or exceed their growth targets on the MAP Math6+ assessment (1.i Algebra Readiness ,1.c Algebra Proficiency)

6th grade math students will decrease the "Not Met Standards" category on the SBAC from 35% to 30%. (1.i Algebra Readiness ,1.c Algebra Proficiency)

7th grade math students will decrease the "Not Met Standards" category on the SBAC from 32% to 27%. (1.i Algebra Readiness ,1.c Algebra Proficiency)

6th grade math students will decrease the "Not Met Standards" category on the SBAC from 20% to 15%. (1.i Algebra Readiness ,1.c Algebra Proficiency)

In an effort to increase college readiness in math, postsecondary education enrollment and persistency, and math A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, A-G Course Completion, 1.p AP Passage (inc % passing AP exams, 1.q AP Course Access (inc % enrolled in AP classes)

To instill college mindset in students, increase student enrollment in AVID by 5% (1.e: college readiness)

To ensure 21st century skills preparation, 100% of students will have access to technology and the internet during math classes on a daily basis (2.a Student Access to Technology)

All students will have access to high-quality, standards-aligned math instructional materials (2.e High quality, standards-aligned instructional materials)

100% of Honors and AVID Students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year. (1.p AP Passage (inc % passing AP exams) 1.q AP Course Access)

**Goal I - Vision, High Standards, Culture and Leadership**

**District LCAP Goals**

- Goal 1: Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.  
 Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.  
 Goal 3: Students and staff will work in a healthy, safe and secure environment that supports learning.

<b>School Goal:</b>	<b>District Vision:</b>
Mendez Fundamental Intermediate School will provide a safe and healthy learning environment that provides a high quality instructional program and promotes the knowledge, skills and character needed to be a productive citizen in the 21st century.  SITE LCAP FOCUS: All students will have the knowledge, skills and values to become productive citizens in the 21st Century. All students will have equitable access to a high-quality curricular and instructional program that is accessible from school and home.	1. We will equip students with the knowledge, skills, and values necessary to become productive citizens in the 21st century 2. We will give students' equitable high quality curricular, extracurricular and instructional program that is accessible from school and home. 3. We will provide a healthy, safe and secure environment for students and teacher that support learning 4. We will ensure that students receive instruction from highly-qualified and well trained instructional staff. 5. We will increase the number of graduates enrolled in post-secondary education and reduces the number of drop-outs, suspensions and expulsions.
<b>Means of Evaluating Progress Toward this/these Goal(s):</b>	
<ul style="list-style-type: none"> <li>• Percentage of students who have access to technology at home and at school</li> <li>• Percentage of students participating in extra-curricular activities</li> <li>• Percentage of students having access to technology (# electronic devices per classroom/used at home)</li> <li>• Attendance, drop-outs, suspensions/expulsion rates</li> <li>• Teacher, parents, and students' learning climate surveys.</li> <li>• Schedules and lesson plans</li> <li>• Professional Development Hours – Teacher Credentials.</li> <li>• College-readiness: A-G completion, EAP Proficiency, Algebra Readiness, Post-Secondary persistency</li> </ul>	

College Readiness:

- In an effort to increase college readiness, post-secondary education, and A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, 1.f Postsecondary Persistency, A-G Course Completion, 1.j Enrollment in Postsecondary Education)
- 100% of Honors and AVID students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year.(1.p AP Passage 1.q AP Course Access )
- 100% of seventh and eighth grade Honors and AVID students will participate in the GATE Symposium. (1.e: College Readiness, 1.f Postsecondary Persistency, A-G Course Completion, 1.j Enrollment in Postsecondary Education, 1.p AP Passage 1.q AP Course Access )

School Climate:

- Maintain schoolwide attendance at or above the rate of 98%. (1.k Attendance)
- The number of grade 8 dropouts will be maintained at 0% in 2015-2016.(1.m Middle School Dropout (dec # 8th gr dropouts)
- Maintain the schoolwide chronic absenteeism rate at less than 1% yearly. (1.l Chronic Absenteeism)
- In order to promote school engagement, high school graduation, and reduce dropout rates, 100% of staff and students will participate in the PBIS program. (1.n High School School Dropout, 1.o High School School Graduation).
- In order to ensure that all students receive instruction from highly-qualified instructional staff, 100% of courses will continue to be taught by highly-qualified teachers. (2.c Highly Qualified Teachers (100%))
- In order to ensure that all students receive instruction from well trained instructional staff, there will be a 25% increase in the number of staff and leaders who have participated in more than 15 hours of self-selected professional development and conferences during the academic year. (2.d Professional Development (15+ hrs self-selected professional development)
- Student access to high quality, standards-aligned instructional materials will be maintained 100%.(2.e High quality, standards-aligned instructional materials (2a. 100% access to technology)
- The percentage of students participating in more than one extracurricular activity will increase by 10%. (2.b Extracurricular Participation Rates (inc % students participating in more than one ec activity)

By placing efforts to engage students, the overall suspension rate will continue to be reduced by 1.5% each year. The number of instructional days lost due to expulsion will be reduced and maintained at .1% or below. (3.d,h Student Suspensions, 3.e Expulsion Rates)

- The percentage of students at each grade level, who indicated on the CHKS that they feel very safe at school will be maintained at 99%. (3.a California Healthy Kids Survey CHKS)
- The percentage of parents who indicate on the CSPS they agree/strongly agree that school is a safe place for their child will be maintained at 90% or above. (3.b California School Parent Survey CSPS)
- The percentage of staff who indicate on the CSCS they agree/strongly agree that school is a safe place for students will be maintained at 90% or above. (3.c California School Climate Survey CSCS)
- At least 25% of parents will of parents who participate in the annual survey (3.f Parent Survey Data )



Single Plan for Student Achievement

Goal I - Vision and Standards: High Expectations, Culture and Leadership - ACTION PLAN

With reflection of past and current data listed in Section 1:

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Provide rigorous, standards-based academic courses with an emphasis on engaging, data driven instruction						
1. All students are placed in the classes according to grade level. Site provides equitable access to a rigorous, standards-based, instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports and technology based resources.	Principal, Assistant Principal, TOSA	July-June 2015-16	Master Schedule, Lesson Plans			
2. The Assistant Principal facilitates curriculum development, staff development, parent involvement, data analysis, and testing in order to eliminate the achievement gap.	Principal, Assistant Principal, AVID Coordinator, ILT	July-June 2015-16	Meeting agendas, Observations, Participation in ILT			
3. Instructional interventions are addressed during the regular class period. Additional extended learning opportunities are available for low income pupils by providing before and after school programs, tutoring and academic summer school programs.	Assistant Principals, Department Chairs, Teachers	July-June 2015-16	Observations			
4. Mendez utilizes a A-F grading system and report card. There are six grading periods divided into two semesters. Each semester has two progress reports at the 6 and 12 week marks and a final grade at the 18 week mark. Grades are calculated as a running total for the entire semester.	Assistant Principal, Department Chairs	July-June 2015-16	Review of student grades on Aeries			



Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
5. The instructional leadership team (ILT), comprised of administrators, department chairs, TOSA, and other interested staff, meets monthly to monitor achievement on common assessments and district benchmark assessments and direct progress toward school-wide goals. Ongoing implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.	Principal	July-June 2015-16	Agendas, Minutes of ILT meetings			
6. A Teacher on Special Assignment (TOSA) coordinates the writing and implementation of the school plan, facilitates School Site Council and coordinates the Title I program.	Principal, TOSA	July-June 2015-16	Review of TOSA's calendar, Meeting agendas, Observations, Participation in ILT			
7. Common Assessments assess students' proficiency in math and ELA, science, and social studies. They are administered at the conclusion of units of study, are "common" for all students by subject/grade-level and are included in the students' grades. Common Assessments can be project based, inquiry based or written assessments such as DBQs. Additionally MAP tests are administered pre-mid-post year to track students' progress toward proficiency in ELA and math.	Principal, Assistant Principal, Teachers	July-June 2015-16	Lesson Plans, Grades on Common Assessments, MAP scores			
8. All teachers of GATE students are GATE trained and use the GATE strategies and icons. The site GATE Coordinator along with the site GATE Committee oversees the GATE program.	Administrators, GATE Coordinator	July-June 2015-16	Sign-in sheets, Minutes, Observations			
9. Collaborative Conversations continues as a school-wide focus this year, with emphasis on academic language.	Principal, Assistant Principal, TOSA	July-June 2015-16	Observations, Walk-throughs			

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
10. Physical Education Courses focus on Fitness-gram standards.	PE Department, Administration	July-June 2015-16	Lesson Plans, Student Fitness Scores, Number of students earning Fitnessgram Patches			
Enrich and Support Students' Academic, Organizational and Study Skills as well as Personal Interests and Personal Responsibility:						
1. Agendas, weekly online grade and organization checks based on AVID strategies are used by all teachers, students and parents. Organization check sheets will be created and distributed to all students.	Administrators, Teachers	July-June 2015-16	Weekly Agenda , Binder checks	5700-5799: Transfers Of Direct Costs	Title I, Part A	4969.98
2. GATE students will be placed in at least 3 honors classes. Honors courses are offered in ELA, math, science, and social studies. The Annual End-of-the-Year GATE Symposium will showcase student work. GATE Symposium requires curriculum development, mentoring hours and after school tutoring.	Administration, Counselors, Teachers, GATE Coordinator	July-June 2015-16	Master Schedule, Review of Student Schedules Participation in GATE Showcase	1000-1999: Certificated Personnel Salaries	Title I, Part A	12000
3. AVID students will be placed in a minimum of 1 honors class and participate in the GATE Symposium. Will ensure access for low-income pupils to the core instructional program by increasing, expanding and building the Advancement Via Individual Determination (AVID) program.	Principal Assistant Principal AVID Coordinator	July-June 2015-16	Review of Student Schedules			
4. Provide assemblies, field trips, electives, and lessons with social, cultural, or academic themes. Funds will be provided for field trip transportation and admission.	Administration ASB	July-June 2015-16	Field trip requests Master Calendar	5000-5999: Services And Other Operating Expenditures	Title I, Part A	23946.52
5. Provide a wide range of elective choices including music, art, drama, journalism, computer programing, engineering, 3-D modeling, robotics, leadership, and AVID.	Assistant Principal	July-June 2015-16	Master Schedule			

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
6. A wide variety of extra-curricular clubs and activities are open to all students. They include Pentathlon, Robotics classes, engineering clubs, Garden Club, DC Club, (Project Lead the Way) PLTW, after-school sports, Rocket Science tutors, and Morning Fitness Club. Academic Pentathlon will be funded for participation fees and materials(\$5300.) Robotics classes will be funded through Title I (\$10,000)	Administration	July-June 2015-16	Attendance records Competition results	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I, Part A    Title I, Part A	5255    10000
7. Lessons during P.E. and Exploratory classes focus on character development and reinforce school-wide expectations and personal responsibility.	ILT PE Department Chair	July-June 2015-16	Lesson plans Observations			
8. AVID and College tutors assist students in the classroom through small group and one-to-one instruction. They also provide tutoring for students during nutrition, lunch, before and after school in the Homework Center.	Administration AVID Coordinator	July-June 2015-16	Sign-in sheets Tutor request forms	2000-2999: Classified Personnel Salaries	Title I, Part A	68020.98
9. Two counselors will monitor student progress, identify needs, implement interventions, and communicate with parents. Counselors will meet with students to implements Goal Setting for College Readiness.	Principal Counselors	July-June 2015-16	Meetings with Counselor Observations SST schedules Grade checks			
10. Students will be provided extended learning opportunities in all classes in order to access state standards and develop 21st century skills. All students participate in science courses which focus on experimentation, investigation, and engineering. Students participate in weekly labs and maintain a science journal. Funds will cover supplemental materials for student learning.	Assistant Principal Science Department Chair	July-June 2015-16	Lesson Plans Observations CST Science scores	4000-4999: Books And Supplies	Title I, Part A	49573.74

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Allow access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration. All staff have access to state of the art technology tools to facilitate instruction, engage students, and promote understanding and collaboration.						
1. Teacher laptops, SMART Boards, iPads, iPods, document cameras, responders, projectors and other technology tools in the classroom increase student engagement and facilitate the implementation of various teaching/ learning strategies.	Administrators Computer Technician	July-June 2015-16	Observations Equipment Inventory/ Library checkout lists			
2. Laptop carts in science, social studies and language arts provide opportunities for technology infused collaborative projects.	Administrators Department Chairs Classroom Teachers	July-June 2015-16	Observations Lesson Plans Laptop Sign out sheets			
3. District and site subscriptions including Discovery Education and AVID Weekly, provide resources and engaging content for all curricular areas.	Administration Computer Tech TOSA District Technology Liaison	July-June 2015-16	Observations Lesson Plans			
4. Google Apps for Education are used by students and staff for e-mail, file storage, collaboration and communication	Administration TOSA Computer Tech	July-June 2015-16	Usage reports from Google			
5. Weebly, Google Docs, Google Drive, Canvas, Gooru, Schoology, Khan Academy, Kahoot, teacher webpages, blogs and other online tools are used by to engage students in meaningful dialogue and to provide student access to online resources.	Principal TOSA Assistant Principal	July-June 2015-16	Observations Lesson plans			
6. 1 computer lab is available for class use as are 4 rotating laptop carts.	Computer Tech Principal	July-June 2015-16	Sign-in Sheets			

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
7. Computers labs are open during nutrition, lunch, before, after school, in the evening and on Saturdays for student use.	Administration Computer Technician	July-June 2015-16	Sign-in Sheets			
8. Students have 24/7 access to their grades online via Aeries.	Elective Teachers TOSA	July-June 2015-16	Student Printed Grade reports			
9. A computer technician ensures that computer tools are available and maintained in proper working order.	Administration Site Technology Committee	July-June 2015-16	Lab Sign-up sheets Repair tickets Technician's log			
10. BYOD (Bring Your Own Device Policy) and one to one Chromebooks school wide provides students with increased access to technology-based tools and resources and allows teachers to integrate blended learning into their classrooms.	Principal Administration Site Technology Committee	July-June 2015-16	Observations Student survey			
Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction.						
1. Expertise of staff members is utilized to facilitate the implementation of best practices and new technologies in the classroom and professional development targets instructional technology.	Principal TOSA	July-June 2015-16	Sign-in Sheets for Staff Development Observations			
2. Teachers meet in subject matter teams by grade level for 3 release days per year and in the summer in order to collaborate, plan instruction, develop common assessments, and review student data. Budget reflects extra duty planning time and sub costs for planning.	Administration	July-June 2015-16	Sign-in sheets Agendas	1000-1999: Certificated Personnel Salaries	Title I, Part A	10236.09

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
3. AVID Coordinator provides support and training for all teachers relating to the implementation of AVID strategies school-wide, monitor compliance of the AVID program, promote a college going climate on campus and prepare Mendez to become an AVID nationwide demonstration school.	Principal Assistant Principal AVID Coordinator	July-June 2015-16	AVID Portfolio Presentations at staff, department, and collaboration meetings			
4. WICOR strategies, Cornell Note-taking, SQ3R, Word Walls, Thinking Maps, Path to Proficiency and other school-wide strategies are continually revisited to ensure continuity and provide opportunities for refinement.	Principal Assistant Principal Department Chairs	July-June 2015-16	Sign-in sheets Observations			
5. Staff development focused on implementing the Common Core State Standards and Next Generation Science Standards, units of study and Habits of Mind occur during both collaboration time, staff meetings and during planning days. Budget reflects sub costs to cover teachers attending professional development.	Principal Assistant Principal TOSA Department Chairs	July-June 2015-16	Sign-in sheets Observations Discussions	1000-1999: Certificated Personnel Salaries	Title I, Part A	3653.81
6. Strategies which emphasize the 4 C's (Communication, Collaboration, Critical Thinking, and Creativity) are addressed through staff development and collaborative planning.	Principal Assistant Principal ILT	July-June 2015-16	Observations Discussions Agendas			
7. All teachers collaborate formally and informally to ensure that instruction, strategies and materials are aligned with Common Core State Standards and Next Generation Science Standards and follow district curriculum maps to ensure grading policies are consistent within departments and across grade-levels. Collaboration will also be centered on at risk students and interventions to support them.	Administration TOSA	July-June 2015-16	Sign-in Sheets Grade Checks			

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
8. Teachers are provided with access to all materials and resources necessary for effective rigorous instruction aligned to Common Core State Standards and Next Generation Science Standards.	Administration Department Chairs Teachers	July-June 2015-16	Observations Lesson Plans			
9. Data is used on an ongoing basis to guide instruction. All staff members are trained in the effective use of Illuminate and MAP reporting (where applicable).	Administration TOSA Site Tech Team	July-June 2015-16	Sign-in Sheets Data reports Collaboration agendas			
10. Teachers attend conferences and trainings with an emphasis on the Common Core State Standards and Next Generation Science Standards. Attendees then collaborate with colleagues to disseminate this information. Funding will be provided for conference fees, travel and daily expenses.	Administration	July-June 2015-16	Conference Attendance Requests Staff meeting agendas Minutes	5000-5999: Services And Other Operating Expenditures	Title I, Part A	14815.72
Create a positive school climate is derived from coordinated school-wide expectations, policies and recognition of student accomplishments.						
1. School-wide expectations are communicated to students, parents and staff through presentations at meetings, Mendez Contract, Parent Involvement Policy, student agenda, and by teachers in the classroom.	Administration ILT	July-June 2015-16	Coffee Chat Agendas School Contract Parent Involvement Policy			
2. All teachers use school-wide AVID strategies, consistent department expectations and grading policies, and best practices for instruction with high expectations for all students.	Administration ILT AVID Coordinator	July-June 2015-16	Lesson Plans Observations Grade checks			
3. PBIS Team and the Mendez School Culture Team meets regularly and attends trainings, which promote school-wide policies consistent with the Mendez Vision. Materials will be funded.	Principal PBIS Team	July-June 2015-16	Meeting Minutes Observations	5700-5799: Transfers Of Direct Costs	Title I, Part A	2000

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
4. Homework, tardy, and dress code policies, student code of conduct are enforced. Progressive discipline policy includes structured a Saturday School program. Budget reflects teacher salaries.	Administration Counselors Teachers	July-June 2015-16	Review of cards Saturday School attendance	1000-1999: Certificated Personnel Salaries	Title I, Part A	15631.65
5. Physical Education - STAR performer recognition program includes STAR patches, fitness patches, STAR Performer t-shirts and Mile Club t-shirts.	Assistant Principal PE Department Chair	July-June 2015-16	Observations Review lists of recognized students			
6. Mustang "Tickets" recognize students for achievement, effort and citizenship on an ongoing basis. Tickets will be printed through print shop.	Administration PBIS Team	July-June 2015-16	Record of number of cards sent home monthly	5700-5799: Transfers Of Direct Costs	Title I, Part A	1000
7. Attendance is carefully monitored and students receive medals for perfect attendance.	Administration Attendance Technician Counselors	July-June 2015-16	Aeries			
8. End of the Year Department Awards, medals, and other positive recognition including medals for participation in Saturday Math Academy, STEAM programs recognize academic achievement, effort and participation in extra curricular activities. All medals and incentives will be funded.	Teachers Principal	July-June 2015-16	Number of students receiving medals Student wear medals to 8th grade promotion	5700-5799: Transfers Of Direct Costs	Title I, Part A	6000
9. Recognize students' achievements for both academic excellence and academic improvement at twice-yearly Academic Renaissance Assemblies.	Administration ASB Renaissance Committee	July-June 2015-16	List of students receiving awards by color (rank)			



Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Enrich and Support Students' Academic, Organizational and Study Skills as well as Personal Interests and Personal Responsibility (continued):						
1. Multiple STEAM, Math and Social Studies Enrichment classes and competitions such as National History Day , Student Space Flight Experiment, Rube Goldberg Competition, Math Olympiad, Saturday Math Academy and the Science/Social Studies Saturday Academy. The STEAM and SMA will be funded for materials, teacher hours and field trips.	Administration Teachers	July-June 2015	Program proposals, data analysis, sign in sheets.	1000-1999: Certificated Personnel Salaries	Title I, Part A	5140.59
				5000-5999: Services And Other Operating Expenditures	Title I, Part A	1510
2. Small group, structured, data supported and LCAP aligned support opportunities for students in need	Administration Teachers	July-June 2015	Program proposals, data analysis, attendance records			
3. Sixth grade summer bridge program offered to all incoming sixth grade students promoting AVID strategies, use of technology and math enrichment.	Administration AVID Coordinator Teacher	July-June 2015	Sign in sheets, attendance records, lesson plans.			
4. Use of AVID resource room by all AVID classes for tutorials and projects.	Administration AVID Coordinator	July-June 2015	Attendance, lesson plans			
5. Benefits are provided to both certificated and classified employees.	Administration	July-June 2015-16	Sign in Sheets Time Cards	3000-3999: Employee Benefits	Title I, Part A	16009.93
Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction. (Continued)						
1. Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction.	Administration	June-July 2015-16	Sign In sheets Curriculum Units	1000-1999: Certificated Personnel Salaries	Title I, Part A	53959.41



**Goal IIa - Reading / Language Arts**

**District LCAP Goals**

- Goal 1: Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.  
 Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.  
 Goal 3: Students and staff will work in a healthy, safe and secure environment that supports learning.

<b>School Goal:</b>	<b>District LCAP Priorities</b>
<p>Mendez Fundamental Intermediate School will provide high quality reading instruction in all content areas that allows students to develop effective academic literacy skills that will prepare them for higher education, career and their future as a 21st century citizen.</p> <p>All Mendez Fundamental Intermediate School students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Read grade level text independently</li> <li>• Organize thoughts both verbally and in writing</li> <li>• Use appropriate academic language in both discussions and in writing</li> <li>• Know how and where to access valid information</li> <li>• Evaluate whether information retrieved is valid</li> <li>• See connections across disciplines/genres</li> <li>• Accurately summarize textual passages</li> <li>• Accurately cite textual evidence to support a claim or argument</li> <li>• Actively seek information to problem solve or complete a task (research)</li> <li>• Apply reading skills to non-fiction texts and real life situations</li> <li>• Be prepared for college, the work force and adult life</li> <li>• Develop a love of reading, writing and learning English</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be proficient readers by the end of 3rd grade.</li> <li>2. Students will demonstrate college readiness (proficiency) on ELA EAP or MAP.</li> <li>3. Graduates will meet UC A-G requirements.</li> </ol>
<b>Student Sub-groups Participating in this/these Goal(s):</b>	<b>Performance Gains:</b>
<p>English Learners                  Socio-economically disadvantaged                  Hispanic or Latino</p>	<p>District LCAP Metrics:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate college readiness as indicated by the EAP or MAP.</li> <li>2. 10% gain of students performing at/above mean ELA RIT score for their grade level.</li> <li>3. Dibels baseline year. 10% growth above baseline in grade 3.</li> </ol>
<b>Means of Evaluating Progress Toward this/these Goal(s):</b>	<b>Group Data Needed to Measure Academic Gains:</b>

All students will meet or exceed their growth targets on the MAP Reading 6+ assessment (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency)

100 % of Honors and AVID students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year. (1.p AP Passage)

The library and computer lab hours will be extended four days a week and on Saturdays, in order to provide students, parents and family members with access to technology and the internet. (Goal 2.a access to technology and 3.i Parental Engagement.)

In an effort to increase college readiness in reading, postsecondary education enrollment and persistency, and English A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, A-G Course Completion, 1.p AP Passage, 1.q AP Course Access)

To instill college mindset in students, increase student enrollment in AVID by 5% (1.e: college readiness)

To ensure 21st century skills preparation, 100% of students will have access to technology and the internet during ELA classes on a daily basis (2.a Student Access to Technology )

All students will have access to high-quality, standards-aligned reading instructional materials (2.e High quality, standards-aligned instructional materials)

In an effort for increased fluency, 75% of students will meet or exceed their ZPD score on Accelerated Reader. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency)

In an effort to increase recreational reading, there will be a 20% increase in Accelerated Reader quizzes taken and passed. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

School-wide, 75% of students will earn passing scores on district benchmarks extended responses. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

75% of students, who did not earn passing grades in ELA, will earn C's or above in 2015-2016 for Language Arts. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency, and 1.f Post-Secondary Persistence)

LCAP Group Data:

1. Dibels baseline,
2. ELA MAP Scores
3. ELA EAP Scores



Goal IIa - Reading / Language Arts - ACTION PLAN

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Provide rigorous, standards-based academic courses with an emphasis on engaging, data driven instruction						
1.	All teachers ensure that instruction, strategies and materials are aligned with Common Core State Standards and follow district recommended Curriculum Maps. Continuously provide equitable access to a rigorous, standards-based instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports and technology based resources.	Administration Department Chairs Teachers	July-June 2015-16	Review of lesson plans Common projects		
2.	Teachers follow the district published curriculum maps. Implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.	Administration Department Chairs Teachers	July-June 2015-16	Review of lesson plans		
3.	Students, teachers, parents and administration participate in weekly grade and organization checks as well as monitoring MAP RIT scores to continuously monitor and help students self-monitor progress towards mastery of standards.	Students Teachers Department Chairs Administration	July-June 2015-16	Review of lesson plans MAP assessments Benchmark data Student Data Trackers		
4.	Administration will conduct formal and informal classroom visits on a regular basis. Ensure access to the core instructional program by providing highly qualified teachers and assure ongoing professional development for all staff to ensure full implementation of the Common Core State Standards, Next Generation Science Standards and assessments.	Administration	July-June 2015-16	Review of lesson plans Classroom observations		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
5.	Teachers maintain grades on Aeries in a timely manner. Grades are aligned with curriculum maps and grading is consistent by department/ grade-level.	Assistant Principal TOSA Administration	July-June 2015-16	Administrators will spot check grades monthly Grade check for completion			
6.	Thinking Maps, word walls, Cornell Notes, interactive-journals, reader response, use of academic language, collaborative conversations and other strategies are used by all teachers to foster comprehension and higher level thinking skills. Funding provided for curriculum and supplemental materials.	Administration ILT Department Chairs	July-June 2015-16	Lesson Plans Student work samples Discussions at Staff meetings	5700-5799: Transfers Of Direct Costs	Title I, Part A	5000
7.	The SIOP, Q-TEL, SDAIE and other strategies are used to help make grade -level content accessible to English Learners.	Principal ELA Chair EL Coordinator	July-June 2015-16	Observations Lesson Plans			
8.	District Benchmarks (extended response) for ELA are administered 2 times per year and MAP Assessments administered 3 times per year.	Assistant Principal  TOSA  ELA Department Chair	July-June 2015-16	Benchmark scores MAP scores			
9.	Informal assessments, quizzes, projects and performance tasks are used to continuously monitor student progress.	Assistant Principal Department Chairs	July-June 2015-16	Aeries Gradebooks			
10.	Expand access to math and science programs by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (STEM/STEAM) programs.	Assistant Principal	July-June 2015-16	Master Schedule Class Rosters			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)			
				Type	Funding Source	Amount	
Enrich and Support Students' Academic, Organizational and Study Skills as well as Personal Interests and Personal Responsibility.							
1.	College tutors provide supplementary one-on-one and small group assistance in the regular classroom; Support extended learning opportunities for low income pupils by providing before and after school programs, tutoring and academic summer school programs. Funding provided for tutor salaries and benefits.	Principal Assistant Principal Counselors	July-June 2015-16	Lesson Plans Tutor Schedules	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I, Part A  Title I, Part A	15733  713
2.	Before and after school homework help is provided by classified staff and college tutors. Funding provided for tutor salaries and benefits.	Assistant Principal Teachers Engage 360	July-June 2015-16	Tutoring sign-in sheets	2000-2999: Classified Personnel Salaries	Title I, Part A	3500
3.	Language rich supplemental instruction and homework help is provided after-school program, Engage 360.	Engage 360 Administration	July-June 2015-16	Observations by Administrators Engage 360 records			
4.	GATE identified and high achieving students are placed in Honors Language Arts classes.	Principal Counselors ELA Department Chair GATE Coordinator	July-June 2015-16	Class rosters Master Schedule			
5.	Adequate supplemental reading/learning materials are provided to classrooms in all curriculum areas.	Administration Teachers Department Chairs	July-June 2015-16	Observations Lesson Plans			
6.	Saturday STEAM Academy focuses on improving reading and writing skills through engaging science and social science activities.	Assistant Principal Academy Coordinator	July-June 2015-16	Sign-in Sheets Lesson plans Pre/post tests			
7.	Use of GATE icons and strategies fosters depth and complexity in Honors classes.	Assistant Principal GATE Coordinator	July-June 2015-16	Observations Lesson Plans			



Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
8.	Cross curricular unit that centered around the novel "Echo" which culminates in a seventh grade field trip.	Principal Seventh grade Team	July 2015- June 2016	Lesson plans			
Allow access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration. All staff will have access to state of the art technology tools to facilitate instruction, engage students, and promote understanding and collaboration.							
1.	Accelerated Reader is used to encourage reading and promote positive reading habits.	Library/ Media Tech ELA Department Chair ELA Teachers	July-June 2015-16	Review of AR reports			
2.	Google Apps for Education provide e-mail and file storage and sharing as well as other tools for students and staff.	Administration TOSA Computer Technician	July-June 2015-16	Student and Teacher Spring Surveys			
3.	Technology tools such as document cameras, SMART Boards, projectors and audio systems with microphones are used to enhance student engagement in the classroom.	Administration TOSA Technology Committee Computer Technician	July-June 2015-16	Classroom observations			
4.	Computer labs and laptop carts provide all students with opportunities to create, refine literacy skills and publish original work.	Administration TOSA Technology Committee Computer Technician	July-June 2015-16	Observations Lesson Plans			
5.	Schoolwide use of BYOD enables all students the opportunity to integrate technology on a regular basis.	Administration Teachers	July-June 2015-16	Lesson plans Classroom observations			
6.	Ensure equitable access to technology in classrooms on campus and at home.	Administration	July-June 2015-16	Computer lab sign ins Schoolwide survey			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
7.	1:1 Chromebook program ensuring all students have the opportunity to have a Chromebook at school and at home for project based and academic use.	Administration Librarian Computer Technician	July-June 2015-16	Sign-outs records			
Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction.							
1.	ELA staff meet regularly in grade-level and subject-matter teams to collaborate, examine student work, review student assessment data, design instructional units.	Principal Department Chairs	July-June 2015-16	Department meeting agendas Observations by administrators			
2.	Teachers continue to attend trainings and workshops which facilitate the implementation of Common Core State Standards	Principal ILT SSC	July-June 2015-16	Discussions during collaboration/staff meetings Lesson plans			
3.	Provide professional development for teachers to promote the successful implementation of the new state standards, Next Generation Science standards, and effective technology integration.	Administration	July-June 2015-16	Agendas Sign in sheets			

**Goal IIb - Writing Across the Curriculum**

**District LCAP Goals**

- Goal 1: Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.  
 Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.  
 Goal 3: Students and staff will work in a healthy, safe and secure environment that supports learning.

School Goal:	District LCAP Priorities
<p>Mendez Fundamental Intermediate School will provide a high quality instructional program that will prepare students to write across the content areas in a variety of styles and communicate effectively as a 21st century citizen.</p> <p>All Mendez Fundamental Intermediate School students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. Write for a variety of purposes</li> <li>2. Use correct spelling, punctuation and grammar across disciplines and content areas</li> <li>3. Support ideas with details and textual evidence</li> <li>4. Summarize information and draw conclusions</li> <li>5. Communicate effectively through structured English language</li> <li>6. Earn six or higher on District Writing Proficiency</li> <li>7. Develop a love of reading, writing and learning English</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be proficient readers by the end of 3rd grade.</li> <li>2. Students will demonstrate college readiness (proficiency) on ELA EAP or MAP.</li> <li>3. Graduates will meet UC A-G requirements.</li> </ol>
Student Sub-groups Participating in this/these Goal(s):	Performance Gains:
<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Socioeconomically Disadvantaged</li> <li>• Hispanic or Latino</li> </ul>	<p>LCAP Goals:</p> <ol style="list-style-type: none"> <li>1. Students will be proficient readers (and writers) by the end of 3rd grade.</li> <li>2. Students will demonstrate college readiness as indicated by the EAP or MAP.</li> </ol> <p>District LCAP Metrics:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate college readiness as indicated by the EAP or MAP.</li> <li>2. 10% gain of students performing at/above mean ELA RIT score for their grade level.</li> <li>3. Dibels baseline year. 10% growth above baseline in grade 3 (elementary).</li> </ol>
Means of Evaluating Progress Toward this/these Goal(s):	Group Data Needed to Measure Academic Gains:

- 100% of Mendez students will have access to technology (2.a Student Access to Technology)
- 100% of Honors and AVID students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year.(1.e: College Readiness, A-G Course Completion, 1.p AP Passage 1.q AP Course Access)

In an effort to increase college readiness in writing, postsecondary education enrollment and persistency, and English A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, A-G Course Completion, 1.p AP Passage, 1.q AP Course Access)

To instill college mindset in students, increase student enrollment in AVID by 5% (1.e: college readiness)

To ensure 21st century skills preparation, 100% of students will have access to technology and the internet during ELA classes on a daily basis (2.a Student Access to Technology)

All students will have access to high-quality, standards-aligned writing instructional materials (2.e High quality, standards-aligned instructional materials)

70% of all students will score an four or higher on the District Writing Assessment. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

100% of students will complete at least two Document Based Questions in Social Studies during the school year. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

1. LCAP Group Data: Dibels baseline, (elementary)
2. ELA MAP Scores
3. ELA EAP Scores
4. District Writing Assessment Scores

**Goal IIb - Writing Across the Curriculum - ACTION PLAN**

**With reflection of past and current data listed in Section 1:**

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Provide rigorous, standards-based academic courses with an emphasis on engaging, data driven instruction						
1.	All content area teachers strategically address writing and implement structured writing assignments aligned with the curriculum. Teachers look at prompts and results to monitor students' proficiency in writing and modify instruction Continually provide equitable access to a rigorous, standards-based instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports and technology based resources.	Admin Assistant Principal Teachers	July-June 2015-16	Review of district curriculum maps and lesson plans		
2.	Effective writing strategies are used across all curriculum and content areas including electives.	Administration Assistant Principal Department Chairs Teachers	July-June 2015-16	Lesson Plans Copies of Prompts and Rubrics		
3.	The district Writing Rubric is used to assess writing in all ELA classes, additionally all departments have established common rubrics for consistency.	Administration Assistant Principal Department Chairs Teachers	July-June 2015-16	Review of student writing samples District writing proficiency Scores on writing assignments		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
4.	Ensure access to the core instructional program by providing highly qualified teachers and assure ongoing professional development for all staff to ensure full implementation of the new state standards (CCSS), Next Generation Science Standards and assessments.	Administration	July-June 2015-16	Verify teacher credentials			
5.	Social Studies teachers implement a writing assignment into each unit of study and have students complete three Document Based Questions (DBQ) throughout the school year.	Social Studies Department Chair Assistant Principal	July-June 2015-16	Lesson Plans Student Work			
6.	Language Arts teachers administer one writing assessment each grading period.	Language Arts Department Chair Assistant Principal	July-June 2015-16	Lesson Plans Student Work			
7.	Science and math journals are used for note-taking, record keeping (for experiments and activities), synthesis of ideas and review.	Science and Math Department Chairs Assistant Principal	July-June 2015-16	Review of student journals District writing proficiency Scores on writing assignments			
8.	Writing is key component of the PE department's Character Education program.	Assistant Principal PE Department Chair ELA Department Chair	July-June 2015-16	Lesson Plans Student Writing samples			
9.	All students are enrolled in two periods of English Language Arts.	Administration	July-June 2015-16	Master Schedule			

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
10.	All students take the District Writing Proficiency with 75% passing rate.	Assistant Principal ELA Department Chair TOSA	July-June 2015-16	Results from writing proficiency		
Enrich and Support Students' Academic, Organizational and Study Skills as well as Personal Interests and Personal Responsibility.						
1.	In art and music, students write critiques of their own work and that of others. Pieces of music and art are used as complex text for students to analyze.	Art and Music Teachers Learning Director	July-June 2015-16	Lesson plans Observations Discussions at staff and collaboration meetings		
2.	After school, tutors are available to assist students with writing, editing, and proofreading assignments. Additional extended learning opportunities for low income pupils by providing before and after school programs, tutoring and academic summer school programs.	Administrators Assistant Principal Tutors	July-June 2015-16	Observations		
3.	College tutors in the Language Arts classroom work one-on-one with students to assist with revision of student writing	Principal Assistant Principal Counselors Tutors	July-June 2015-16	Class rosters Master schedule Student work		
4.	GATE identified and high achieving students are placed in Honors courses.	Principal? GATE Coordinator ELA Department Chair?	July-June 2015-16	Class rosters Master schedule		
5.	AVID teachers and tutors reinforce domain writing.	Administrators Assistant Principal AVID Teachers	July-June 2015-16	Lesson Plans Observations Student Work		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
6.	Students respond in writing to informational and expository text in all content areas.	Principal Department Chairs	July-June 2015-16	Lesson Plans Student writing samples			
7.	Saturday STEAM Academy focuses on improving reading and writing skills through engaging science and social science activities.	Administration TOSA Academy Coordinator	July-June 2015-16	Attendance Sheets Pre/post tests Student portfolios			
8.	Thinking Maps are used in the content areas to foster students' development of ideas and student writing.	Assistant Principal TOSA Department Chairs	July-June 2015-16	Lesson Plans Student Work			
9.	Additional writing support is provided for students who meet all of the criteria for reclassification except for writing.	Assistant Principal EL Coordinator	July-June 2015-16	EL reports Sign-in sheets Alternative writing assessment scores			
10.	Cornell Notes is a school-wide strategy that reinforces writing in the content areas.	Assistant Principal AVID Coordinator	July-June 2015-16	Lesson Plans Student Journals/Notes Observations			
<p>Allow all students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration.</p> <p>Allow all staff have access to state of the art technology tools to facilitate instruction, engage students, and promote understanding and collaboration.</p>							
1.	SMART Boards and/or document cameras are used in all Language Arts classes to help students with editing and writing. Typing programs are used to enhance the revision process.	Principal TOSA Technology Committee ELA Teachers	July-June 2015-16	Observations			



Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
2.	8th grade Social Studies classes use laptops, Chromebooks and iPads to aid in writing in content classes. Blogs, wikis, multimedia software, and other web tools are also utilized.	Teachers Administration Technology Committee 8th grade Social Studies teachers	July-June 2015-16	Observations Lesson Plans Student work			
3.	School-wide Google Apps and docs for Education are used for student e-mail and file storage and collaboration.	TOSA Teachers Computer Technician	July-June 2015-16	Google usage reports Student and Staff surveys			
4.	Exploratory Classes incorporate writing in various domains and for a variety of purposes as students learn keyboarding, word processing and other computer based skills.	Assistant Principal Exploratory teachers	July-June 2015-16	Lesson Plans Student writing samples			
5.	1:1 Chromebooks for all students provides technology access for all students both at home and school for project-based learning, collaborative projects, homework help and more.	Administration  TOSA  Librarian  Computer Technician Teachers	July-June 2015-16	Lesson Plans  Observations			
Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction.							
1.	Teaching staff meet regularly in grade-level and subject-matter teams to collaborate, examine student writing, review student assessment data, and look at writing instruction in an ongoing formal way.	Administrators ILT Teachers	July-June 2015-16	Agendas/ Minutes Observations ILT discussions			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
2.	Social Studies teachers meet bi-monthly to discuss writing and student progress.	Social Studies Department Chair Assistant Principal	July-June 2015-16	Observations			
3.	Teachers are able to attend the annual UCI Writing Project Conference.	Principal ELA Department Chair	July-June 2015-16	Conference Registration Follow-up Presentations to staff			

**Goal IIc - English Language Development**

**District LCAP Goals**

- Goal 1: Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.  
 Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.  
 Goal 3: Students and staff will work in a healthy, safe and secure environment that supports learning.

<b>School Goal:</b>	<b>District LCAP Priorities</b>
<p>Mendez Fundamental Intermediate School will provide high quality instruction and support that allows English Language Learners to continue to exhibit growth toward English proficiency and reach the goal of reclassification.</p> <p>All Mendez Fundamental Intermediate School students will demonstrate the ability to</p> <ul style="list-style-type: none"> <li>• Competently read, write, and speak standard English</li> <li>• Participate fully in rigorous courses</li> <li>• Score Early Advanced or Advanced on the CELDT</li> <li>• 65% of EL's will meet reclassification requirements</li> <li>• Organize thoughts both verbally and in writing</li> <li>• Use appropriate academic language</li> <li>• Know how and where to access information</li> <li>• See connections across disciplines/genres</li> <li>• Apply writing and reading skills to nonfiction texts and real life situations</li> <li>• Be prepared for college and career ready</li> <li>• Demonstrating competence in all content areas by earning grades of "C" or better</li> <li>• Develop a love of reading, writing and learning English</li> </ul>	<ol style="list-style-type: none"> <li>1. All English learners will be reclassified within 5 years of entering the English learner program.</li> </ol>
<b>Student Sub-groups Participating in this/these Goal(s):</b>	<b>Performance Gains:</b>
<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Socio-economically Disadvantaged</li> <li>• Hispanic or Latino</li> </ul>	<p>District LCAP Metrics:</p> <ol style="list-style-type: none"> <li>1. 65% of EL students will be reclassified within 5 years of entering school.</li> <li>2. 60% of EL students will make progress towards English proficiency as measured by the state assessment.</li> </ol>
<b>Means of Evaluating Progress Toward this/these Goal(s):</b>	<b>Group Data Needed to Measure Academic Gains:</b>

60% of English Language Learners will show an increase in their District Writing Assessment score by two points. (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

(SAUSD) 65% of English Language learners will be reclassified within 5 years of entering EL program (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

(SAUSD) 60% of English Language learners will make progress towards English proficiency as measured by the state assessment (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

10% more EL students will meet or exceed the district average on the on the 2015-2016 Language Arts MAP Assessments (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

All English Learners will advance 1 CELDT level per year (Goal 1.b and 1.g English Learner Re-designation rate and English Learner proficiency and 1.f Post-Secondary Persistence)

Group data needed to measure academic gains are CELDT, Extended Response, writing assessments, MAP RIT scores and teacher observations.

Goal IIc - English Language Development - ACTION PLAN

With reflection of past and current data listed in Section 1:

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Provide rigorous, standards-based academic courses with an emphasis on engaging, data driven instruction.						
1.	All EL students are placed in ELM classes based on parent request or due to demonstrated proficiency on CELDT. Provide equitable access to a rigorous, standards-based instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports and technology based resources.	Counselors Administration EL Coordinator	July-June 2015-16	Master Schedule Annual Parent letters		
2.	Teachers are provided with resource materials and supplies to support SDAIE, GLAD, SIOP, and Q-TEL teaching/ learning strategies.	Administration TOSA EL Coordinator	July-June 2015-16	District curriculum maps Lesson plans Student Data Trackers Formal and Informal classroom observations		
3.	EL Coordinator/TOSA assists classroom teachers with monitoring of EL students, administration of CELDT test, and facilitates English Learner Advisory Committee meetings.	Administration Assistant Principal EL Coordinator TOSA	July-June 2015-16	District paperwork for EL students Agendas/ Minutes for meetings		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
4.	All teachers integrate new ELD Standards, overlaying Common Core State Standards.	Administration Department Chairs EL Coordinator	July-June 2015-16	Lesson Plans Formal and Informal Observations			
5.	All teachers know who their EL students are, their levels of proficiency, provide successful access to the core curriculum through the use of effective, research-based instructional strategies and monitor their progress.	Administration Assistant Principal EL Coordinator All teachers	July-June 2015-16	Observations and Discussions with teachers			
6.	All departments incorporate wide academic vocabulary.	Assistant Principal Department Chairs	July-June 2015-16	Lesson Plans Observations			
7.	Cornell Note taking strategies, a school-wide focus development of academic vocabulary and full integration of AVID WICOR strategies employed by all teachers.	Assistant Principal AVID Coordinator Department Chairs	July-June 2015-16	Lesson Plans Observations			
8.	Academic vocabulary and language is taught and supported in all classes for both oral and written expression.	Assistant Principal Department Chairs EL Coordinator	July-June 2015-16	Lesson Plans Observations Professional Development			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
9.	Collaborative Conversations provide all students with frequent opportunities to actively participate and use academic language.	Assistant Principal Department Chairs	July-June 2015-16	Lesson Plans Observations			
10.	EL Coordinator monitors EL student progress toward grade level standards. Continually ensure access for low-income pupils to the core instructional program by increasing reading intervention programs and building the Advancement Via Individual Determination (AVID) program.	EL Coordinator AVID Coordinator Assistant Principal	July-June 2015-16	Master Schedule Grade checks			
Enrich and Support Students' Academic, Organizational and Study Skills as well as Personal Interests and Personal Responsibility.							
1.	All electives (Art, music, technology, PLTW, etc.) stress vocabulary development and academic language as well as general listening, speaking, reading and writing (literacy) skills.	Administration Teachers	July-June 2015-16	Lesson plans Formal and informal observations Word Walls			
2.	Full inclusion of all students exposes English Learners to rich academic language and high expectations and provide EL student services and provide Long Term English Learner (LTEL) teacher training.	Administration Counselors	July-June 2015-16	Master Schedule			
3.	Before and After school tutoring is available to all students Continually support extended learning opportunities for low income pupils by providing before and after school programs, tutoring and academic summer school programs.	Administration	July-June 2015-16	Observations Sign-in sheets			
4.	Language rich supplemental instruction and homework help is provided after school by Engage 360.	Engage 360 Assistant Principal	July-June 2015-16	Observations			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
5.	Thinking Maps are used in all content areas to help students break down the learning process and aid in making core content accessible for English learners.	Assistant Principal	July-June 2015-16	Lesson Plans Student work samples			
6.	EL students are provided with rubric based, differentiated instruction during the pre-writing and revising processes in Social Studies.	Assistant Principal Social Studies Department Chair	July-June 2015-16	Lesson Plans Student work samples			
7.	Saturday STEAM Academy and multiple engineering programs provide a hands-on program for EL's focuses on improving reading and writing skills through engaging science, social science and technology activities.	Assistant Principal TOSA Academy Coordinator	July-June 2015-16	Sign-in Sheets Lesson Plans			
8.	Supplemental Writing Academy targeting students who meet all requirements for reclassification except for writing.	Principal EL Coordinator	July-June 2015-16	Sign-in Sheets Lesson Plans Pre/post writing samples			
9.	Students who meet all of the criteria for reclassification, except for writing, will have their writing reevaluated in May for possible reclassification.	Principal TOSA	July-June 2015-16	Writing scores			
10.	Structured, data supported and LCAP aligned support opportunities for EL students in need is provided by teachers.	Administration  Teachers	July-June 2015-16	Students grades Tutoring logs			



Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Allow all students have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration.						
Allow all staff have access to state of the art technology tools to facilitate instruction, engage students, and and promote understanding and collaboration.						
1.	Accelerator Reader is used by ELA teachers to promote positive attitudes towards reading and to facilitate English Language acquisition.	ELA teachers Administration Library/ Media Tech	July-June 2015-16	AR reports of student usage		
2.	Technology tools in the classroom, including document cameras and SMART Boards, facilitate the use of SDAIE/ GLAD teaching/ learning strategies.	TOSA Computer Technician Technology Committee Administration	July-June 2015-16	Observations		
3.	Physical Education teachers use technology tools including scales and PFT software to engage students and promote class discussions and writing activities on physical fitness and health related issues.	Administration Assistant Principal Physical education Department Chair	July-June 2015-16	Lesson plans Observations		
4.	Students use Google Apps for Education for E-mail, file sharing and collaboration.	Administration Technology Committee TOSA	July-June 2015-16	Usage reports Lesson Plans		
5.	Students will have routine access to internet-enabled technology at home and at school.	Computer technician	July-June 2015-16	Usage reports		
6.	Provide professional development for teachers to promote the successful implementation of the new state standards and effective technology integration.	Administration Computer tech. team	July-June 2015-16	Sign in sheets agendas		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
7.	Expanded use of Learning Management Systems (LMS) such as Canvas to promote the use of blended, digital learning in and out of the classroom.	Administration Teachers	July-June 2015-16	Usage reports Lesson Plans Observations			
Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction.							
1.	Teaching staff meet regularly in grade-level and subject-matter teams to collaborate, examine student work, review student assessment data.	Administration ILT Department Chairs	July-June 2015-16	Agendas. Minutes, and Sign in sheets from collaboration meetings			
2.	Teachers work with site EL coordinator to insure that differentiated instruction is included in daily lessons.	Administration Teachers EL Coordinator	July-June 2015-16	Lesson Plans Observations Student Work			
3.	EL coordinator helps monitor student progress toward grade level standards.	Administration Assistant Principal EL coordinator	July-June 2015-16	EL progress reports Grade printouts			
4.	Topics at monthly staff meeting focus on best practices for English Learners.	Administration Assistant Principal EL Coordinator	July-June 2015-16	Agendas Examination of Student work samples			
5.	Teachers meet bi-monthly by department to discuss instructional strategies.	Department Chairs	July-June 2015-15	Meetings agendas Observations			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
6.	Q-TEL, SDAIE and SIOP strategies which support English Learners and the Common Core State Standard and Next Generation Science Standards are shared by site leaders during department collaboration. Site leaders attend district trainings focused on latest strategies.	Administration	July-June 2015-16	Sign-in sheets			
Parent Communication							
1.	For parents for English Learners, 2 meetings are held each year (fall and spring), to help parents understand the reclassification process and to assess where their child is in relation to that goal.	TOSA EL Coordinator	July-June 2015-16	Sign-in sheets			
2.	Yearly meetings with English Learners to discuss criteria for reclassification and student's individual progress towards that goal.	TOSA EL Coordinator	July-June 2015-16	Sign-in Sheets Coffee Chats ELAC			

**Goal IId – Mathematics**

**District LCAP Goals**

Goal 1: Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.

Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

Goal 3: Students and staff will work in a healthy, safe and secure environment that supports learning.

<b>School Goal:</b>	<b>District LCAP Priorities</b>
<p>Mendez Fundamental Intermediate School will provide high quality math instruction which is supported by standards-aligned materials and technology and will prepare students to be successful in higher education, career and effective 21st century citizens.</p> <p>All Mendez Fundamental Intermediate School students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will demonstrate readiness for Algebra I before entering 9th grade</li> <li>- Students will demonstrate College Readiness as indicated by the Early Assessment Program (EAP) or the Measures of Academic Performance (MAP)</li> <li>- Students will have expanded access to math and science programs (1.7)</li> <li>- Low –income pupils will be supported in achieving math goals through extended learning opportunities (1.10)</li> <li>- Students will have increased access to technology at school and at home to support them in achieving performance gains goals in math (2.7)</li> </ul>
<b>Student Sub-groups Participating in this/these Goal(s):</b>	<b>Performance Gains:</b>
<ul style="list-style-type: none"> <li>• English Learners</li> <li>• Socio-economically disadvantaged</li> <li>• Hispanic or Latino</li> </ul>	<p>10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Progress (MAP) assessment</p>
<b>Means of Evaluating Progress Toward this/these Goal(s):</b>	<b>Group Data Needed to Measure Academic Gains:</b>

To prepare students for success in Algebra in High School, 70% of 8th graders will attain a RIT score of 230 or above on the MAP Math 6+ assessment. (1.i Algebra Readiness, 1.c Algebra Proficiency)

All students will meet or exceed their growth targets on the MAP Math6+ assessment (1.i Algebra Readiness, 1.c Algebra Proficiency)

6th grade math students will decrease the "Not Met Standards" category on the SBAC from 35% to 30%. (1.i Algebra Readiness, 1.c Algebra Proficiency)

7th grade math students will decrease the "Not Met Standards" category on the SBAC from 32% to 27%. (1.i Algebra Readiness, 1.c Algebra Proficiency)

6th grade math students will decrease the "Not Met Standards" category on the SBAC from 20% to 15%. (1.i Algebra Readiness, 1.c Algebra Proficiency)

In an effort to increase college readiness in math, postsecondary education enrollment and persistency, and math A-G course completion, 100% of students will participate in CCGI program. (1.e: College Readiness, A-G Course Completion, 1.p AP Passage (inc % passing AP exams, 1.q AP Course Access (inc % enrolled in AP classes)

To instill college mindset in students, increase student enrollment in AVID by 5% (1.e: college readiness)

To ensure 21st century skills preparation, 100% of students will have access to technology and the internet during math classes on a daily basis (2.a Student Access to Technology)

All students will have access to high-quality, standards-aligned math instructional materials (2.e High quality, standards-aligned instructional materials)

100% of Honors and AVID Students will be provided the opportunity to enroll in honors courses, which will increase the number of students who will be prepared to enroll in the AP courses in high school with the future ability to pass the AP assessments at the end of the year. (1.p AP Passage (inc % passing AP exams) 1.q AP Course Access)

Data needed to measure academic gains as a means to monitor progress towards performance gains are Houghton Mifflin chapter & unit tests, Benchmark exams, STAR results, informal assessments, weekly data reports from the Mind Institute, Student Success Team follow up regarding intervention strategies and administrator walkthroughs.

- The Houghton Mifflin math and end of unit assessments
- District benchmark tests
- In class formative, informal assessments
- The Measure of Academic Progress (MAP) test.
- Data reports (in grades TK-5) for The Mind Institute supplemental math software program

**Goal III – Mathematics - ACTION PLAN**

**With reflection of past and current data listed in Section 1:**

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Provide rigorous, standards-based academic courses with an emphasis on engaging, data driven instruction.						
1.	All teachers use the district published curriculum maps, Year-at-a-Glances, resource packets and Units of Study to guide the implementation Common Core State Standards; Expand access to math and science programs by increasing opportunities in Project Lead the Way (PLTW), and Science Technology Engineering Arts Mathematics (STEM/STEAM) programs.	Department Chairs Teachers Administration	July-June 2015-16	Lesson Plans Formal and informal classroom visits		
2.	District benchmark assessments are administered 2 times per year. MAP Assessments are administered 3 times a year.	Principal Department Chair Math teachers	July-June 2015-16	Analyze MAP and Benchmark results		
3.	Students, teachers, parents and administration use Aeries Gradebook to continuously monitor student progress towards mastery of the standards.	Teachers Administrators	July-June 2015-16	Aeries Grades		
4.	Classrooms are provided with adequate materials and supplies to support conceptual development, reinforce math concepts, and utilize SDAIE, SIOP, GLAD and Q-TEL strategies.	Assistant Principal Math Department Chair	July-June 2015-16	Formal and Informal classroom observations Lesson Plans		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
5.	PROBLEM OF THE MONTH tasks provide students opportunities to explore mathematical problems in depth, think creatively and abstractly, and help students develop deeper understandings of math concepts and make connections within math.	Math Department Chair Math teachers	July-June 2015-16	Formal and Informal classroom observations Lesson Plans			
6.	Common Assessments assess students' proficiency in math and are administered at the end of each unit of study. They are "common" for all students by grade-level.	Math Department Chair Grade-level teams	July-June 2015-16	Lesson Plans Common Assessments			
7.	Informal assessments, quizzes, and projects are used by all math teachers to continuously monitor student progress and strategically plan for remediation and enrichment.	Math Teachers	July-June 2015-16	Aeries Gradebook Lesson Plans			
8.	Students maintain a math binder, notebook or journal which include Cornell notes, investigative activities, practice work and review activities.	Teachers	July-June 2015-16	Math Notebooks			
Enrich and support students' academic, organizational and study skills as well as personal interests and personal responsibility.							
1.	All students are enrolled in grade level specific courses as outlined in the Common Core State Standards. (Math 6, Math 7 and Math 8); Additionally, all students are enrolled in two periods of math.	Counselors Administrators	July-June 2015-16	Master schedule			
2.	Ensure access for low-income pupils to the core instructional program by increasing intervention programs and building the Advancement Via Individual Determination (AVID) program.	Counselors Administrators	July-June 2015-16	Master schedule			
3.	College tutors work in the classroom, assisting teachers to insure that students are ready for and succeed in Algebra I in 9th grade.	Assistant Principal	July-June 2015-16	Observations Tutor Schedules			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
4.	Teacher created, LCAP aligned support programs offered for at risk students in all grade levels.	Math department Chair Teachers of programs	July-June 2015-16	Program Sign in sheets Observations			
5.	Before and after school tutoring and homework help is available to all students; Continually support extended learning opportunities for low income pupils by providing before and after school programs, tutoring academic summer school programs and sixth grade bridge program.	Math teachers	July-June 2015-16	Sign-in sheets Retest Scores			
6.	An accelerated math track is provided for top math students. Math 7 Honors covers all of Math 7 and half of math 8. Honors Math 8 covers all of Math 8 and all of Algebra I.	Administration Math Dept. Chair TOSA	July-June 2015-16	Course grades			
7.	Pentathlon Teams work together in preparation for the Pentathlon competition. Students can also participate in Math Club, Math Field Day and Math Olympiads.	Pentathlon Advisers Club Advisors Assistant Principal	July-June 2015-16	Team Rosters Participation in competitions			
8.	Saturday Math Academies (SMA) for 7th and 8th graders support students working towards grade level standards.	Assistant principal SMA coordinator	July-June 2015-16	Sign-in sheets Pre and Post test scores Benchmark and MAP test scores			



Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
9.	Engineering electives and clubs focus on engineering based activities, promote Next Generation Science Standards and include trips to regional completions and/or other engineering related destinations.	Assistant Principal Science Dept. Chair	July-June 2015-16	Participation in competitions Class and club enrollments			
10.	A PLTW Coordinator will facilitate the PLTW program, running the PLTW club, organizing competitions etc...	Assistant Principal PLTW Coordinator	July-June 2015-16	Observations Participation in competitions			
Allow all students will have access to the technology tools necessary to facilitate the development of digital literacy skills and to promote independence, understanding, and collaboration. Allow all staff will have access to state of the art technology tools to facilitate instruction, engage students, and and promote understanding and collaboration.							
1.	Use of technology, including programmable calculators and Chromebooks are used to increase students' understanding of math concepts.	Math Dept. Chair Administration Teachers	July-June 2015-16	Observations Lesson Plans			
2.	SMART Boards, document cameras, student response systems and other technologies are used in math classes to help students better understand math concepts.	Math Dept. Chair Administration Teachers	July-June 2015-16	Observations Lesson Plans			
3.	Students use personal mobile devices (BYOD) and Chromebooks to access content and communicate understanding.	Teachers  Site Technology Committee		Lesson Plans  Observations  Student Postings			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
4.	Canvas, Edmodo, blogs and teacher web pages are used to extend and reinforce learning and provide students links to a wealth of resources.	Teachers TOSA	July-June 2015-16	Observations  Lesson Plan  Student Work Samples			
5.	Student use Khan Academy daily in class and at home to extend and reinforce their learning. Funding for site license to Khan Academy.	Teachers	July-June 2015-16	Observations  Student Logs	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	1200.00
6.	Engineering activities include Robotics, video game programming, web page design and other mathematically rich opportunities and competitions.	Assistant Principal  PLTW Adviser	July-June 2015-16	Student participation in competitions, class, and club			
Provide staff development and professional collaboration with a focus on coordinated school-wide expectations, collaboration, and engaging, data driven instruction.							
1.	Math teachers meet regularly in grade-level teams to collaborate, examine student work, review student assessment data, examine district benchmark assessments, MAP reports and common assessments.	Teachers Math Dept. Chair	July-June 2015-16	Sign in sheets Agendas Collaboration notes Feedback at ILT			
2.	Common assessments, quizzes and performance tasks are modified as necessary to best match the standards and district curriculum maps and reflect the shift to SBAC style testing.	Teachers Math Dept. Chair	July-June 2015-16	Review of Common Assessments Benchmark and MAP test scores			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
3.	Teachers have a 3 release days per year to meet in math teams to align curriculum, discuss common assessment and benchmark data, revise common assessments and quizzes and collaborate for more engaging instruction.	Teachers Math Dept. Chair	July-June 2015-16	Sign in sheets Agenda Collaboration notes Feedback at ILT			
4.	Teachers collaborate regarding the full implementation of Common Core State Standards and collaborative (student) strategies.	Math Department Chair	July-June 2015-16	Observations			
5.	All math teachers are participating in collaborative trainings which focus on the Common Core State Standards and implementation of Common Core Units of Study.	Math Department Chair	July-June 2015-16	Sign-in sheets and observations			
6.	All math teachers are participating in trainings which focus on grading the open-end questions on the district benchmarks and SBAC assessment models.	Math teachers	July-June 2015-16	Benchmark scores			

**Goal III - Parent and Community: Partnerships for Student Learners**

**District LCAP Goals**

- Goal 1: Students will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.  
 Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.  
 Goal 3: Students and staff will work in a healthy, safe and secure environment that supports learning.

<b>School Goal:</b>	<b>District Vision:</b>
<p>Mendez Fundamental Intermediate School will encourage parents and community members to engage in and participate in activities and events that build a healthy, safe and secure environment that supports students and their education.</p> <p>Teachers, Administration, Support Staff, Parents, and Students will work together to:</p> <ol style="list-style-type: none"> <li>1. Implement and support school-wide policies and expectations, which promote student success.</li> <li>2. Provide opportunities for parents to become more knowledgeable regarding our school policies, expectations, the educational system, and strategies to assist their children at home.</li> <li>3. Promote and develop positive relationships with all segments of the community in order to foster open communication, accessibility and pride in our school.</li> <li>4. Inform parents of student progress in a timely manner and provide support for students and their families as needed.</li> <li>5. Provide opportunities for parents to take an active role in campus life.</li> <li>6. Provide opportunities for parents and community members to volunteer on campus.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will support schools and District departments creating a welcoming, safe, sensitive, and productive school environment for parents and community.</li> <li>2. We will establish and expand parenting programs that support student success by working with community partners and organizations and other family services</li> <li>3. We will provide parent training accessing student information on attendance, grades, progress reports.</li> <li>4. We will assist parents of EL students by providing translation services, English and Computer classes, or workshops offering transportation and childcare</li> <li>5. We will conduct annual parent surveys and meetings to demonstrate that issues are brought forward and needs are addressed quickly and effectively.</li> </ol>
<p><b>Means of Evaluating Progress Toward this/these Goal(s):</b></p>	

20% increase in attendance of Coffee Chats and Parent meetings. (3.i Parent Engagement)

- The percentage of parents who indicate on the CSPA they agree/strongly agree that school is a safe place for their child will be maintained at 90% or above. (3.b California School Parent Survey CSPA)
- The percentage of staff who indicate on the CSCS they agree/strongly agree that school is a safe place for students will be maintained at 90% or above. (3.c California School Climate Survey)
- At least 25% of parents will of parents who participate in the annual survey (3.f Parent Survey Data - inc % parents that participate in survey)
- In order to engage parents of English Learners, students with disabilities, Honors and AVID students, Mendez parents will be informed of and have the opportunity to attend the various parent meetings and serve on committees. (SSC, ELAC and coffee chat ). (3.i Parent Engagement)
- The number of classes for parents will be doubled during 2015-2016. (3.i Parent Engagement)
- A 20% increase in Mendez supporters will participate in volunteer activities. (3.i Parent Engagement)

Single Plan for Student Achievement

Goal III - Parent and Community: Partnerships for Student Learners - ACTION PLAN

With reflection of past and current data listed in Section 1:

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
<b>Building on parenting strengths</b>						
Assist in establishing successful home environments that support children in academic and personal success.						
1.	Coffee Chat and Parent meeting topics focus on school expectations, educational policies, and strategies for parents to support student success. Funding for fliers, handouts and parent communication.	Administration TOSA	July-June 2015-16	Sign In sheets, Agendas, and Minutes	5900: Communications	Title I, Part A 3582
2.	Staff, students and parents will report feeling safe at school on the California Climate Surveys.	Parents Staff Students	July-June 2015-16	Survey results		
3.	An SST process provides early, coordinated intervention for struggling students	Principal  Counselors	July-June 2015-16	Sign-In Sheets SST Minutes Parent Surveys		
4.	Counselors, nurse and administrators work individually with families to provide appropriate referrals when necessary.	Administration  Counselors  Nurse	July-June 2015-16	Observations		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
5.	District sponsored trainings, including the Annual Parent Conference are promoted to all parents	Assistant Principal TOSA	July-June 2015-16	Visitor's Log  Volunteer Sign in Sheets			
6.	Hijos Altemente Capace training is provided by parents for parents on campus in both Spanish and English.	Principal TOSA Parent Trainer	July-June 2015-16	Sign-in sheets Course evaluations			
7.	Staff educate parents regarding supplemental service available to students and parents in the community and in the school. Funds will be used for parent training and meetings.	Administration  Counselors  Nurse  TOSA	July-June 2015-16	Sign-In Sheets  Observations	4000-4999: Books And Supplies	Title I, Part A	2600
8.	Parent meetings and Coffee Chats combine school and "Mendez Supporters" business with topics of relevance to parents such as tools for success in school, gang prevention and emergency preparedness and are conducted in Spanish and English.	Administration  TOSA	July-June 2015-16	Agenda  Sign-in Sheets			
<b>Communicating effectively</b>							
Create effective forms of communication between school and home regarding school policies, activities and strategies that allow parents to assist their children be successful.							
1.	Progress reports are mailed home every six-weeks for all students.	District Registrar	July-June 2015-16	Monitor reports sent and returned Viewing of grades on Aeries			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
2.	Office staff is available to translate for teachers and parents as needed for both phone calls and face-to-face interactions.	Administration	July-June 2015-16	Observations			
3.	Math teachers send home Tests/ Quizzes for a parent signature.	Teachers	July-June 2015-16	Parent signatures on Tests/ Quizzes			
4.	Flyers, letters, and other notices are printed in both Spanish and English.	TOSA Administrators	July-June 2015-16	Copies of flyers			
5.	ParentLink, automated phone messages are sent out to parents to provide important school information and details regarding upcoming events. Messages are sent in the parents primary language or in English and Spanish for custom messages. Text notifications are sent through Cel.ly regarding upcoming events and other school related information:	Administrators TOSA	July-June 2015-16	Report Print Outs on ParentLink			
6.	Counselors and administrators connect with students regarding homework cards, tardy cards, and other referrals. Homework card notifications, requiring a parent signature, are sent home as necessary.	Teachers Counselors Administration	July-June 2015-16	Homework card notifications signed by parent			
7.	Phone calls to parents from teachers, counselors and administrators occur as needed.	Administration Counselors Teachers	July-June 2015-16	Comments on Aeries ParentLink reports			



Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
8.	ParentLink (recorded phone calls to parents from specific teachers) provide parents with timely information regarding their student(s). Messages are delivered in the parent's preferred language.	Teachers	July-June 2015-16	ParentLink reports			
9.	Parents review weekly grades in student agenda and provide a signature that students are completing the grade and organization check weekly.	Teachers Administration AVID coordinator	July-June 2015-16	Aeries usage reports Grade/Organization check sheets			
10.	All Coffee Chats and parent meetings are conducted in English and Spanish and focus on parent needs assessment survey and interests.	Administration TOSA	July-June 2015-16	Sign-In Sheets Parent surveys			
<b>Organizing opportunities for volunteering</b>							
Provide a wide variety of opportunities for parents to participate in school activities and to have positive experiences on campus:							
1.	Parent volunteer hours are part of the Mendez Contract. Families fill out a Parent Volunteer Contract and commit to a minimum of 2 hours of service per family per year. Parent Volunteers are welcomed in the classroom, office, library, and participate in "Mendez Supporters", SSC, ELAC, parents meetings, field trips and more.	TOSA Library Media Technician Administration	July-June 2015-16	Volunteer sign-in sheets Parent Volunteer Contracts			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
2.	The TOSA will coordinate the coffee chats, ELAC and SSC and facilitate parent volunteers and the Mendez Supporters.	Principal TOSA	July-June 2015-16	Observations by Administration			
<b>Learning at home</b> Provide information and ideas to parents that support children in academic and personal success.							
1.	Extended learning opportunities for low-income pupils are assured and supported by providing parent training on accessing the student information systems (attendance, grades, progress reports, etc.)	Administration TOSA	July-June 2015-16	Agenda Sign in sheets			
2.	Parents have 24/7 access to student grades via Aeries and are trained in accessing parental portal.	Teachers TOSA	July-June 2015-16	Aeries Reports Parent Signatures on student assignment reports			
3.	For parents for English Learners, two meetings are held each year (fall and spring), to help parents understand the reclassification process and to assess where their child is in relation to that goal.	Administration TOSA	July-June 2015-16	Sign-in Sheets			
4.	Parents are invited to use our library and our computer lab before school, after school, and on Saturdays to check students' grades and communicate with teachers.	Computer Technician	July-June 2015-16	Sign-in Sheets			

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
5.	Counselors and EL Coordinator monitor at-risk students and work closely with them and their parents.	Administration Counselors	July-June 2015-16	Review of grade sheets			
6.	Parents review weekly grades in student agenda and provide a signature that students are completing the grade and organization check weekly.	Administration AVID Coordinator Teachers	July-June 2015-16	Aeries Usage Reports Grade/Organization Sheet			
7.	Efforts to engage students in school will result in a reduction in the number of lost instructional days due to suspension and/or expulsion.	Administration	July-June 2015-16	Suspension and expulsion rates			
8.	Teachers provide tutoring before and after school and structured, LCAP aligned support opportunities to students in need.	Teachers	July-June 2015-16	Sign-In Sheets			
9.	Provide training for parents in how to use Aeries to access students' grades.	Administration Counselors	July-June 2015-16	Sign in sheets			
10.	The Mendez Website is kept up-to-date and includes a calendar, the Mendez YouTube Channel link and other resources for parents, students and community members. A translation tool makes the site accessible to all parents.	Assistant Principal Computer Technician TOSA	July-June 2015-16	Website Viewing Reports Annual Parent Survey			

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount
<b>Involving in decision making</b>						
Allow opportunities for parents to have a voice in school decisions and provide input on their child's education and success.						
1.	An annual Title I Parent Meeting and an annual LCAP meeting provides parents information regarding our programs, policies and the resources available to their students.	Administration TOSA	July-June 2015-16	Agenda  Sign in Sheets		
2.	Parent volunteers attend district meetings including DAC/ DLAC, Superintendent's cabinet. Information is shared at SSC, Coffee Chats, and ELAC meetings.	Administration TOSA	July-June 2015-16	Sign-in sheets		
3.	Regular meetings for SSC and ELAC are open to all parents and community members.	Administration TOSA	July-June 2015-16	Sign-In sheets, Agenda and Minutes		
<b>Collaborating with the community</b>						
Involve students, parents and community members in finding and using resources from the community to strengthen school programs, family practices and student success.						
1.	Partnership with Santa Ana College places volunteer tutors in classrooms.	Assistant Principal	June - July 2015-16	Visitor's Log  Observations		
2.	College Visits (through AVID and other site programs) provide students with a first-hand perspective of what college is and how they can achieve attendance at a university.	Administration AVID Coordinator Teachers	June - July 2015-16	Field Trip Request Forms		

Description of Objectives to Meet Site Goal							
Specific Action to Achieve Objective		Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
					Type	Funding Source	Amount
3.	Evening/ weekend classes for parents to help increase their ESL, reading, computer, and/or math skills are offered on campus in partnership with Santa Ana Adult Education.	Adult Education Principal	June - July 2015-16	Sign in Sheets			
4.	Engineering clubs, Mendez Running club, Mendez Morning Fitness, Academic Pentathlon and other extra-curricular activities encourage student participation in community events.	Teachers Administration	June - July 2015-16	Field Trip Requests Club Rosters			
5.	Career Day brings a wide variety of professions onto campus to connect with students	Administration Counselors	June - July 2015-16	Career day Spreadsheet Visitor Sign in Sheet			
6.	Bite of Reality brings an opportunity to understand long term financial needs and realities to students.	Administration TOSA	June - July 2015-16	Visitor Sign in Sheets			
<b>Building relationships</b>							
Provide programs and opportunities that foster strong relationships between school and home.							
1.	Opportunities to visit college campuses and participate in activities that promote a college going community are provided for parents and students.	Administration AVID Coordinator Teachers	June - July 2015-16	Field Trip Requests			
2.	Monthly Coffee Chats include time for informal discussions of academics, school issues and other topics of interest to parents	TOSA Administration	July-June 2015-16	Sign-In Sheets Parent Survey			
3.	Parents are provided opportunities for class visitations and are invited to shadow their child(ren) during the school day.	Administration Counselors	July-June 2015-16	Visitor;s Sign in Sheets			



**Goal IV – N/A**

<b>School Goal:</b>	<b>District Vision:</b>
<b>Means of Evaluating Progress Toward this/these Goal(s):</b>	

Goal IV – N/A

With reflection of past and current data listed in Section 1:

Description of Objectives to Meet Site Goal						
Specific Action to Achieve Objective	Person Responsible	Timeline	Monitoring	Proposed Expenditure(s)		
				Type	Funding Source	Amount



**Santa Ana Unified School District  
Gonzalo and Felicitas Mendez Fundamental Intermediate School  
Summary of Expenditures in this Plan**

**School:** Gonzalo and Felicitas Mendez Fundamental Intermediate

**School Year:** 2016-17 School-Year

**Total Expenditures by Object Type and Funding Source**

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I, Part A	110,621.55
2000-2999: Classified Personnel Salaries	Title I, Part A	87,253.98
3000-3999: Employee Benefits	Title I, Part A	16,722.93
4000-4999: Books And Supplies	Title I, Part A	52,173.74
5000-5999: Services And Other Operating	Title I, Part A	45,527.24
5700-5799: Transfers Of Direct Costs	Title I, Part A	18,969.98
5800: Professional/Consulting Services	Title I, Part A	1,200.00
5900: Communications	Title I, Part A	3,582.00
<b>Total</b>		<b>336,051.42</b>

**Total Expenditures by Funding Source**

<b>Funding Source</b>	<b>Total Expenditures</b>
Title I, Part A	336,051.42
<b>Total</b>	336,051.42

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	110,621.55
2000-2999: Classified Personnel Salaries	87,253.98
3000-3999: Employee Benefits	16,722.93
4000-4999: Books And Supplies	52,173.74
5000-5999: Services And Other Operating Expenditures	45,527.24
5700-5799: Transfers Of Direct Costs	18,969.98
5800: Professional/Consulting Services And Operating	1,200.00
5900: Communications	3,582.00
<b>Total</b>	<b>336,051.42</b>

**Total Expenditures by Goal**

<b>Goal Section</b>	<b>Total Expenditures</b>
<b>Goal I: Vision, High Standards, Culture and Leadership</b>	303,723.42
<b>Goal IIa: Reading / Language Arts</b>	24,946.00
<b>Goal IIb: Writing Across the Curriculum</b>	
<b>Goal IIc: English Language Development</b>	
<b>Goal IId: Mathematics</b>	1,200.00
<b>Goal III: Parent and Community: Partnerships for Student Learners</b>	6,182.00
<b>Goal IV: N/A</b>	
<b>Total</b>	336,051.42

**Row Labels**

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**Grand Total**

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Grand Tot:	0

SAUSD TITLE I  
BUDGET DEVELOPMENT

**MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL**

Fund / Resource	Yr	Goal	Function	Object	Location	2015-16 Amended Budget Amount	2015-16 Encumbrance Amount	2015-16 Actual Amount	2015-16 Funds Available	2015-16 PERCENT AVAILABLE	ENTER YOUR 2016-2017 BUDGET PLAN	ENTER COMMENTS	PERCENT OF 2016-2017 BUDGET	Goal Description	Object Description
											COLUMN P	COLUMN Q			
						AS	OF	MARCH 11, 2016							
013010	0	1179	1000	1103	101	30,343.45	-	-	30,343.45	100%	0.00		0%	Math	Teachers Salaries - Extra Duty
013010	0	1192	1000	1103	101	10,000.00	-	2,532.09	7,467.91	75%	0.00		0%	Science	Teachers Salaries - Extra Duty
013010	0	1304	1000	1103	101	52,480.52	-	13,547.27	38,933.25	74%	0.00		0%	After School/Extended Learning Prog	Teachers Salaries - Extra Duty
013010	0	1305	1000	1103	101	10,554.09	-	6,407.97	4,146.12	39%	0.00		0%	Intervention/Tutoring Support for At-Risk Youth	Teachers Salaries - Extra Duty
013010	0	1306	1000	1103	101	4,728.37	-	3,546.28	1,182.09	25%	0.00		0%	Program Evaluation	Teachers Salaries - Extra Duty
013010	0	1110	1000	1104	101	-	-	2,521.95	(2,521.95)	#DIV/0!	0.00		0%	Regular Education, K-12	Teachers Salaries - Substitute
013010	0	1161	1000	1104	101	1,920.00	-	1,710.00	210.00	11%	0.00		0%	English/Language Arts	Teachers Salaries - Substitute
013010	0	1179	1000	1104	101	3,680.00	-	3,598.81	81.19	2%	0.00		0%	Math	Teachers Salaries - Substitute
013010	0	1192	1000	1104	101	3,105.00	-	2,798.81	306.19	10%	0.00		0%	Science	Teachers Salaries - Substitute
013010	0	1197	1000	1104	101	690.00	-	660.00	30.00	4%	0.00		0%	Social Science	Teachers Salaries - Substitute
013010	0	1291	1000	1104	101	35.00	-	35.00	-	0%	0.00		0%	Testing and Accountability	Teachers Salaries - Substitute
013010	0	1296	1000	1104	101	750.00	-	855.00	(105.00)	-14%	0.00		0%	Staff Development	Teachers Salaries - Substitute
013010	0	1306	1000	1104	101	1,495.00	-	-	1,495.00	100%	0.00		0%	Program Evaluation	Teachers Salaries - Substitute
013010	0	1110	1000	2103	101	3,500.00	-	2,315.30	1,184.70	34%	0.00		0%	Regular Education, K-12	Instructional Assistants Salaries - Extra Duty/OT/Short-term Assignment
013010	0	1179	1000	2105	101	15,732.92	-	22,213.30	(6,480.38)	-41%	50,000.00	tutors - Math	23%	Math	Instructional Assistants Salaries - <6 hrs - No H&W
013010	0	1280	1000	2105	101	43,500.00	-	3,700.59	39,799.41	91%	50,000.00	tutors - AVID	23%	AVID	Instructional Assistants Salaries - <6 hrs - No H&W
013010	0	1110	1000	4300	101	23,989.48	3,124.44	20,729.74	135.30	1%	21,000.00	program materials	10%	Regular Education, K-12	Materials & Supplies/Software
013010	0	1179	1000	4300	101	3,150.00	-	-	3,150.00	100%			0%	Math	Materials & Supplies/Software
013010	0	1110	2100	4330	101	2,000.00	-	1,241.58	758.42	38%	5,083.10	office supplies	2%	Regular Education, K-12	Office Supplies
013010	0	1110	1000	4338	101	-	-	654.07	(654.07)	#DIV/0!			0%	Regular Education, K-12	Office Supplies Food
013010	0	1110	2490	4338	101	2,600.00	-	143.28	2,456.72	94%			0%	Regular Education, K-12	Office Supplies Food
013010	0	1110	1000	5155	101	17,337.75	3,382.00	7,444.27	6,511.48	38%	37,000.00	bussing/entry fees for fieldtrips	17%	Regular Education, K-12	Sub-Agreements Transportation
013010	0	1179	1000	5155	101	3,850.00	-	-	3,850.00	100%			0%	Math	Sub-Agreements Transportation
013010	0	1324	1000	5155	101	2,000.00	-	-	2,000.00	100%			0%	STEM/STEAM	Sub-Agreements Transportation
013010	0	1110	1000	5210	101	10,000.00	490.00	4,209.07	5,300.93	53%	10,000.00	teacher training	5%	Regular Education, K-12	Travel Conference
013010	0	1110	1000	5330	101	5,450.00	-	5,255.00	195.00	4%	4,000.00	Academic Pentathlon	2%	Regular Education, K-12	Testing Dues & Participation Fees
013010	0	1110	1000	5711	101	9,608.00	163.39	-	9,444.61	98%	20,000.00	printing classroom materials	9%	Regular Education, K-12	Transfers of Direct Cost-Print Shop
013010	0	1110	1000	5800	101	6,414.00	2,578.00	3,357.00	479.00	7%	3,240.00	Turning Point counseling	1%	Regular Education, K-12	Other Contracts (Software Licensing, Physicals, etc)
013010	0	1179	1000	5800	101	4,062.25	-	-	4,062.25	100%			0%	Math	Other Contracts (Software Licensing, Physicals, etc)
013010	0	1324	1000	5800	101	2,000.00	-	-	2,000.00	100%			0%	STEM/STEAM	Other Contracts (Software Licensing, Physicals, etc)
013010	0	1110	2490	5900	101	3,582.32	-	-	3,582.32	100%			0%	Regular Education, K-12	Communications
013010	0	1110	2495	5900	101	-	-	-	-	#DIV/0!	4,250.15	PARENT SET ASIDE	2%	Regular Education, K-12	Communications
					101						0.00		0		
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					101	<<<< NEW ACCOUNTS					0.00	NEW BUDGETS >>>>	0		
					101						0.00		0		
					101						0.00		0		

SUBTOTAL (MUST Equal GRAND  
\$ 218,263.97 TOTAL)  
\$ 218,263.97 GRAND TOTAL

Site	Description
000	Undefined
001	BOARD OF EDUCATION
002	SUPERINTENDENT'S OFFICE
003	CONSTITUENCY SERVICES
004	Charter/Attendance
005	BUSINESS SERVICES DIVISION
006	Budget
007	SUBSTITUTES
008	TELEVISION CENTER
009	INSTRUCTIONAL MEDIA CENTER
010	SPECIAL EDUCATION
011	PUPIL SUPPORT SERVICES
012	STAFF DEVELOPMENT
013	VISUAL & PERFORMING ARTS
014	SPEECH & LANGUAGE
015	PSYCHOLOGICAL SERVICES/APE
016	SPECIAL PROJECTS/WELLNESS
017	STATE TEXTBOOKS
018	RESEARCH AND EVALUATION
019	CONSTRUCTION
020	GIFTED AND TALENTED EDUC
021	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT
022	REGISTRATION/TESTING CENTER
023	WORD PROCESSING
024	EARLY CHILDHOOD EDUCATION
025	VOCATIONAL EDUCATION
026	ALTERNATIVE EDUCATION
027	REGIONAL OCCUPATIONAL PROGRAM
028	COMMUNICATIONS OFFICE
029	STUDENT ACHIEVEMENT
030	NONPUBLIC SCHOOLS
031	ACCOUNTING DEPARTMENT
032	INFORMATION TECHNOLOGY CENTER
033	PURCHASING DEPARTMENT
034	WAREHOUSE AND DELIVERY
035	PUBLICATIONS
036	NUTRITION SERVICES
037	BUILDING SERVICES
038	RISK MANAGEMENT
039	BUDGET ADJUSTMENTS (TO BE REDISTRIBUTED)
040	PAYROLL DEPARTMENT
041	FACILITIES/GOVERNMENTAL RELATIONS
042	THORPE FUNDAMENTAL ELEMENTARY SCHOOL
043	PIO-PICO ELEMENTARY SCHOOL
044	ESQUEDA ELEMENTARY SCHOOL
045	DAVIS ELEMENTARY SCHOOL
046	SCHOOL POLICE SERVICES
047	DISTRICT EMPLOYEE BENEFITS
048	TRANSPORTATION DEPARTMENT

049 DISTRICT-WIDE  
050 ADAMS ELEMENTARY SCHOOL  
051 DIAMOND ELEMENTARY SCHOOL  
052 EDISON ELEMENTARY SCHOOL  
053 GRANT ELEMENTARY SCHOOL  
054 FREMONT ELEMENTARY SCHOOL  
055 HARVEY ELEMENTARY SCHOOL  
056 HOOVER ELEMENTARY SCHOOL  
057 JACKSON ELEMENTARY SCHOOL  
058 JEFFERSON ELEMENTARY SCHOOL  
059 LINCOLN ELEMENTARY SCHOOL  
060 LOWELL ELEMENTARY SCHOOL  
061 MADISON ELEMENTARY SCHOOL  
062 FRANKLIN ELEMENTARY SCHOOL  
063 MARTIN ELEMENTARY SCHOOL  
064 MONROE ELEMENTARY SCHOOL  
065 MONTE VISTA ELEMENTARY SCHOOL  
066 MUIR FUNDAMENTAL ELEMENTARY SCHOOL  
067 ROOSEVELT ELEMENTARY SCHOOL  
068 SANTIAGO ELEMENTARY SCHOOL  
069 SEPULVEDA ELEMENTARY SCHOOL  
070 GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL  
071 WASHINGTON ELEMENTARY SCHOOL  
072 WILSON ELEMENTARY SCHOOL  
073 TAFT ELEMENTARY SCHOOL  
074 OLD TAFT HEARING IMPAIRED  
075 REMINGTON ELEMENTARY SCHOOL  
076 LORIN GRISET ACADEMY  
077 MITCHELL CHILD DEVELOPMENT CENTER  
078 SIERRA PREPARATORY ACADEMY  
079 MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL  
080 LATHROP INTERMEDIATE SCHOOL  
081 SANTA ANA HIGH SCHOOL  
082 VALLEY HIGH SCHOOL  
083 CARR INTERMEDIATE SCHOOL  
084 WILLARD INTERMEDIATE SCHOOL  
085 MCFADDEN INTERMEDIATE SCHOOL  
086 SADDLEBACK HIGH SCHOOL  
087 SPURGEON INTERMEDIATE SCHOOL  
088 VILLA FUNDAMENTAL INTERMEDIATE SCHOOL  
089 SUMMER SCHOOL  
090 CENTURY HIGH SCHOOL  
091 CHAVEZ CONTINUATION HIGH SCHOOL  
092 KENNEDY ELEMENTARY SCHOOL  
093 HENINGER ELEMENTARY SCHOOL  
094 GARFIELD ELEMENTARY SCHOOL  
095 CARVER ELEMENTARY SCHOOL  
096 HEROES ELEMENTARY SCHOOL  
097 WALKER ELEMENTARY SCHOOL  
098 KING ELEMENTARY SCHOOL

099 UNASSIGNED/WAREHOUSE USE  
100 GODINEZ FUNDAMENTAL HIGH SCHOOL  
101 MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL  
102 ROMERO-CRUZ ELEMENTARY SCHOOL  
103 MIDDLE COLLEGE HIGH SCHOOL  
104 COMMUNITY DAY SCHOOL  
105 ADVANCED LEARNING ACADEMY  
106 NEW ELEMENTARY SCHOOL #6  
107 NEW ELEMENTARY SCHOOL #7  
108 OTSUKA SITE  
109 NEW ELEMENTARY SCHOOL #9  
110 NEW ELEMENTARY SCHOOL #10  
111 NEW ELEMENTARY SCHOOL #11  
112 NEW ELEMENTARY SCHOOL #12  
113 NEW ELEMENTARY SCHOOL #13  
114 NEW ELEMENTARY SCHOOL #3  
115 OLD GRISET SITE / FARMERS  
116 SEGERSTROM HIGH SCHOOL  
117 COMMUNITY DAY HIGH SCHOOL  
118 EL SOL SCIENCE & ARTS ACADEMY  
119 EDWARD B COLE CHARTER SCHOOL  
120 ST. ANNE  
121 ST. JOSEPH  
201 DATE/DRUG/ALCOHOL/TOBACCO EDUC  
202 CHILD DEVELOPMENT  
203 MIGRANT EDUCATION  
204 PHOENIX HOUSE  
205 SECONDARY ENRICHMENT PROGRAMS  
206 BROADWAY SITE - CHILD CARE  
207 HUMAN RESOURCES DIVISION  
208 EMPLOYEE BENEFITS ADMINISTRATION  
209 STUDENT BODY ASB  
210 DEPUTY SUPERINTENDENT'S OFFICE  
211 CURRICULUM & INSTRUCTION  
212 TECHNOLOGY  
213 K-12 TEACHING AND LEARNING  
214 K-12 SCHOOL PERFORMANCE AND CULTURE  
215 EMPLOYEE RELATIONS  
216 UNASSIGNED  
217 Professional Development  
218 21st Century Learning  
219 TRANSITION PROGRAMS  
220 Achievement Reinforcement Center

**Row Labels**

1027  
2025  
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**Grand Total**

Row Labels

1027	0
2025	0
2133	0
2141	0
2154	0
2155	0
2162	0
2163	0
2166	0
2169	0
2172	0
2175	0
2180	0
2183	0
2184	0
2191	0
2192	0
2195	0
2197	0
2198	0
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2201	0
2202	0
2206	0
2213	0
2214	0
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2322	0
2327	0
2328	0
2339	0
2340	0
2348	0
2352	0
2357	0
2362	0
2363	0
2364	0
2366	0
2368	0
2370	0
2372	0
2376	0
2378	0
2379	0

2380	0
2381	0
2382	0
2383	50000
2385	0
2386	0
2390	0
2391	0
2394	0
2396	0
2398	0
2402	0
2403	0
2404	0
2405	0
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2410	0
2417	0
2420	0
2517	0
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3125	0
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3161	0
3162	0
3164	0
3165	0
3166	0
3167	0
3168	0
3170	0
3173	0
3174	0
3177	0
3178	0
3179	0
3181	0
3182	0
3183	0
3189	0
3190	0
3195	0
3197	0
3198	0
3200	0
3207	0
3208	0
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3233	0
3236	0
3241	0
3242	0
3250	0
3253	0
3255	0
3257	0
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3262	0
3267	0
3271	0
3273	0
3275	0
3277	0
3280	0
3293	0
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3674	0
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3718	0
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5354	0
5406	0
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5441	0
5490	0
5667	0

5981	0
6820	0
6841	0
6847	0
6856	0
6979	0
9233	0
9435	0
9642	0
9902	0
na	100323.1
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Grand Tot:	0

SAUSD TITLE I  
BUDGET DEVELOPMENT

**MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL**

Fund / Resource	Yr	Goal	Function	Object	Location	2015-16 Amended Budget Amount	2015-16 Encumbrance Amount	2015-16 Actual Amount	2015-16 Funds Available	2015-16 PERCENT AVAILABLE	ENTER YOUR	ENTER COMMENTS	PERCENT OF 2016-2017 BUDGET	Goal Description	Object Description
											2016-2017 BUDGET PLAN				
						AS	OF	MARCH 11, 2016			COLUMN P	COLUMN Q			
013010	0	1179	1000	1103	101	30,343.45	-	-	30,343.45	100%	0.00		0%	Math	Teachers Salaries - Extra Duty
013010	0	1192	1000	1103	101	10,000.00	-	2,532.09	7,467.91	75%	0.00		0%	Science	Teachers Salaries - Extra Duty
013010	0	1304	1000	1103	101	52,480.52	-	13,547.27	38,933.25	74%	0.00		0%	After School/Extended Learning Prog	Teachers Salaries - Extra Duty
013010	0	1305	1000	1103	101	10,554.09	-	6,407.97	4,146.12	39%	0.00		0%	Intervention/Tutoring Support for At-Risk Youth	Teachers Salaries - Extra Duty
013010	0	1306	1000	1103	101	4,728.37	-	3,546.28	1,182.09	25%	0.00		0%	Program Evaluation	Teachers Salaries - Extra Duty
013010	0	1110	1000	1104	101	-	-	2,521.95	(2,521.95)	#DIV/0!	0.00		0%	Regular Education, K-12	Teachers Salaries - Substitute
013010	0	1161	1000	1104	101	1,920.00	-	1,710.00	210.00	11%	0.00		0%	English/Language Arts	Teachers Salaries - Substitute
013010	0	1179	1000	1104	101	3,680.00	-	3,598.81	81.19	2%	0.00		0%	Math	Teachers Salaries - Substitute
013010	0	1192	1000	1104	101	3,105.00	-	2,798.81	306.19	10%	0.00		0%	Science	Teachers Salaries - Substitute
013010	0	1197	1000	1104	101	690.00	-	660.00	30.00	4%	0.00		0%	Social Science	Teachers Salaries - Substitute
013010	0	1291	1000	1104	101	35.00	-	35.00	-	0%	0.00		0%	Testing and Accountability	Teachers Salaries - Substitute
013010	0	1296	1000	1104	101	750.00	-	855.00	(105.00)	-14%	0.00		0%	Staff Development	Teachers Salaries - Substitute
013010	0	1306	1000	1104	101	1,495.00	-	-	1,495.00	100%	0.00		0%	Program Evaluation	Teachers Salaries - Substitute
013010	0	1110	1000	2103	101	3,500.00	-	2,315.30	1,184.70	34%	0.00		0%	Regular Education, K-12	Instructional Assistants Salaries - Extra Duty/OT/Short-term Assignment
013010	0	1179	1000	2105	101	15,732.92	-	22,213.30	(6,480.38)	-41%	50,000.00	tutors - Math	23%	Math	Instructional Assistants Salaries - <6 hrs - No H&W
013010	0	1280	1000	2105	101	43,500.00	-	3,700.59	39,799.41	91%	50,000.00	tutors - AVID	23%	AVID	Instructional Assistants Salaries - <6 hrs - No H&W
013010	0	1110	1000	4300	101	23,989.48	3,124.44	20,729.74	135.30	1%	21,000.00	program materials	10%	Regular Education, K-12	Materials & Supplies/Software
013010	0	1179	1000	4300	101	3,150.00	-	-	3,150.00	100%			0%	Math	Materials & Supplies/Software
013010	0	1110	2100	4330	101	2,000.00	-	1,241.58	758.42	38%	5,083.10	office supplies	2%	Regular Education, K-12	Office Supplies
013010	0	1110	1000	4338	101	-	-	654.07	(654.07)	#DIV/0!			0%	Regular Education, K-12	Office Supplies Food
013010	0	1110	2490	4338	101	2,600.00	-	143.28	2,456.72	94%			0%	Regular Education, K-12	Office Supplies Food
013010	0	1110	1000	5155	101	17,337.75	3,382.00	7,444.27	6,511.48	38%	37,000.00	bussing/entry fees for fieldtrips	17%	Regular Education, K-12	Sub-Agreements Transportation
013010	0	1179	1000	5155	101	3,850.00	-	-	3,850.00	100%			0%	Math	Sub-Agreements Transportation
013010	0	1324	1000	5155	101	2,000.00	-	-	2,000.00	100%			0%	STEM/STEAM	Sub-Agreements Transportation
013010	0	1110	1000	5210	101	10,000.00	490.00	4,209.07	5,300.93	53%	10,000.00	teacher training	5%	Regular Education, K-12	Travel Conference
013010	0	1110	1000	5330	101	5,450.00	-	5,255.00	195.00	4%	4,000.00	Academic Pentathlon	2%	Regular Education, K-12	Testing Dues & Participation Fees
013010	0	1110	1000	5711	101	9,608.00	163.39	-	9,444.61	98%	20,000.00	printing classroom materials	9%	Regular Education, K-12	Transfers of Direct Cost-Print Shop
013010	0	1110	1000	5800	101	6,414.00	2,578.00	3,357.00	479.00	7%	3,240.00	Turning Point counseling	1%	Regular Education, K-12	Other Contracts (Software Licensing, Physicals, etc)
013010	0	1179	1000	5800	101	4,062.25	-	-	4,062.25	100%			0%	Math	Other Contracts (Software Licensing, Physicals, etc)
013010	0	1324	1000	5800	101	2,000.00	-	-	2,000.00	100%			0%	STEM/STEAM	Other Contracts (Software Licensing, Physicals, etc)
013010	0	1110	2490	5900	101	3,582.32	-	-	3,582.32	100%			0%	Regular Education, K-12	Communications
013010	0	1110	2495	5900	101	-	-	-	-	#DIV/0!	4,250.15	PARENT SET ASIDE	2%	Regular Education, K-12	Communications
					101						0.00		0		
					101						0.00		0		
					101	<<<< NEW ACCOUNTS					0.00	NEW BUDGETS >>>>	0		
					101						0.00		0		
					101						0.00		0		

**SUBTOTAL (MUST Equal GRAND  
\$ 218,263.97 TOTAL)  
\$ 218,263.97 GRAND TOTAL**

Site	Description
000	Undefined
001	BOARD OF EDUCATION
002	SUPERINTENDENT'S OFFICE
003	CONSTITUENCY SERVICES
004	Charter/Attendance
005	BUSINESS SERVICES DIVISION
006	Budget
007	SUBSTITUTES
008	TELEVISION CENTER
009	INSTRUCTIONAL MEDIA CENTER
010	SPECIAL EDUCATION
011	PUPIL SUPPORT SERVICES
012	STAFF DEVELOPMENT
013	VISUAL & PERFORMING ARTS
014	SPEECH & LANGUAGE
015	PSYCHOLOGICAL SERVICES/APE
016	SPECIAL PROJECTS/WELLNESS
017	STATE TEXTBOOKS
018	RESEARCH AND EVALUATION
019	CONSTRUCTION
020	GIFTED AND TALENTED EDUC
021	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT
022	REGISTRATION/TESTING CENTER
023	WORD PROCESSING
024	EARLY CHILDHOOD EDUCATION
025	VOCATIONAL EDUCATION
026	ALTERNATIVE EDUCATION
027	REGIONAL OCCUPATIONAL PROGRAM
028	COMMUNICATIONS OFFICE
029	STUDENT ACHIEVEMENT
030	NONPUBLIC SCHOOLS
031	ACCOUNTING DEPARTMENT
032	INFORMATION TECHNOLOGY CENTER
033	PURCHASING DEPARTMENT
034	WAREHOUSE AND DELIVERY
035	PUBLICATIONS
036	NUTRITION SERVICES
037	BUILDING SERVICES
038	RISK MANAGEMENT
039	BUDGET ADJUSTMENTS (TO BE REDISTRIBUTED)
040	PAYROLL DEPARTMENT
041	FACILITIES/GOVERNMENTAL RELATIONS
042	THORPE FUNDAMENTAL ELEMENTARY SCHOOL
043	PIO-PICO ELEMENTARY SCHOOL
044	ESQUEDA ELEMENTARY SCHOOL
045	DAVIS ELEMENTARY SCHOOL
046	SCHOOL POLICE SERVICES
047	DISTRICT EMPLOYEE BENEFITS
048	TRANSPORTATION DEPARTMENT

049 DISTRICT-WIDE  
050 ADAMS ELEMENTARY SCHOOL  
051 DIAMOND ELEMENTARY SCHOOL  
052 EDISON ELEMENTARY SCHOOL  
053 GRANT ELEMENTARY SCHOOL  
054 FREMONT ELEMENTARY SCHOOL  
055 HARVEY ELEMENTARY SCHOOL  
056 HOOVER ELEMENTARY SCHOOL  
057 JACKSON ELEMENTARY SCHOOL  
058 JEFFERSON ELEMENTARY SCHOOL  
059 LINCOLN ELEMENTARY SCHOOL  
060 LOWELL ELEMENTARY SCHOOL  
061 MADISON ELEMENTARY SCHOOL  
062 FRANKLIN ELEMENTARY SCHOOL  
063 MARTIN ELEMENTARY SCHOOL  
064 MONROE ELEMENTARY SCHOOL  
065 MONTE VISTA ELEMENTARY SCHOOL  
066 MUIR FUNDAMENTAL ELEMENTARY SCHOOL  
067 ROOSEVELT ELEMENTARY SCHOOL  
068 SANTIAGO ELEMENTARY SCHOOL  
069 SEPULVEDA ELEMENTARY SCHOOL  
070 GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL  
071 WASHINGTON ELEMENTARY SCHOOL  
072 WILSON ELEMENTARY SCHOOL  
073 TAFT ELEMENTARY SCHOOL  
074 OLD TAFT HEARING IMPAIRED  
075 REMINGTON ELEMENTARY SCHOOL  
076 LORIN GRISET ACADEMY  
077 MITCHELL CHILD DEVELOPMENT CENTER  
078 SIERRA PREPARATORY ACADEMY  
079 MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL  
080 LATHROP INTERMEDIATE SCHOOL  
081 SANTA ANA HIGH SCHOOL  
082 VALLEY HIGH SCHOOL  
083 CARR INTERMEDIATE SCHOOL  
084 WILLARD INTERMEDIATE SCHOOL  
085 MCFADDEN INTERMEDIATE SCHOOL  
086 SADDLEBACK HIGH SCHOOL  
087 SPURGEON INTERMEDIATE SCHOOL  
088 VILLA FUNDAMENTAL INTERMEDIATE SCHOOL  
089 SUMMER SCHOOL  
090 CENTURY HIGH SCHOOL  
091 CHAVEZ CONTINUATION HIGH SCHOOL  
092 KENNEDY ELEMENTARY SCHOOL  
093 HENINGER ELEMENTARY SCHOOL  
094 GARFIELD ELEMENTARY SCHOOL  
095 CARVER ELEMENTARY SCHOOL  
096 HEROES ELEMENTARY SCHOOL  
097 WALKER ELEMENTARY SCHOOL  
098 KING ELEMENTARY SCHOOL

099 UNASSIGNED/WAREHOUSE USE  
100 GODINEZ FUNDAMENTAL HIGH SCHOOL  
101 MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL  
102 ROMERO-CRUZ ELEMENTARY SCHOOL  
103 MIDDLE COLLEGE HIGH SCHOOL  
104 COMMUNITY DAY SCHOOL  
105 ADVANCED LEARNING ACADEMY  
106 NEW ELEMENTARY SCHOOL #6  
107 NEW ELEMENTARY SCHOOL #7  
108 OTSUKA SITE  
109 NEW ELEMENTARY SCHOOL #9  
110 NEW ELEMENTARY SCHOOL #10  
111 NEW ELEMENTARY SCHOOL #11  
112 NEW ELEMENTARY SCHOOL #12  
113 NEW ELEMENTARY SCHOOL #13  
114 NEW ELEMENTARY SCHOOL #3  
115 OLD GRISET SITE / FARMERS  
116 SEGERSTROM HIGH SCHOOL  
117 COMMUNITY DAY HIGH SCHOOL  
118 EL SOL SCIENCE & ARTS ACADEMY  
119 EDWARD B COLE CHARTER SCHOOL  
120 ST. ANNE  
121 ST. JOSEPH  
201 DATE/DRUG/ALCOHOL/TOBACCO EDUC  
202 CHILD DEVELOPMENT  
203 MIGRANT EDUCATION  
204 PHOENIX HOUSE  
205 SECONDARY ENRICHMENT PROGRAMS  
206 BROADWAY SITE - CHILD CARE  
207 HUMAN RESOURCES DIVISION  
208 EMPLOYEE BENEFITS ADMINISTRATION  
209 STUDENT BODY ASB  
210 DEPUTY SUPERINTENDENT'S OFFICE  
211 CURRICULUM & INSTRUCTION  
212 TECHNOLOGY  
213 K-12 TEACHING AND LEARNING  
214 K-12 SCHOOL PERFORMANCE AND CULTURE  
215 EMPLOYEE RELATIONS  
216 UNASSIGNED  
217 Professional Development  
218 21st Century Learning  
219 TRANSITION PROGRAMS  
220 Achievement Reinforcement Center



**Row Labels**

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**Grand Total**

Row Labels

1027	0
2025	0
2133	0
2141	0
2154	0
2155	0
2162	0
2163	0
2166	0
2169	0
2172	0
2175	0
2180	0
2183	0
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2357	0
2362	0
2363	0
2364	0
2366	0
2368	0
2370	0
2372	0
2376	0
2378	0
2379	0



2380	0
2381	0
2382	0
2383	50000
2385	0
2386	0
2390	0
2391	0
2394	0
2396	0
2398	0
2402	0
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3189	0
3190	0
3195	0
3197	0
3198	0
3200	0
3207	0
3208	0
3211	0

3226	0
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3242	0
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3406	0
3407	0
3408	0
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3422	0
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3652	0
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6856	0
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Grand Tot:	0

SAUSD TITLE I  
BUDGET DEVELOPMENT

**MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL**

Fund / Resource	Yr	Goal	Function	Object	Location	2015-16 Amended Budget Amount	2015-16 Encumbrance Amount	2015-16 Actual Amount	2015-16 Funds Available	2015-16 PERCENT AVAILABLE	ENTER YOUR	ENTER COMMENTS	PERCENT OF 2016-2017 BUDGET	Goal Description	Object Description	
											2016-2017 BUDGET PLAN					
						AS	OF	MARCH 11, 2016			COLUMN P	COLUMN Q				
013010	0	1179	1000	1103	101	30,343.45	-	-	30,343.45	100%	0.00		0%	Math	Teachers Salaries - Extra Duty	
013010	0	1192	1000	1103	101	10,000.00	-	2,532.09	7,467.91	75%	0.00		0%	Science	Teachers Salaries - Extra Duty	
013010	0	1304	1000	1103	101	52,480.52	-	13,547.27	38,933.25	74%	0.00		0%	After School/Extended Learning Prog	Teachers Salaries - Extra Duty	
013010	0	1305	1000	1103	101	10,554.09	-	6,407.97	4,146.12	39%	0.00		0%	Intervention/Tutoring Support for At-Risk Youth	Teachers Salaries - Extra Duty	
013010	0	1306	1000	1103	101	4,728.37	-	3,546.28	1,182.09	25%	0.00		0%	Program Evaluation	Teachers Salaries - Extra Duty	
013010	0	1110	1000	1104	101	-	-	2,521.95	(2,521.95)	#DIV/0!	0.00		0%	Regular Education, K-12	Teachers Salaries - Substitute	
013010	0	1161	1000	1104	101	1,920.00	-	1,710.00	210.00	11%	0.00		0%	English/Language Arts	Teachers Salaries - Substitute	
013010	0	1179	1000	1104	101	3,680.00	-	3,598.81	81.19	2%	0.00		0%	Math	Teachers Salaries - Substitute	
013010	0	1192	1000	1104	101	3,105.00	-	2,798.81	306.19	10%	0.00		0%	Science	Teachers Salaries - Substitute	
013010	0	1197	1000	1104	101	690.00	-	660.00	30.00	4%	0.00		0%	Social Science	Teachers Salaries - Substitute	
013010	0	1291	1000	1104	101	35.00	-	35.00	-	0%	0.00		0%	Testing and Accountability	Teachers Salaries - Substitute	
013010	0	1296	1000	1104	101	750.00	-	855.00	(105.00)	-14%	0.00		0%	Staff Development	Teachers Salaries - Substitute	
013010	0	1306	1000	1104	101	1,495.00	-	-	1,495.00	100%	0.00		0%	Program Evaluation	Teachers Salaries - Substitute	
013010	0	1110	1000	2103	101	3,500.00	-	2,315.30	1,184.70	34%	0.00		0%	Regular Education, K-12	Instructional Assistants Salaries - Extra Duty/OT/Short-term Assignment	
013010	0	1179	1000	2105	101	15,732.92	-	22,213.30	(6,480.38)	-41%	50,000.00	tutors - Math	23%	Math	Instructional Assistants Salaries - <6 hrs - No H&W	
013010	0	1280	1000	2105	101	43,500.00	-	3,700.59	39,799.41	91%	50,000.00	tutors - AVID	23%	AVID	Instructional Assistants Salaries - <6 hrs - No H&W	
013010	0	1110	1000	4300	101	23,989.48	3,124.44	20,729.74	135.30	1%	21,000.00	program materials	10%	Regular Education, K-12	Materials & Supplies/Software	
013010	0	1179	1000	4300	101	3,150.00	-	-	3,150.00	100%			0%	Math	Materials & Supplies/Software	
013010	0	1110	2100	4330	101	2,000.00	-	1,241.58	758.42	38%	5,083.10	office supplies	2%	Regular Education, K-12	Office Supplies	
013010	0	1110	1000	4338	101	-	-	654.07	(654.07)	#DIV/0!			0%	Regular Education, K-12	Office Supplies Food	
013010	0	1110	2490	4338	101	2,600.00	-	143.28	2,456.72	94%			0%	Regular Education, K-12	Office Supplies Food	
013010	0	1110	1000	5155	101	17,337.75	3,382.00	7,444.27	6,511.48	38%	37,000.00	bussing/entry fees for fieldtrips	17%	Regular Education, K-12	Sub-Agreements Transportation	
013010	0	1179	1000	5155	101	3,850.00	-	-	3,850.00	100%			0%	Math	Sub-Agreements Transportation	
013010	0	1324	1000	5155	101	2,000.00	-	-	2,000.00	100%			0%	STEM/STEAM	Sub-Agreements Transportation	
013010	0	1110	1000	5210	101	10,000.00	490.00	4,209.07	5,300.93	53%	10,000.00	teacher training	5%	Regular Education, K-12	Travel Conference	
013010	0	1110	1000	5330	101	5,450.00	-	5,255.00	195.00	4%	4,000.00	Academic Pentathlon	2%	Regular Education, K-12	Testing Dues & Participation Fees	
013010	0	1110	1000	5711	101	9,608.00	163.39	-	9,444.61	98%	20,000.00	printing classroom materials	9%	Regular Education, K-12	Transfers of Direct Cost-Print Shop	
013010	0	1110	1000	5800	101	6,414.00	2,578.00	3,357.00	479.00	7%	3,240.00	Turning Point counseling	1%	Regular Education, K-12	Other Contracts (Software Licensing, Physicals, etc)	
013010	0	1179	1000	5800	101	4,062.25	-	-	4,062.25	100%			0%	Math	Other Contracts (Software Licensing, Physicals, etc)	
013010	0	1324	1000	5800	101	2,000.00	-	-	2,000.00	100%			0%	STEM/STEAM	Other Contracts (Software Licensing, Physicals, etc)	
013010	0	1110	2490	5900	101	3,582.32	-	-	3,582.32	100%			0%	Regular Education, K-12	Communications	
013010	0	1110	2495	5900	101	-	-	-	-	#DIV/0!	4,250.15	PARENT SET ASIDE	2%	Regular Education, K-12	Communications	
					101						0.00		0			
					101						0.00		0			
					101	<<<< NEW ACCOUNTS					0.00	NEW BUDGETS >>>>	0			
					101						0.00		0			
					101						0.00		0			

SUBTOTAL (MUST Equal GRAND  
\$ 218,263.97 TOTAL)  
\$ 218,263.97 GRAND TOTAL

Site	Description
000	Undefined
001	BOARD OF EDUCATION
002	SUPERINTENDENT'S OFFICE
003	CONSTITUENCY SERVICES
004	Charter/Attendance
005	BUSINESS SERVICES DIVISION
006	Budget
007	SUBSTITUTES
008	TELEVISION CENTER
009	INSTRUCTIONAL MEDIA CENTER
010	SPECIAL EDUCATION
011	PUPIL SUPPORT SERVICES
012	STAFF DEVELOPMENT
013	VISUAL & PERFORMING ARTS
014	SPEECH & LANGUAGE
015	PSYCHOLOGICAL SERVICES/APE
016	SPECIAL PROJECTS/WELLNESS
017	STATE TEXTBOOKS
018	RESEARCH AND EVALUATION
019	CONSTRUCTION
020	GIFTED AND TALENTED EDUC
021	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT
022	REGISTRATION/TESTING CENTER
023	WORD PROCESSING
024	EARLY CHILDHOOD EDUCATION
025	VOCATIONAL EDUCATION
026	ALTERNATIVE EDUCATION
027	REGIONAL OCCUPATIONAL PROGRAM
028	COMMUNICATIONS OFFICE
029	STUDENT ACHIEVEMENT
030	NONPUBLIC SCHOOLS
031	ACCOUNTING DEPARTMENT
032	INFORMATION TECHNOLOGY CENTER
033	PURCHASING DEPARTMENT
034	WAREHOUSE AND DELIVERY
035	PUBLICATIONS
036	NUTRITION SERVICES
037	BUILDING SERVICES
038	RISK MANAGEMENT
039	BUDGET ADJUSTMENTS (TO BE REDISTRIBUTED)
040	PAYROLL DEPARTMENT
041	FACILITIES/GOVERNMENTAL RELATIONS
042	THORPE FUNDAMENTAL ELEMENTARY SCHOOL
043	PIO-PICO ELEMENTARY SCHOOL
044	ESQUEDA ELEMENTARY SCHOOL
045	DAVIS ELEMENTARY SCHOOL
046	SCHOOL POLICE SERVICES
047	DISTRICT EMPLOYEE BENEFITS
048	TRANSPORTATION DEPARTMENT



049 DISTRICT-WIDE  
050 ADAMS ELEMENTARY SCHOOL  
051 DIAMOND ELEMENTARY SCHOOL  
052 EDISON ELEMENTARY SCHOOL  
053 GRANT ELEMENTARY SCHOOL  
054 FREMONT ELEMENTARY SCHOOL  
055 HARVEY ELEMENTARY SCHOOL  
056 HOOVER ELEMENTARY SCHOOL  
057 JACKSON ELEMENTARY SCHOOL  
058 JEFFERSON ELEMENTARY SCHOOL  
059 LINCOLN ELEMENTARY SCHOOL  
060 LOWELL ELEMENTARY SCHOOL  
061 MADISON ELEMENTARY SCHOOL  
062 FRANKLIN ELEMENTARY SCHOOL  
063 MARTIN ELEMENTARY SCHOOL  
064 MONROE ELEMENTARY SCHOOL  
065 MONTE VISTA ELEMENTARY SCHOOL  
066 MUIR FUNDAMENTAL ELEMENTARY SCHOOL  
067 ROOSEVELT ELEMENTARY SCHOOL  
068 SANTIAGO ELEMENTARY SCHOOL  
069 SEPULVEDA ELEMENTARY SCHOOL  
070 GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL  
071 WASHINGTON ELEMENTARY SCHOOL  
072 WILSON ELEMENTARY SCHOOL  
073 TAFT ELEMENTARY SCHOOL  
074 OLD TAFT HEARING IMPAIRED  
075 REMINGTON ELEMENTARY SCHOOL  
076 LORIN GRISET ACADEMY  
077 MITCHELL CHILD DEVELOPMENT CENTER  
078 SIERRA PREPARATORY ACADEMY  
079 MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL  
080 LATHROP INTERMEDIATE SCHOOL  
081 SANTA ANA HIGH SCHOOL  
082 VALLEY HIGH SCHOOL  
083 CARR INTERMEDIATE SCHOOL  
084 WILLARD INTERMEDIATE SCHOOL  
085 MCFADDEN INTERMEDIATE SCHOOL  
086 SADDLEBACK HIGH SCHOOL  
087 SPURGEON INTERMEDIATE SCHOOL  
088 VILLA FUNDAMENTAL INTERMEDIATE SCHOOL  
089 SUMMER SCHOOL  
090 CENTURY HIGH SCHOOL  
091 CHAVEZ CONTINUATION HIGH SCHOOL  
092 KENNEDY ELEMENTARY SCHOOL  
093 HENINGER ELEMENTARY SCHOOL  
094 GARFIELD ELEMENTARY SCHOOL  
095 CARVER ELEMENTARY SCHOOL  
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216 UNASSIGNED  
217 Professional Development  
218 21st Century Learning  
219 TRANSITION PROGRAMS  
220 Achievement Reinforcement Center

School Name: **Mendez Intermediat** *Change info here and it will automatically feed to all pages.*  
School Year: **2015-2016** *Change info here and it will automatically feed to all pages.*

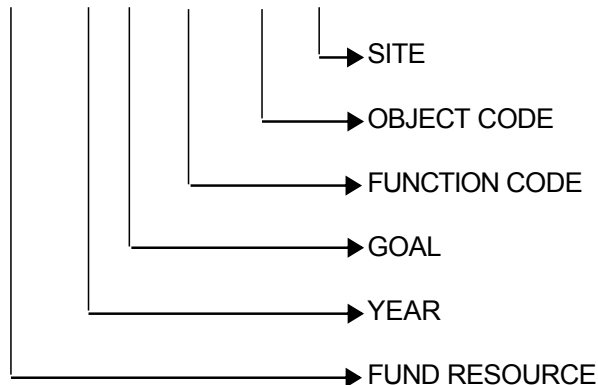
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## ACCOUNT NUMBER BREAKDOWN

YOU CAN FIND YOUR ACCOUNT NUMBER FROM YOUR MONTHLY PRINTOUTS OR YOU CAN ACCESS ORACLE AND CHECK UNDER THE FUNDS AVAILABLE SECTION

LISTED BELOW IS THE BREAKDOWN OF A BASIC ACCOUNT NUMBER:  
01XXXX-0-1110-1000-4300-XXX INSTRUCTIONAL SUPPLY ACCOUNT



LISTED BELOW ARE THE MOST COMMON GOALS AND FUNCTION CODES THAT YOU WILL BE USING AT YOUR SITES.

### GOALS

1110 GENERAL EDUCATION  
1110 ADMINISTRATOR  
4760 BILINGUAL EDUCATION

### FUNCTIONS

1000 FOR INSTRUCTIONAL EMPLOYEES SALARIES, CONSULTANT, INSTRUCTIONAL SUPPLIES, MILEAGE, PRINT SHOP AND TRAVEL CONFERENCES - ANYTHING RELATED TO STUDENTS  
2100 FOR COORDINATOR/BRT/SPECIALIST SALARIES, DISTRICT OFFICE WORKERS SALARIES AND OFFICE SUPPLIES  
2700 FOR ADMINISTRATOR SALARIES, SCHOOL OFFICE WORKER SALARIES, OFFICE SUPPLIES AND MAINTENANCE CONTRACTS  
3130 FOR COMMUNITY WORKER SALARIES  
8100 FOR CUSTODIAL AND SECURITY SALARIES

	<u>OBJECT CODES</u>	<u>TITLE</u>
CERTIFIED	1102	TEACHER SALARY
	1103	TEACHER EXTRA - OT
	1104	TEACHER SUB SALARY
	1322	ADMINISTRATOR SALARY
	1323	ADMINISTRATOR EXTRA - OT
	1332	SUPERVISOR SALARY
	1333	SUPERVISOR EXTRA - OT
	1905	COORDINATOR/BRT/SPECIALIST SALARIES

---

C L A S S I F I E D	2102	INST. ASST SALARY
	2103	INST. ASST EXTRA - OT
	2104	INST. ASST SUB SALARY/AVID TUTORS
	2105	INST. ASST HOURLY/ BIA
	2402	OFFICE SALARY
	2403	OFFICE EXTRA - OT
	2404	OFFICE SUB SALARY
	2405	OFFICE HOURLY - NO BENEFITS
	2420	LIBRARY MEDIA CLERK
	2912	COMMUNITY WORKER SALARY
	2913	COMMUNITY WORKER EXTRA - OT
	2914	COMMUNITY WORKER SUB SALARY
	2930	ACTIVITY SUPERVISORY SALARY

---

M O S T C O M M O N	4110	TEXTBOOKS (1000)
	4200	OTHER BOOKS (1000)
	4300	INSTRUCTIONAL SUPPLIES (1000)
	4330	OFFICE SUPPLIES (2700)
	4338	FOOD (1000, 2XXX)
	4342	CUSTODIAL SUPPLIES (8100)
	4400	NON-CAPITAL EQUIPMENT - ITEMS OVER \$500.00 (1000)
	5100	FIELD TRIPS/CONSULTANTS OVER \$25K (1000)
	5200	MILEAGE (1000)
	5210	TRAVEL CONFERENCE (1000)
	5300	DUES AND MEMBERSHIPS (1000)
	5630	MAINTENANCE CONTRACTS (2700)
	5640	RENTAL CONTRACT (2700)
	5711	PRINT SHOP (1000, 2XXX)
	5712	DISTRICT MAIL (1000, 2XXX)
	5714	COMPUTER INSTALL FEE (1000)
	5800	FEES, FIELD TRIPS ADMISSIONS (1000)
	5810	INSTRUCTIONAL CONSULTANTS (1000)
	5865	NON-INSTRUCTIONAL CONSULTANTS (2100)
	5890	OTHER CONTRACTS - CATERING (1000)
5900	COMMUNICATION (2700)	



**Santa Ana Unified School District  
Overall Budget  
2015-2016**

Mendez Intermediate

**Common Page 5**

**Federal and State Funding Sources**

**Current CBEDS Enrollment**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total School Enrollment														0.00

**FUNDING ALLOCATIONS**

<b>Federal Funding Sources</b>	<b>School Allocation</b>	<b>Carryover</b>	<b>Centralized Allocation</b>	<b>Total School Consolidated Application Resources</b>
Title I (CP 6.1)	\$236,596.69	\$60,888.35	\$18,181.56	\$297,485.04
ARRA (CP 6.2)	#REF!	#REF!	#REF!	#REF!
				\$0.00
				\$0.00
<b>State Funding Sources</b>				
Economic Impact Aid-EIA-LEP (CP 6.3)	#REF!	#REF!	#REF!	#REF!
State Compensatory Education -EIA-SCE (CP 6.4)	#REF!	#REF!	#REF!	#REF!
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Total Allocation</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>

**DESCRIPTION OF CENTRALIZED SERVICES**

The following Central Office services are provided in part with the support of these funds:

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School:  
Year:

Mendez Intermediate  
2015-2016

Goal I - Vision, High Standards, Culture and Leadership - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIa - Reading/Language Arts - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIb - Writing Across the Curriculum - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIc - English Language Development - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIc - Mathematics - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal III - Involvement of Parents and Community - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IV - QEIA	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

All Goals - Total Expenditures	
Title I	-
EIA SCE	-
EIA LEP	-
SIG Carryover	-
SIG Current Award	-
ARRA	-
Other	-
<b>Total</b>	-

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
1103	Teachers Salaries - Extra Duty, Summer School	
1104	Teachers Salaries - Substitute	
1105	Teachers Salaries - Program/Curriculum Specialists	
1106	Teachers Salaries - Stipends - Grade Level Leaders	
1107	Teachers Salaries - 4th-5th Grade subs for release days	
1108	Teachers Salaries - Roving/Rotating	
1202	Librarian Salary - Regular	
1203	Librarian Salary - Extra Duty	
1204	Librarian Salary - Substitute	
1205	Librarian Salary - Program Specialist	
1212	Couns Psych Salary - Regular	
1213	Couns Psych Salary - Extra Duty	
1214	Couns Psych Salary - Substitute	
1215	Couns Psych Salary - Program Specialist	
1222	Health Salary - Regular	
1223	Health Salary - Extra Duty	
1224	Health Salary - Substitute	
1225	Health Salary - Program Specialist	
1302	Superintendent Salary - Regular	
1303	Superintendent Salary - Extra Duty	
1304	Superintendent Salary - Substitute	
1312	Assistant Superintendent Salaries - Regular	
1313	Assistant Superintendent Salaries - Extra Duty	
1314	Assistant Superintendent Salaries - Substitute	
1322	Principals Salaries - Regular	
1323	Principals Salaries - Extra Duty	
1324	Principals Salaries - Substitute	
1332	Supervisor's Salaries - Regular	
1333	Supervisor's Salaries - Extra Duty	
1334	Supervisor's Salaries - Substitute	
1900	Other Certificated Salaries	
1902	Mentor Teachers Salaries	
1904	Mentor Teachers Salaries - Substitute	
1905	Resource Teacher Salaries	
2101	Instructional Assts Salaries - No Medical	
2102	Instructional Assts Salaries - Regular	
2103	Instructional Assts Salaries - Extra Duty (OT)	
2104	Instructional Assts Salaries - Subs/Tutors	
2105	Instructional Assts Salaries - 3 hr - No Medical	
2212	Custodial Salaries - Regular	
2213	Custodial Salaries - Extra Duty (OT)	
2214	Custodial Salaries - Substitute	
2222	Security Salaries - Regular	
2223	Security Salaries - Extra Duty (OT)	
2224	Security Salaries - Substitute	
2225	Security Salaries - Hourly	
2232	Warehouse Salaries - Regular	
2233	Warehouse Salaries - Extra Duty (OT)	
2234	Warehouse Salaries - Substitute	
2242	Maintenance Salaries - Regular	
2243	Maintenance Salaries - Extra Duty (OT)	
2244	Maintenance Salaries - Substitute	
2252	Grounds Salaries - Regular	
2253	Grounds Salaries - Extra Duty (OT)	
2254	Grounds Salaries - Substitute	
2262	Food Service Salaries - Regular	

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
2263	Food Service Salaries - Extra Duty (OT)	
2264	Food Service Salaries - Substitute	
2265	Food Service Salaries - Student Help	
2272	Transportation Salaries - Regular	
2273	Transportation Salaries - Extra Duty	
2274	Transportation Salaries - Substitute	
2282	Athletic Equip Attendants	
2284	Athletic Equip Attendants Subs	
2301	Office Salaries - Administration	
2311	Maintenance Salaries - Administration	
2321	Grounds Salaries - Administration	
2324	Sub - Grounds Salaries Administration	
2331	Food Service Salaries - Administration	
2332	Food Service Salaries - Supervisor	
2341	Transportation Salaries - Supervisor	
2351	Administrative Salaries	
2354	Administrative Salaries - Substitute	
2361	Custodial Salaries - Lead Foreman	
2364	Custodial Salaries - Lead Foreman Substitute	
2371	Warehouse Salaries - Warehouse Foreman	
2374	Warehouse Salaries - Warehouse Foreman Substitute	
2381	Maintenance Salaries - Leadmen	
2384	Maintenance Salaries - Leadmen Substitute	
2391	Grounds Salaries - Leadmen	
2394	Grounds Salaries - Leadmen Substitute	
2400	Other Clerical, Technical, and Office Staff Salaries	
2402	Office Salaries - Regular	
2403	Office Salaries - Extra Duty (OT)	
2404	Office Salaries - Substitute	
2405	Office Salaries - Hourly	
2412	Office Salaries - Regular (Food Service)	
2432	Office Salaries- Fiscal Services	
2900	Other Classified Salaries	
2911	Community Service - Office	
2912	Community Service - Regular	
2913	Community Service - Extra Duty (OT)	
2914	Community Service - Substitute	
2915	Community Service - up to 19.5 hrs/week	
2930	Activity Supervisor's Salary - Regular	
4100	Approved Textbooks and Core Curricula Materials	
4110	Textbooks	
4140	Textbooks State Adoption K-5	
4141	Textbooks State Compliance K-5	
4142	Textbooks District Compliance K-5	
4150	Textbooks State Adoption 9-12	
4160	Textbooks State Adoption 6-8	
4161	Textbooks State Compliance 6-8	
4162	Textbooks District Compliance 6-8	
4199	Textbooks District Compliance 6-8	
4200	Other Books	
4201	Other Book RIF (Reading Is Fundamental)	
4207	Other Books	
4300	Instructional Supplies and Software	
4301	Instructional Supplies Warehouse - <b>wrong code - do not use</b>	
4302	Instructional Supplies Printing - <b>OBSOLETE - EFFECTIVE 7/1/05 USE 5710</b>	
4303	Instructional Supplies Periodicals	
4304	Instructional Supplies Copier	
4305	Instructional Supplies Software Licensing - <b>OBSOLETE - see 5800</b>	
4306	Instructional Supplies Laminating	
4307	Instructional Supplies Start Up New School	
4308	Instructional Supplies Field Trip Admission	

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
4309	Instructional Supplies Uniform Alterations/Repairs/Cleaning	
4310	Instructional Supplies Bindery	
4311	Inst Suppl - Spec Ed Elementary	
4312	Inst Suppl - Spec Ed Intermediate	
4313	Inst Suppl - Spec Ed High School	
4314	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4315	Instructional Supplies Miscellaneous - Spec Ed only	
4316	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4318	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4319	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4320	Instructional Supplies Handwriting Books - <b>wrong code - do not use</b>	
4330	Office Supplies	
4331	Office Supplies Postage - <b>wrong code - see 5900</b>	
4332	Office Supplies Printing - <b>OBSOLETE - EFFECTIVE 7/1/05 USE 5710</b>	
4333	Office Supplies Commencement	
4334	Office Supplies Diplomas	
4335	Office Supplies Periodicals	
4336	Office Supplies Copier	
4337	Office Supplies Laminating	
4338	Office Supplies Food	
4339	Use Tax	
4340	Health Supplies	
4341	Uniforms for Personnel/Students/etc	
4342	Custodial Supplies	
4343	Pool Supplies	
4344	Building Maintenance Supplies	
4345	Equipment Maintenance Supplies	
4346	Equipment Maintenance Shop Store	
4347	Grounds Maintenance Supplies	
4348	Equipment Maintenance Copier	
4360	Instructional Supplies Science Fair	
4370	Instructional Media Materials	
4375	Instructional Media Supplies	
4380	Pupil Transportation Supplies	
4385	Kitchen Supplies Food Service (Cafeteria)	
4386	Supplies Inventory Used (Cafeteria)	
4387	Other Expense (Cafeteria)	
4388	Expendable Equipment (Cafeteria)	
4390	Other Supplies Gasoline	
4391	Disaster Supplies - <b>not in use - see 4300</b>	
4392	Other Supplies - Parent Act	
4395	Inventory Loss	
4396	Inventory - Invoice Price Variance	
4397	Inventory - Obsolete Items	
4400	Non-capitalized Equipment	
4700	Food Purchases	
4705	Food Processing Charges	
4710	Freight-In-Donated Food	
4720	Food Inventory Used+	
5200	Mileage	
5210	Travel Conference	
5211	Conference Food	
5214	Conference - District -- NOT USED	
5215	Travel Recruiting	
5300	Dues and Memberships	
5330	Testing/Participation Fees/Registration Fees, (Locally defined add on)	
5510	Housekeeping Services All Other (waste disposal, pest control)	
5511	Housekeeping Services Trash	
5520	Utilities	
5521	Utilities Electricity	
5522	Utilities Telephone - <b>INVALID - SEE 5900</b>	

**SACS**  
**OBJECT**  
**SECTION**  
**AS OF 1/25/2016**

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
5523	Utilities Gas	
5524	Utilities Water	
5525	Sanitation Sewer	
5600	Rentals/Leases - <b>OBSOLETE - SEE 5630 OR 5640</b>	
5610	Rentals/Leases - <b>for department 049 use only</b>	
5621	Rentals/Leases - <b>for department 031use only</b>	
5630	Maintenance Contracts/Repairs (maintenance agreements by outside vendors)	
5635	Smog Certificate Fees	
5640	Rental Contracts (rental of facilities,xerox leases, leases without option to purchase)	
5710	Direct costs for Transfer of Services	
5712	In-House Mail Services	
5800	Other Contracts (Software license fees, Physicals, Fingerprints)	
5810	Consultants Instructional	
5815	Consultants Deaf Artist	
5820	Consultants Community	
5821	Other Legal Court Reporting	
5822	Our Legal District Approved Attorneys	
5823	Food Service Credit Insurance	
5824	Liability Claims Investigation	
5825	Liability Claims Contingency	
5835	Non Public Schools Contracts	
5840	Legal Audit and Election Contracts	
5845	Armored Car Service (Cafeteria)	
5850	Transportation Contracts (Home to School Pupil Transportation)	
5855	Transportation Contracts Field Trips	
5856	Transportation Contracts Other (Bus passes)	
5860	Staff Development Noninstructional	
5865	Consultant Noninstructional	
5866	Consultant Abatements	
5870	Consultant Classified Reclass	
5875	Consultant Inspection Asbestos	
5880	Consultant Project Manager Asbestos	
5889	Cash Short/Over (Cafeteria)	
5890	Other Contracts (conference room rentals, party rentals, booth rentals, event furniture rentals, etc)	
5891	Devaluation Expense Equipment (Cafeteria)	
5892	Consultant Relocation	
5893	Advertising/Newspaper ad payments	
5894	Interest Expense	
5895	Indirect Costs	
5896	Water Service (Arrowhead, Sierra Springs, etc)	
5900	Communications (Cell Phone Service/Pagers/ <b>Postage</b> /Mail Couriers)	
6100	Site Other	
6110	Site Purchases	
6111	Site Escrow Fees	
6112	Site Acquisition	
6113	Site Demolition	
6114	Relocation Claims	
6115	Site Appraisals	
6116	Rent Collection	
6118	Relocation Service Claim Plan	
6119	Environmental Impact Documentation	
6120	Site Improvements	
6121	Property Management	
6135	Site Surveys	
6140	Site Improvement Fees	
6150	Site Lab Tests	
6170	Site Architect	
6185	Bond Program Manager Fees	
6190	Site Improvement Construction	
6195	Site All Other	
6196	Buyer-Broker Real Estate Agent Fees	





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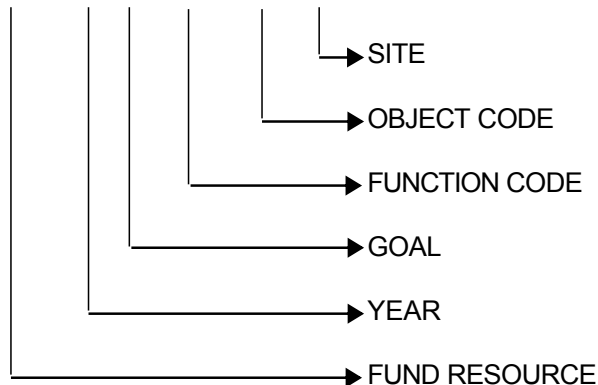
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	5300	DUES AND MEMBERSHIPS (1000)
	5630	MAINTENANCE CONTRACTS (2700)
	5640	RENTAL CONTRACT (2700)
	5711	PRINT SHOP (1000, 2XXX)
	5712	DISTRICT MAIL (1000, 2XXX)
	5714	COMPUTER INSTALL FEE (1000)
	5800	FEES, FIELD TRIPS ADMISSIONS (1000)
	5810	INSTRUCTIONAL CONSULTANTS (1000)
	5865	NON-INSTRUCTIONAL CONSULTANTS (2100)
	5890	OTHER CONTRACTS - CATERING (1000)
5900	COMMUNICATION (2700)	



**Santa Ana Unified School District  
Overall Budget  
2015-2016**

Mendez Intermediate

**Common Page 5**

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				\$0.00
				\$0.00
				\$0.00
				\$0.00
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School:  
Year:

Mendez Intermediate  
2015-2016

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Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIa - Reading/Language Arts - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIb - Writing Across the Curriculum - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIc - English Language Development - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIc - Mathematics - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal III - Involvement of Parents and Community - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IV - QEIA	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

All Goals - Total Expenditures	
Title I	-
EIA SCE	-
EIA LEP	-
SIG Carryover	-
SIG Current Award	-
ARRA	-
Other	-
<b>Total</b>	-

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
1103	Teachers Salaries - Extra Duty, Summer School	
1104	Teachers Salaries - Substitute	
1105	Teachers Salaries - Program/Curriculum Specialists	
1106	Teachers Salaries - Stipends - Grade Level Leaders	
1107	Teachers Salaries - 4th-5th Grade subs for release days	
1108	Teachers Salaries - Roving/Rotating	
1202	Librarian Salary - Regular	
1203	Librarian Salary - Extra Duty	
1204	Librarian Salary - Substitute	
1205	Librarian Salary - Program Specialist	
1212	Couns Psych Salary - Regular	
1213	Couns Psych Salary - Extra Duty	
1214	Couns Psych Salary - Substitute	
1215	Couns Psych Salary - Program Specialist	
1222	Health Salary - Regular	
1223	Health Salary - Extra Duty	
1224	Health Salary - Substitute	
1225	Health Salary - Program Specialist	
1302	Superintendent Salary - Regular	
1303	Superintendent Salary - Extra Duty	
1304	Superintendent Salary - Substitute	
1312	Assistant Superintendent Salaries - Regular	
1313	Assistant Superintendent Salaries - Extra Duty	
1314	Assistant Superintendent Salaries - Substitute	
1322	Principals Salaries - Regular	
1323	Principals Salaries - Extra Duty	
1324	Principals Salaries - Substitute	
1332	Supervisor's Salaries - Regular	
1333	Supervisor's Salaries - Extra Duty	
1334	Supervisor's Salaries - Substitute	
1900	Other Certificated Salaries	
1902	Mentor Teachers Salaries	
1904	Mentor Teachers Salaries - Substitute	
1905	Resource Teacher Salaries	
2101	Instructional Assts Salaries - No Medical	
2102	Instructional Assts Salaries - Regular	
2103	Instructional Assts Salaries - Extra Duty (OT)	
2104	Instructional Assts Salaries - Subs/Tutors	
2105	Instructional Assts Salaries - 3 hr - No Medical	
2212	Custodial Salaries - Regular	
2213	Custodial Salaries - Extra Duty (OT)	
2214	Custodial Salaries - Substitute	
2222	Security Salaries - Regular	
2223	Security Salaries - Extra Duty (OT)	
2224	Security Salaries - Substitute	
2225	Security Salaries - Hourly	
2232	Warehouse Salaries - Regular	
2233	Warehouse Salaries - Extra Duty (OT)	
2234	Warehouse Salaries - Substitute	
2242	Maintenance Salaries - Regular	
2243	Maintenance Salaries - Extra Duty (OT)	
2244	Maintenance Salaries - Substitute	
2252	Grounds Salaries - Regular	
2253	Grounds Salaries - Extra Duty (OT)	
2254	Grounds Salaries - Substitute	
2262	Food Service Salaries - Regular	

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
2263	Food Service Salaries - Extra Duty (OT)	
2264	Food Service Salaries - Substitute	
2265	Food Service Salaries - Student Help	
2272	Transportation Salaries - Regular	
2273	Transportation Salaries - Extra Duty	
2274	Transportation Salaries - Substitute	
2282	Athletic Equip Attendants	
2284	Athletic Equip Attendants Subs	
2301	Office Salaries - Administration	
2311	Maintenance Salaries - Administration	
2321	Grounds Salaries - Administration	
2324	Sub - Grounds Salaries Administration	
2331	Food Service Salaries - Administration	
2332	Food Service Salaries - Supervisor	
2341	Transportation Salaries - Supervisor	
2351	Administrative Salaries	
2354	Administrative Salaries - Substitute	
2361	Custodial Salaries - Lead Foreman	
2364	Custodial Salaries - Lead Foreman Substitute	
2371	Warehouse Salaries - Warehouse Foreman	
2374	Warehouse Salaries - Warehouse Foreman Substitute	
2381	Maintenance Salaries - Leadmen	
2384	Maintenance Salaries - Leadmen Substitute	
2391	Grounds Salaries - Leadmen	
2394	Grounds Salaries - Leadmen Substitute	
2400	Other Clerical, Technical, and Office Staff Salaries	
2402	Office Salaries - Regular	
2403	Office Salaries - Extra Duty (OT)	
2404	Office Salaries - Substitute	
2405	Office Salaries - Hourly	
2412	Office Salaries - Regular (Food Service)	
2432	Office Salaries- Fiscal Services	
2900	Other Classified Salaries	
2911	Community Service - Office	
2912	Community Service - Regular	
2913	Community Service - Extra Duty (OT)	
2914	Community Service - Substitute	
2915	Community Service - up to 19.5 hrs/week	
2930	Activity Supervisor's Salary - Regular	
4100	Approved Textbooks and Core Curricula Materials	
4110	Textbooks	
4140	Textbooks State Adoption K-5	
4141	Textbooks State Compliance K-5	
4142	Textbooks District Compliance K-5	
4150	Textbooks State Adoption 9-12	
4160	Textbooks State Adoption 6-8	
4161	Textbooks State Compliance 6-8	
4162	Textbooks District Compliance 6-8	
4199	Textbooks District Compliance 6-8	
4200	Other Books	
4201	Other Book RIF (Reading Is Fundamental)	
4207	Other Books	
4300	Instructional Supplies and Software	
4301	Instructional Supplies Warehouse - <b>wrong code - do not use</b>	
4302	Instructional Supplies Printing - <b>OBSOLETE - EFFECTIVE 7/1/05 USE 5710</b>	
4303	Instructional Supplies Periodicals	
4304	Instructional Supplies Copier	
4305	Instructional Supplies Software Licensing - OBSOLETE - see 5800	
4306	Instructional Supplies Laminating	
4307	Instructional Supplies Start Up New School	
4308	Instructional Supplies Field Trip Admission	



SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
4309	Instructional Supplies Uniform Alterations/Repairs/Cleaning	
4310	Instructional Supplies Bindery	
4311	Inst Suppl - Spec Ed Elementary	
4312	Inst Suppl - Spec Ed Intermediate	
4313	Inst Suppl - Spec Ed High School	
4314	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4315	Instructional Supplies Miscellaneous - Spec Ed only	
4316	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4318	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4319	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4320	Instructional Supplies Handwriting Books - <b>wrong code - do not use</b>	
4330	Office Supplies	
4331	Office Supplies Postage - <b>wrong code - see 5900</b>	
4332	Office Supplies Printing - <b>OBSOLETE - EFFECTIVE 7/1/05 USE 5710</b>	
4333	Office Supplies Commencement	
4334	Office Supplies Diplomas	
4335	Office Supplies Periodicals	
4336	Office Supplies Copier	
4337	Office Supplies Laminating	
4338	Office Supplies Food	
4339	Use Tax	
4340	Health Supplies	
4341	Uniforms for Personnel/Students/etc	
4342	Custodial Supplies	
4343	Pool Supplies	
4344	Building Maintenance Supplies	
4345	Equipment Maintenance Supplies	
4346	Equipment Maintenance Shop Store	
4347	Grounds Maintenance Supplies	
4348	Equipment Maintenance Copier	
4360	Instructional Supplies Science Fair	
4370	Instructional Media Materials	
4375	Instructional Media Supplies	
4380	Pupil Transportation Supplies	
4385	Kitchen Supplies Food Service (Cafeteria)	
4386	Supplies Inventory Used (Cafeteria)	
4387	Other Expense (Cafeteria)	
4388	Expendable Equipment (Cafeteria)	
4390	Other Supplies Gasoline	
4391	Disaster Supplies - <b>not in use - see 4300</b>	
4392	Other Supplies - Parent Act	
4395	Inventory Loss	
4396	Inventory - Invoice Price Variance	
4397	Inventory - Obsolete Items	
4400	Non-capitalized Equipment	
4700	Food Purchases	
4705	Food Processing Charges	
4710	Freight-In-Donated Food	
4720	Food Inventory Used+	
5200	Mileage	
5210	Travel Conference	
5211	Conference Food	
5214	Conference - District -- NOT USED	
5215	Travel Recruiting	
5300	Dues and Memberships	
5330	Testing/Participation Fees/Registration Fees, (Locally defined add on)	
5510	Housekeeping Services All Other (waste disposal, pest control)	
5511	Housekeeping Services Trash	
5520	Utilities	
5521	Utilities Electricity	
5522	Utilities Telephone - <b>INVALID - SEE 5900</b>	

**SACS**  
**OBJECT**  
**SECTION**  
**AS OF 1/25/2016**

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
5523	Utilities Gas	
5524	Utilities Water	
5525	Sanitation Sewer	
5600	Rentals/Leases - <b>OBSOLETE - SEE 5630 OR 5640</b>	
5610	Rentals/Leases - <b>for department 049 use only</b>	
5621	Rentals/Leases - <b>for department 031use only</b>	
5630	Maintenance Contracts/Repairs (maintenance agreements by outside vendors)	
5635	Smog Certificate Fees	
5640	Rental Contracts (rental of facilities,xerox leases, leases without option to purchase)	
5710	Direct costs for Transfer of Services	
5712	In-House Mail Services	
5800	Other Contracts (Software license fees, Physicals, Fingerprints)	
5810	Consultants Instructional	
5815	Consultants Deaf Artist	
5820	Consultants Community	
5821	Other Legal Court Reporting	
5822	Our Legal District Approved Attorneys	
5823	Food Service Credit Insurance	
5824	Liability Claims Investigation	
5825	Liability Claims Contingency	
5835	Non Public Schools Contracts	
5840	Legal Audit and Election Contracts	
5845	Armored Car Service (Cafeteria)	
5850	Transportation Contracts (Home to School Pupil Transportation)	
5855	Transportation Contracts Field Trips	
5856	Transportation Contracts Other (Bus passes)	
5860	Staff Development Noninstructional	
5865	Consultant Noninstructional	
5866	Consultant Abatements	
5870	Consultant Classified Reclass	
5875	Consultant Inspection Asbestos	
5880	Consultant Project Manager Asbestos	
5889	Cash Short/Over (Cafeteria)	
5890	Other Contracts (conference room rentals, party rentals, booth rentals, event furniture rentals, etc)	
5891	Devaluation Expense Equipment (Cafeteria)	
5892	Consultant Relocation	
5893	Advertising/Newspaper ad payments	
5894	Interest Expense	
5895	Indirect Costs	
5896	Water Service (Arrowhead, Sierra Springs, etc)	
5900	Communications (Cell Phone Service/Pagers/ <b>Postage</b> /Mail Couriers)	
6100	Site Other	
6110	Site Purchases	
6111	Site Escrow Fees	
6112	Site Acquisition	
6113	Site Demolition	
6114	Relocation Claims	
6115	Site Appraisals	
6116	Rent Collection	
6118	Relocation Service Claim Plan	
6119	Environmental Impact Documentation	
6120	Site Improvements	
6121	Property Management	
6135	Site Surveys	
6140	Site Improvement Fees	
6150	Site Lab Tests	
6170	Site Architect	
6185	Bond Program Manager Fees	
6190	Site Improvement Construction	
6195	Site All Other	
6196	Buyer-Broker Real Estate Agent Fees	

**SACS  
OBJECT  
SECTION  
AS OF 1/25/2016**

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
6200	Building and Improvement of Buildings	
6210	Building Contractor	
6211	<b>Construction Change Orders - Labor CP Costs</b>	
6215	OCIP(Owner Control Insurance Plan) Costs	
6220	Building Architect	
6225	Cost of removal of setup/rental/removal of portables	
6230	Building Inspection	
6235	Plans All Other - Printing, etc.	
6240	Building Fees Office of State Architect	
6241	Building Fees School Facilities Unit	
6242	Building Fees All Other	
6245	Building Preliminary Tests	
6250	Building Lab Tests Construction	
6260	Building Energy Studies	
6264	Building Security System	
6270	Construction Managers Fees	
6280	Building Contingencies	
6290	Building Improvements	
6291	District Exposure	
6295	Unassigned	
6320	Material and Supplies New School Library	
6400	Equipment	
6430	Unassigned	
6435	Capital Outlay Vehicle	
6490	Capitalized Equipment over \$10,000	
6491	Other Equipment School Allocation	
6492	Equipment Telephone	
6497	Equipment	
6499	Other Equipment Carryover	
6500	Replacement of Equipment	
6510	Replacement Instructional Equipment	
6520	Replacement Other Equipment	
**	<b>Benefits and Employee Costs: Include them with Salaries</b>	
	You may insert new or missing codes and descriptions	



School Name: **Mendez Intermediat** *Change info here and it will automatically feed to all pages.*  
School Year: **2015-2016** *Change info here and it will automatically feed to all pages.*

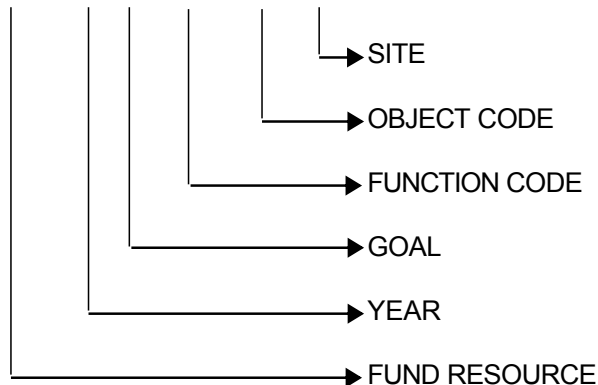
**Instructions for using and printing budget pages.**

1. Click on the page tabs below to move between pages.
2. When inputting salaries, calculate/estimate benefits and other salary costs and include them with the salaries.
3. **Input only the object codes**, descriptions should automatically fill. You may overwrite, copy, or delete formulas as needed.
4. When printing, you may go to each worksheet and print it individually or simply select "Entire Workbook" from the print menu.

## ACCOUNT NUMBER BREAKDOWN

YOU CAN FIND YOUR ACCOUNT NUMBER FROM YOUR MONTHLY PRINTOUTS OR YOU CAN ACCESS ORACLE AND CHECK UNDER THE FUNDS AVAILABLE SECTION

LISTED BELOW IS THE BREAKDOWN OF A BASIC ACCOUNT NUMBER:  
01XXXX-0-1110-1000-4300-XXX INSTRUCTIONAL SUPPLY ACCOUNT



LISTED BELOW ARE THE MOST COMMON GOALS AND FUNCTION CODES THAT YOU WILL BE USING AT YOUR SITES.

### GOALS

1110 GENERAL EDUCATION  
1110 ADMINISTRATOR  
4760 BILINGUAL EDUCATION

### FUNCTIONS

1000 FOR INSTRUCTIONAL EMPLOYEES SALARIES, CONSULTANT, INSTRUCTIONAL SUPPLIES, MILEAGE, PRINT SHOP AND TRAVEL CONFERENCES - ANYTHING RELATED TO STUDENTS  
2100 FOR COORDINATOR/BRT/SPECIALIST SALARIES, DISTRICT OFFICE WORKERS SALARIES AND OFFICE SUPPLIES  
2700 FOR ADMINISTRATOR SALARIES, SCHOOL OFFICE WORKER SALARIES, OFFICE SUPPLIES AND MAINTENANCE CONTRACTS  
3130 FOR COMMUNITY WORKER SALARIES  
8100 FOR CUSTODIAL AND SECURITY SALARIES

	<u>OBJECT CODES</u>	<u>TITLE</u>
CERTIFIED	1102	TEACHER SALARY
	1103	TEACHER EXTRA - OT
	1104	TEACHER SUB SALARY
	1322	ADMINISTRATOR SALARY
	1323	ADMINISTRATOR EXTRA - OT
	1332	SUPERVISOR SALARY
	1333	SUPERVISOR EXTRA - OT
	1905	COORDINATOR/BRT/SPECIALIST SALARIES

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C L A S S I F I E D	2102	INST. ASST SALARY
	2103	INST. ASST EXTRA - OT
	2104	INST. ASST SUB SALARY/AVID TUTORS
	2105	INST. ASST HOURLY/ BIA
	2402	OFFICE SALARY
	2403	OFFICE EXTRA - OT
	2404	OFFICE SUB SALARY
	2405	OFFICE HOURLY - NO BENEFITS
	2420	LIBRARY MEDIA CLERK
	2912	COMMUNITY WORKER SALARY
	2913	COMMUNITY WORKER EXTRA - OT
	2914	COMMUNITY WORKER SUB SALARY
	2930	ACTIVITY SUPERVISORY SALARY

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M O S T C O M M O N	4110	TEXTBOOKS (1000)
	4200	OTHER BOOKS (1000)
	4300	INSTRUCTIONAL SUPPLIES (1000)
	4330	OFFICE SUPPLIES (2700)
	4338	FOOD (1000, 2XXX)
	4342	CUSTODIAL SUPPLIES (8100)
	4400	NON-CAPITAL EQUIPMENT - ITEMS OVER \$500.00 (1000)
	5100	FIELD TRIPS/CONSULTANTS OVER \$25K (1000)
	5200	MILEAGE (1000)
	5210	TRAVEL CONFERENCE (1000)
	5300	DUES AND MEMBERSHIPS (1000)
	5630	MAINTENANCE CONTRACTS (2700)
	5640	RENTAL CONTRACT (2700)
	5711	PRINT SHOP (1000, 2XXX)
	5712	DISTRICT MAIL (1000, 2XXX)
	5714	COMPUTER INSTALL FEE (1000)
	5800	FEES, FIELD TRIPS ADMISSIONS (1000)
	5810	INSTRUCTIONAL CONSULTANTS (1000)
	5865	NON-INSTRUCTIONAL CONSULTANTS (2100)
	5890	OTHER CONTRACTS - CATERING (1000)
	5900	COMMUNICATION (2700)





**Santa Ana Unified School District  
Overall Budget  
2015-2016**

Mendez Intermediate

**Common Page 5**

**Federal and State Funding Sources**

**Current CBEDS Enrollment**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total School Enrollment														0.00

**FUNDING ALLOCATIONS**

<b>Federal Funding Sources</b>	<b>School Allocation</b>	<b>Carryover</b>	<b>Centralized Allocation</b>	<b>Total School Consolidated Application Resources</b>
Title I (CP 6.1)	\$236,596.69	\$60,888.35	\$18,181.56	\$297,485.04
ARRA (CP 6.2)	#REF!	#REF!	#REF!	#REF!
				\$0.00
				\$0.00
<b>State Funding Sources</b>				
Economic Impact Aid-EIA-LEP (CP 6.3)	#REF!	#REF!	#REF!	#REF!
State Compensatory Education -EIA-SCE (CP 6.4)	#REF!	#REF!	#REF!	#REF!
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Total Allocation</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>

**DESCRIPTION OF CENTRALIZED SERVICES**

The following Central Office services are provided in part with the support of these funds:

**Program Management:** assistance in the preparation of Comprehensive School Plans, evaluation reports, management of instructional programs, material acquisition, etc.

**Fiscal:** maintenance of all fiscal records and yearly audits.

**Clerical:** support of parent group activities and Schoolwide Title I Programs.

**Staff Development:** provision of inservice programs for teachers and instructional assistants on research based successful practices.

**Compliance:** regular on-site visits and technical assistance on an as-needed basis.

**Parent activities:** services of Family, Parent Community Coordinator, DAC/DELAC sponsored parent workshops, parent handbooks, etc.



School:  
Year:

Mendez Intermediate  
2015-2016

Goal I - Vision, High Standards, Culture and Leadership - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIa - Reading/Language Arts - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIb - Writing Across the Curriculum - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIc - English Language Development - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IIc - Mathematics - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal III - Involvement of Parents and Community - ACTION PLAN	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

Goal IV - QEIA	
Title I	
EIA SCE	
EIA LEP	
SIG Carryover	
SIG Current Award	
ARRA	
Other	
<b>Total</b>	-

All Goals - Total Expenditures	
Title I	-
EIA SCE	-
EIA LEP	-
SIG Carryover	-
SIG Current Award	-
ARRA	-
Other	-
<b>Total</b>	-

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
1103	Teachers Salaries - Extra Duty, Summer School	
1104	Teachers Salaries - Substitute	
1105	Teachers Salaries - Program/Curriculum Specialists	
1106	Teachers Salaries - Stipends - Grade Level Leaders	
1107	Teachers Salaries - 4th-5th Grade subs for release days	
1108	Teachers Salaries - Roving/Rotating	
1202	Librarian Salary - Regular	
1203	Librarian Salary - Extra Duty	
1204	Librarian Salary - Substitute	
1205	Librarian Salary - Program Specialist	
1212	Couns Psych Salary - Regular	
1213	Couns Psych Salary - Extra Duty	
1214	Couns Psych Salary - Substitute	
1215	Couns Psych Salary - Program Specialist	
1222	Health Salary - Regular	
1223	Health Salary - Extra Duty	
1224	Health Salary - Substitute	
1225	Health Salary - Program Specialist	
1302	Superintendent Salary - Regular	
1303	Superintendent Salary - Extra Duty	
1304	Superintendent Salary - Substitute	
1312	Assistant Superintendent Salaries - Regular	
1313	Assistant Superintendent Salaries - Extra Duty	
1314	Assistant Superintendent Salaries - Substitute	
1322	Principals Salaries - Regular	
1323	Principals Salaries - Extra Duty	
1324	Principals Salaries - Substitute	
1332	Supervisor's Salaries - Regular	
1333	Supervisor's Salaries - Extra Duty	
1334	Supervisor's Salaries - Substitute	
1900	Other Certificated Salaries	
1902	Mentor Teachers Salaries	
1904	Mentor Teachers Salaries - Substitute	
1905	Resource Teacher Salaries	
2101	Instructional Assts Salaries - No Medical	
2102	Instructional Assts Salaries - Regular	
2103	Instructional Assts Salaries - Extra Duty (OT)	
2104	Instructional Assts Salaries - Subs/Tutors	
2105	Instructional Assts Salaries - 3 hr - No Medical	
2212	Custodial Salaries - Regular	
2213	Custodial Salaries - Extra Duty (OT)	
2214	Custodial Salaries - Substitute	
2222	Security Salaries - Regular	
2223	Security Salaries - Extra Duty (OT)	
2224	Security Salaries - Substitute	
2225	Security Salaries - Hourly	
2232	Warehouse Salaries - Regular	
2233	Warehouse Salaries - Extra Duty (OT)	
2234	Warehouse Salaries - Substitute	
2242	Maintenance Salaries - Regular	
2243	Maintenance Salaries - Extra Duty (OT)	
2244	Maintenance Salaries - Substitute	
2252	Grounds Salaries - Regular	
2253	Grounds Salaries - Extra Duty (OT)	
2254	Grounds Salaries - Substitute	
2262	Food Service Salaries - Regular	

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
2263	Food Service Salaries - Extra Duty (OT)	
2264	Food Service Salaries - Substitute	
2265	Food Service Salaries - Student Help	
2272	Transportation Salaries - Regular	
2273	Transportation Salaries - Extra Duty	
2274	Transportation Salaries - Substitute	
2282	Athletic Equip Attendants	
2284	Athletic Equip Attendants Subs	
2301	Office Salaries - Administration	
2311	Maintenance Salaries - Administration	
2321	Grounds Salaries - Administration	
2324	Sub - Grounds Salaries Administration	
2331	Food Service Salaries - Administration	
2332	Food Service Salaries - Supervisor	
2341	Transportation Salaries - Supervisor	
2351	Administrative Salaries	
2354	Administrative Salaries - Substitute	
2361	Custodial Salaries - Lead Foreman	
2364	Custodial Salaries - Lead Foreman Substitute	
2371	Warehouse Salaries - Warehouse Foreman	
2374	Warehouse Salaries - Warehouse Foreman Substitute	
2381	Maintenance Salaries - Leadmen	
2384	Maintenance Salaries - Leadmen Substitute	
2391	Grounds Salaries - Leadmen	
2394	Grounds Salaries - Leadmen Substitute	
2400	Other Clerical, Technical, and Office Staff Salaries	
2402	Office Salaries - Regular	
2403	Office Salaries - Extra Duty (OT)	
2404	Office Salaries - Substitute	
2405	Office Salaries - Hourly	
2412	Office Salaries - Regular (Food Service)	
2432	Office Salaries- Fiscal Services	
2900	Other Classified Salaries	
2911	Community Service - Office	
2912	Community Service - Regular	
2913	Community Service - Extra Duty (OT)	
2914	Community Service - Substitute	
2915	Community Service - up to 19.5 hrs/week	
2930	Activity Supervisor's Salary - Regular	
4100	Approved Textbooks and Core Curricula Materials	
4110	Textbooks	
4140	Textbooks State Adoption K-5	
4141	Textbooks State Compliance K-5	
4142	Textbooks District Compliance K-5	
4150	Textbooks State Adoption 9-12	
4160	Textbooks State Adoption 6-8	
4161	Textbooks State Compliance 6-8	
4162	Textbooks District Compliance 6-8	
4199	Textbooks District Compliance 6-8	
4200	Other Books	
4201	Other Book RIF (Reading Is Fundamental)	
4207	Other Books	
4300	Instructional Supplies and Software	
4301	Instructional Supplies Warehouse - <b>wrong code - do not use</b>	
4302	Instructional Supplies Printing - <b>OBSOLETE - EFFECTIVE 7/1/05 USE 5710</b>	
4303	Instructional Supplies Periodicals	
4304	Instructional Supplies Copier	
4305	Instructional Supplies Software Licensing - OBSOLETE - see 5800	
4306	Instructional Supplies Laminating	
4307	Instructional Supplies Start Up New School	
4308	Instructional Supplies Field Trip Admission	

SACS  
**OBJECT**  
 SECTION  
 AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
4309	Instructional Supplies Uniform Alterations/Repairs/Cleaning	
4310	Instructional Supplies Bindery	
4311	Inst Suppl - Spec Ed Elementary	
4312	Inst Suppl - Spec Ed Intermediate	
4313	Inst Suppl - Spec Ed High School	
4314	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4315	Instructional Supplies Miscellaneous - Spec Ed only	
4316	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4318	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4319	Instructional Supplies Miscellaneous - <b>wrong code - do not use</b>	
4320	Instructional Supplies Handwriting Books - <b>wrong code - do not use</b>	
4330	Office Supplies	
4331	Office Supplies Postage - <b>wrong code - see 5900</b>	
4332	Office Supplies Printing - <b>OBSOLETE - EFFECTIVE 7/1/05 USE 5710</b>	
4333	Office Supplies Commencement	
4334	Office Supplies Diplomas	
4335	Office Supplies Periodicals	
4336	Office Supplies Copier	
4337	Office Supplies Laminating	
4338	Office Supplies Food	
4339	Use Tax	
4340	Health Supplies	
4341	Uniforms for Personnel/Students/etc	
4342	Custodial Supplies	
4343	Pool Supplies	
4344	Building Maintenance Supplies	
4345	Equipment Maintenance Supplies	
4346	Equipment Maintenance Shop Store	
4347	Grounds Maintenance Supplies	
4348	Equipment Maintenance Copier	
4360	Instructional Supplies Science Fair	
4370	Instructional Media Materials	
4375	Instructional Media Supplies	
4380	Pupil Transportation Supplies	
4385	Kitchen Supplies Food Service (Cafeteria)	
4386	Supplies Inventory Used (Cafeteria)	
4387	Other Expense (Cafeteria)	
4388	Expendable Equipment (Cafeteria)	
4390	Other Supplies Gasoline	
4391	Disaster Supplies - <b>not in use - see 4300</b>	
4392	Other Supplies - Parent Act	
4395	Inventory Loss	
4396	Inventory - Invoice Price Variance	
4397	Inventory - Obsolete Items	
4400	Non-capitalized Equipment	
4700	Food Purchases	
4705	Food Processing Charges	
4710	Freight-In-Donated Food	
4720	Food Inventory Used+	
5200	Mileage	
5210	Travel Conference	
5211	Conference Food	
5214	Conference - District -- NOT USED	
5215	Travel Recruiting	
5300	Dues and Memberships	
5330	Testing/Participation Fees/Registration Fees, (Locally defined add on)	
5510	Housekeeping Services All Other (waste disposal, pest control)	
5511	Housekeeping Services Trash	
5520	Utilities	
5521	Utilities Electricity	
5522	Utilities Telephone - <b>INVALID - SEE 5900</b>	

**SACS**  
**OBJECT**  
**SECTION**  
AS OF 1/25/2016

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
5523	Utilities Gas	
5524	Utilities Water	
5525	Sanitation Sewer	
5600	Rentals/Leases - <b>OBSOLETE - SEE 5630 OR 5640</b>	
5610	Rentals/Leases - <b>for department 049 use only</b>	
5621	Rentals/Leases - <b>for department 031use only</b>	
5630	Maintenance Contracts/Repairs (maintenance agreements by outside vendors)	
5635	Smog Certificate Fees	
5640	Rental Contracts (rental of facilities,xerox leases, leases without option to purchase)	
5710	Direct costs for Transfer of Services	
5712	In-House Mail Services	
5800	Other Contracts (Software license fees, Physicals, Fingerprints)	
5810	Consultants Instructional	
5815	Consultants Deaf Artist	
5820	Consultants Community	
5821	Other Legal Court Reporting	
5822	Our Legal District Approved Attorneys	
5823	Food Service Credit Insurance	
5824	Liability Claims Investigation	
5825	Liability Claims Contingency	
5835	Non Public Schools Contracts	
5840	Legal Audit and Election Contracts	
5845	Armored Car Service (Cafeteria)	
5850	Transportation Contracts (Home to School Pupil Transportation)	
5855	Transportation Contracts Field Trips	
5856	Transportation Contracts Other (Bus passes)	
5860	Staff Development Noninstructional	
5865	Consultant Noninstructional	
5866	Consultant Abatements	
5870	Consultant Classified Reclass	
5875	Consultant Inspection Asbestos	
5880	Consultant Project Manager Asbestos	
5889	Cash Short/Over (Cafeteria)	
5890	Other Contracts (conference room rentals, party rentals, booth rentals, event furniture rentals, etc)	
5891	Devaluation Expense Equipment (Cafeteria)	
5892	Consultant Relocation	
5893	Advertising/Newspaper ad payments	
5894	Interest Expense	
5895	Indirect Costs	
5896	Water Service (Arrowhead, Sierra Springs, etc)	
5900	Communications (Cell Phone Service/Pagers/ <b>Postage</b> /Mail Couriers)	
6100	Site Other	
6110	Site Purchases	
6111	Site Escrow Fees	
6112	Site Acquisition	
6113	Site Demolition	
6114	Relocation Claims	
6115	Site Appraisals	
6116	Rent Collection	
6118	Relocation Service Claim Plan	
6119	Environmental Impact Documentation	
6120	Site Improvements	
6121	Property Management	
6135	Site Surveys	
6140	Site Improvement Fees	
6150	Site Lab Tests	
6170	Site Architect	
6185	Bond Program Manager Fees	
6190	Site Improvement Construction	
6195	Site All Other	
6196	Buyer-Broker Real Estate Agent Fees	

**SACS  
OBJECT  
SECTION  
AS OF 1/25/2016**

OUR	DESCRIPTION	DO NOT PRINT
SACS NO.		
1102	Teachers Salaries - Regular	
6200	Building and Improvement of Buildings	
6210	Building Contractor	
6211	<b>Construction Change Orders - Labor CP Costs</b>	
6215	OCIP(Owner Control Insurance Plan) Costs	
6220	Building Architect	
6225	Cost of removal of setup/rental/removal of portables	
6230	Building Inspection	
6235	Plans All Other - Printing, etc.	
6240	Building Fees Office of State Architect	
6241	Building Fees School Facilities Unit	
6242	Building Fees All Other	
6245	Building Preliminary Tests	
6250	Building Lab Tests Construction	
6260	Building Energy Studies	
6264	Building Security System	
6270	Construction Managers Fees	
6280	Building Contingencies	
6290	Building Improvements	
6291	District Exposure	
6295	Unassigned	
6320	Material and Supplies New School Library	
6400	Equipment	
6430	Unassigned	
6435	Capital Outlay Vehicle	
6490	Capitalized Equipment over \$10,000	
6491	Other Equipment School Allocation	
6492	Equipment Telephone	
6497	Equipment	
6499	Other Equipment Carryover	
6500	Replacement of Equipment	
6510	Replacement Instructional Equipment	
6520	Replacement Other Equipment	
**	<b>Benefits and Employee Costs: Include them with Salaries</b>	
	You may insert new or missing codes and descriptions	



