

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Gonzalo Felicitas Mendez Fundamental Intermediate School

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
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In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Mendez Fundamental Intermediate School will provide a safe and healthy learning environment that provides a high quality rigorous, instructional program and promotes the knowledge, skills and character needed to be a productive citizen in the 21st century. Students will feel empowered and be prepared for success in high school, college, and career through growth mindset strategies and heightened socio-emotional coping skills. We will implement a school-wide program to promote positive relationships and a sense of community among students, staff, and families. In addition, we will provide regular opportunities for students to develop social-emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, foster a school culture that values diversity, equity, and inclusion, and provides a safe and supportive learning environment for all students. We will develop a social-emotional learning curriculum that aligns with state standards and addresses the needs of our student population. We will create a safe and inclusive school culture that values student voice and encourages open communication among all members of the school community. Lastly, we will use student data to inform instruction and identify areas for improvement, and regularly communicate progress towards the goal to students, families, and staff.

Strategy/Activity 1

The positive behavioral support system at Mendez School is designed to ensure a safe and effective learning environment for all students. At Tier 1, all students have access to the core instructional program, and interventions and supports are implemented through PBIS to enhance student engagement. Individualized interventions and enrichment activities are provided to foster a sense of school connectedness and promote student learning. Through student surveys like Panorama/CHKS, we aim to see an increase in school connectedness and safety. The PBIS Team meets regularly to share school-wide strategies with the Mendez staff, promoting a positive climate. Various recognition programs, such as Student of the Month, Teacher of the Month, Mendez tickets, and Academic Renaissance assemblies, celebrate student achievements, effort, and good citizenship. College Wednesdays, College Week, Spirit weeks, and Spirit Fridays cultivate a college-going atmosphere and foster school pride among students. Accomplishments in athletics, academics, and extracurricular activities are acknowledged on the Good Morning Mendez news. Staff members receive training to create a climate of success and positive behavior. Effective practices for supporting positive behavior are implemented throughout the school day, with administrators providing support and monitoring. For instance, weekly organization and binder checks help students stay organized and on top of their assignments.

At Tier 2, students displaying negative behavior receive family-involved interventions and support to maintain a positive learning environment for all. The Committee on School Threat Assessment (COST) investigates the root causes of student misbehavior and assists students in making better choices and demonstrating positive behavior. Parent conferences are held after the first grading period to establish a supportive team for at-risk students. Counselors offer services such as Restorative Practice/Conflict Resolution and deliver small group interventions focused on study skills, life skills, and social skills.

At Tier 3, students in need of daily support participate in the Check-In and Check-Out (CICO) system by meeting with a staff member. Counselors also provide social-emotional learning (SEL) check-ins with students who have low scores according to the Panorama data, ensuring their emotional well-being and addressing any concerns or challenges they may be facing.

Budgeted Amount:

25,600

Strategy/Activity 2

Socio-emotional counseling and support at our school are structured according to a multi-tiered system of support (MTSS), aimed at meeting the social and emotional needs of students and equipping them with 21st-century skills to become productive citizens (KPI 3). In Tier 1, counselors play a vital role in facilitating Restorative Justice Circles in classrooms or small groups. They also oversee assemblies and programs focused on Suicide Prevention, with support from all staff members. Additionally, students have the opportunity to attend assemblies that promote positive behavior and school-wide expectations. Within the classroom, teachers strategically incorporate social and emotional resources and support through regular lessons and check-ins, either on a

daily or weekly basis. Furthermore, counselors organize lunchtime activities to foster awareness, create online courses and resources for student support, and develop lessons for teachers and students to promote social and emotional learning (SEL) in the classroom.

Moving on to Tier 2, the COST (Counseling, Outreach, and Support Team) regularly convenes to provide additional assistance to students requiring interventions. Programs like "We Care" and the presence of on-site mental health clinicians ensure that students' mental health needs are addressed (KPI 3). Teachers and support staff, including counselors, school psychologists, and nurses, receive training to identify signs of depression and suicide, enabling them to report students for necessary interventions. Support staff members are also capable of conducting safety assessments. On-site mental health clinicians offer emotional support to students, providing assistance in small groups or one-on-one sessions. Whenever appropriate, teachers and counselors refer students to external organizations such as COST, School-Based Mental Health, McKinney-Vento, FACE, and other relevant agencies.

Finally, in Tier 3, support staff members, including counselors, school psychologists, and nurses, carry out safety assessments, while administrative and support staff conduct home visits for students at risk. Student Support Teams (SSTs) and 504 meetings are arranged involving students, parents, teachers, counselors, and administration to offer comprehensive support and direct interventions. This collaborative effort ensures that students in need receive the necessary resources and guidance to thrive academically and emotionally.

Budgeted Amount:

Strategy/Activity 3

Efforts to improve attendance and enhance student engagement at our school are structured into different tiers. In Tier 1, we prioritize providing all students with a welcoming and safe learning environment on our campus. We offer enrichment programs and extracurricular clubs specifically designed to target improvements in student attendance, school engagement, and support for English Learners and Special Education students (KPI 4). These programs include intervention and enrichment program field trips that not only encourage student participation but also provide opportunities for them to visualize, experience, and discuss various subjects. Grade level field trips are also organized to engage students in school and content area instruction, whether in-person or virtual. Furthermore, parent meetings and effective communication by teachers and school staff foster student and community engagement. These interactions allow for discussions and active participation from all community members to collectively find ways in which our school, Mendez, can better support our students and families.

Moving on to Tier 2, we closely monitor student attendance and engagement to identify those at risk of becoming disengaged. Once identified, we promptly intervene by initiating communication with families and providing consistent support to address the underlying issues and re-engage the students.

In Tier 3, we focus on students who are at risk of becoming chronically absent. For these students, we establish individual student success teams to provide personalized support and enhance their engagement in school. Administrators also conduct home visits to assess the situation and offer additional assistance to chronically absent students.

Through these multi-tiered efforts, we strive to improve attendance, foster student engagement, and create a supportive educational environment for all students at our school.

Budgeted Amount:

52,000

Strategy/Activity 4

In order to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students, Mendez will continue to have multiple programs in place. Teachers will be trained on best practices to maintain rigor and implement a growth mindset. Teachers, counselors, and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Teachers are given opportunities to attend workshops, conferences, and professional development training that target maintaining rigor in the classroom and supporting students who are at risk of falling behind. Some of these conferences include, but are not limited to OCCUE, NCTM, Art Conferences, Spring CUE, CAHPERD P.E. Conference, GATE, AVID, and UC Irvine Writing Conferences, etc.. In addition, teachers will be given collaboration time within their departments to work together in implementing these best practices gleaned from the various training. Our AVID program is a large part of this climate of success as we have taken the AVID program strategies schoolwide. As a result, we are on the

Demonstration school path. AVID plays an integral role in instructional practices. WICOR (Writing, inquiry, collaboration, organization and reading) are taught in every classroom and influence lesson planning and daily instruction. AVID strategies are taught in professional development and teachers have access to AVID Weekly as well. Each year, teachers and administrators attend the AVID conference with the goal of having all teachers trained in AVID strategies. All students participate in College week. Students participate in Career Day in the Spring at all grade levels and have access to their CCGI profile which they access with guidance from the counselors. Each grade level has a different focus in the CCGI curriculum.

Budgeted Amount:

25,000

Strategy/Activity 5

Technology-based instruction is a significant part of learning experience at Mendez. Technology tools will be used to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century skills. All students are provided with a Chromebook and district-provided internet hotspots if needed. Digital learning tools and resources such as Brainpop, Membean, Scholastic, Newsela, Google Apps, Canvas, Kahoot, Quizizz, and others are used to engage and support learners at their various levels, provide student feedback, and track student progress. Our Mendez Youtube channel will be utilized to build community, provide communications about school events, programs, and resources, promote digital citizenship and academic success, and provide learning strategies to support students academically social-emotionally. Aeries is a tool that allows students and parents to monitor grades. We will continue to encourage parent monitoring through the platform to check grades and stay on top of their student's progress. Lastly, students will participate in weekly organization checks to master organization and self-monitor their academic progress.

Budgeted Amount:

20,000

Strategy/Activity 6

Mendez will create a positive and safe community through inclusive policies and procedures. This includes establishing clear behavioral expectations, offering support for mental health and wellness, monitoring social media, and educating students in digital citizenship when on social media. We will promote respectful interactions between students and staff through the use of PBIS strategies and counselor-lead lessons. Through school-wide events, we will promote respect and student responsibility. We will implement safety protocols to prevent incidents such as bullying, harassment, and violence. This can involve regular training for staff and students, creating emergency response plans, and ensuring adequate supervision in all areas of the school. Technology can also be used as a tool to enhance safety. Installing security cameras and monitoring systems, providing safe internet access, and utilizing social media to communicate safety updates will be some of the effective measures implemented. Ultimately, we will create a safe campus through a comprehensive approach that involves the entire school community.

Budgeted Amount:

Total Expenditures

122,600.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Mendez Fundamental Intermediate School is committed to providing exceptional reading instruction across all content areas to equip students with the necessary academic literacy skills for future success. Our students will demonstrate mastery in a range of skills, including the ability to read independently at grade level, articulate thoughts effectively through writing and speech, and use sophisticated academic language to engage in discussions and written work. With a deep understanding of where to find and evaluate credible academic sources, our students will become adept at making informed decisions, recognizing connections across multiple disciplines and genres, and applying critical reading skills across all areas of study. Our students will also develop advanced writing skills, accurately citing textual evidence to support their claims and arguments, and effectively conducting research to explore complex topics. Through a focus on non-fiction and informational texts, students will gain proficiency in navigating diverse sources of information and developing the reading skills necessary for success in college, the workforce, and adult life. Above all, our

students will cultivate a lifelong passion for reading, writing, and learning English.

Strategy/Activity 1

Tier 1 - Through reading strategies, academic vocabulary development, academic discourse, and writing structures all students will have access to the core ELA program through the Benchmark curriculum StudySync which is aligned to the standards. The program includes rigorous curriculum in areas of reading, writing, listening, and speaking. Additionally, all students will get supplemental instruction in grammar, vocabulary, and root word study through platforms such as Membean. Lastly, students will be writing across multiple domains. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. In order to promote reading fluency and foster interest and enjoyment of reading, our library will include more current high interest selections as well as classroom libraries and grade level novels. High interest reading level books and literature circle books will be purchased. Teachers will be trained on best practices to promote language development and create an environment where rigor and language production is valued. (KPI 1). Teachers will use district provided materials, follow curriculum maps and implement progress monitoring (growth) assessments (formal and informal) for all academic instruction. Students, teachers and parents will participate in weekly grade checks and use growth monitoring forms led by students on the Mendez Youtube Channel to allow students to self monitor their progress. Students will receive access to high quality reading materials such as Scholastic Magazines, classroom libraries/ book sets, and each teacher will be provided with supplemental materials that promote literacy in their classroom. Lastly, GATE Symposium will be implemented throughout ELA Honors classrooms and AVID classrooms as well as other students who want to participate. This project strengthens students' research skills and ability to read, write, and speak academically, as well as engage in the research process. Lastly, teachers will be provided with resources, materials, and classroom supplies that promote literacy strategies across all content areas.

Budgeted Amount:

33,000

Strategy/Activity 2

Tier 2 - Students who require additional support will receive differentiated instruction in StudySync through the Designated ELD curriculum. Additionally, all StudySync assignments are scaffolded to modify the reading comprehension level to an appropriate level for students, as well as provided CLOSE reading style sentence frames for all StudySync assignments for those students. Finally, all supplemental instruction can be modified and scaffolded to support our Tier 2 students to allow them to be successful. Oftentimes, these supports come in the form of modified assignments/assessments as well as the continued use of sentence frames and word banks. In addition, students will have access to platforms such as NewsELA where they can receive differentiated reading support at their specific level and be challenged to grow their reading lexile levels. Differentiated instruction will also be provided through platforms such as Membean where students can receive language support such as vocabulary development, root identifications, and other literacy strategies at their particular level.

Budgeted Amount:

Strategy/Activity 3

Tier 3 - For students who require even more academic support, those students will receive additional support through programs run by special education teachers and support providers, or one on one with teachers. Teachers can create specific targeted interventions for students as those needs arise. Lastly, teachers can recommend students to intervention programs through counseling and administration. Lastly, academic support and tutoring will be provided each day in the library for students who are struggling in their classes.

Budgeted Amount:

Total Expenditures

33,000.00

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

At Mendez Fundamental Intermediate School, we are dedicated to providing English Language Learners with the highest quality instruction and support to help them achieve their goals. Our commitment to excellence ensures that our students continue to exhibit growth toward English proficiency and reach the goal of reclassification. We hold all students at our school to the same high standards. As a result, we expect all students, including English Language Learners, to demonstrate the ability to competently read, write, and speak standard English. Our rigorous courses provide students with the opportunity to fully participate in all academic areas and meet proficiency on the ELPAC Exam. We understand that reaching the goal of reclassification is a major milestone for English Language Learners, and we provide the necessary support to help them meet the requirements. Our students learn to organize their thoughts both verbally and in writing, use appropriate academic language, and locate and evaluate online information and sources. They also see connections across disciplines/genres and apply writing and reading skills to nonfiction texts and real-life situations. We believe in preparing our students for college and career readiness by demonstrating competence in all content areas, earning grades of "C" or better. Beyond academics, we also strive to develop a love of reading, writing, and learning English in all our students. At Mendez Fundamental Intermediate School, we are committed to providing our English Language Learners with the tools and resources necessary for their continued success.

Strategy/Activity 1

Our goal is to ensure that all English Learners (ELs) successfully reach the proficiency level required for redesignation by the end of intermediate school. To achieve this, we will implement the English Language Development standards and quality ELD instructional strategies across all content areas and electives. We will also place all students in the English Language Mainstream program, providing them with equitable access to a rigorous, standards-based curriculum that includes differentiated instruction, academic supports, and technology-based resources. To support our teachers in effectively instructing ELs, we will offer training on best practices in differentiated instruction and provide resource materials and instructional supplies for SDAIE, GLAD, SIOP, and Q-TEL strategies. We will use supplemental texts and software programs to differentiate instruction and make core content accessible to all ELs. Additionally, we will use AVID Excel WICOR strategies to support ELs in their English acquisition process. To ensure that students receive the support they need, we will offer tutoring before and after school, as well as during nutrition breaks. An EL Coordinator will oversee the monitoring and redesignation of EL students, administer the ELPAC test, and facilitate the English Learner Advisory Committee (ELAC) meetings to inform parents of their student's progress. The EL Coordinator will also ensure that all teachers know how to access data on both ELs and RFEP students and strategies to assist those students in building fluency skills.

Budgeted Amount:

Strategy/Activity 2

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported

through supplemental tutoring where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students' individual needs and provides additional support so that students continue to make progress towards acquiring English and achieving academic success at grade level.

Budgeted Amount:

2,000

Strategy/Activity 3

To better support English learners who have been identified as long-term learners with limited English fluency and who are showing signs of academic struggles, Tier 3 interventions will be implemented. Dedicated teams consisting of the EL Coordinator, counseling team, administration, teachers, and parents will be formed to closely monitor each student's progress, identify their unique needs, and ensure their success. Tailored, one-on-one discussions will be held to define specific, focused interventions for each student at Tier 3. This approach will provide a personalized, holistic strategy to help these students overcome language barriers and achieve academic success.

Budgeted Amount:

Total Expenditures

2,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

At Mendez Fundamental Intermediate School, a high-quality math education is a top priority. We are committed to providing our students with standards-aligned materials and technology to ensure student success in higher education, their future careers, and as effective 21st century citizens. Our school's math curriculum is designed to equip students with essential skills that will enable them to solve complex problems, reason abstractly and quantitatively, construct viable arguments, model with mathematics, strategically use appropriate tools, attend to precision, look for and make use of structure, and express regularity in repeated reasoning. All Mendez Fundamental Intermediate School students will demonstrate mastery of these skills, which are essential for success in today's world.

Strategy/Activity 1

Tier 1- Students will have access to a top-tier math education. They will receive meaningful instruction in math through a variety of instructional strategies and curriculum, such as the College Preparatory in Mathematics (CPM) program, instructional packets, and the Irvine Math Project (IMP) curriculum. We will use daily Do Nows/Warm-Ups, spiral review homework, and common grade level assessments to guide students in learning the Common Core Math standards. Double-blocked math classes will be utilized at each grade level, with modifications made to the curriculum as needed based on daily student progress. Formal and informal assessments, quizzes, and collaborative projects will be used by all math teachers to continually monitor student progress and strategically plan for remediation and enrichment. Using an online platform called ALEKS, we will tailor and assess individualized learning plans for students. Additionally, there are numerous STEM-based enrichment opportunities available to students, including Rocketry, Robotics, AM/PM Math Academy, To Infinity and Beyond Math (Math Field Day) Enrichment Program, and Wealth Management. Honors and AVID students will have the

opportunity to participate in the GATE Symposium in the Spring, which allows them to extend their knowledge on topics of their choice, many of which are STEM-focused. Tutoring will be available to students both in the classroom and before and after school, and an accelerated math track will be provided for high-performing math students. To ensure the highest level of instruction, teachers will meet during the school year on pull-out days and during the summer on planning days to create lessons and content aimed at strengthening students' math skills. Teachers will meet in grade-level content area teams monthly and attend professional development and conferences that directly impact their classroom instruction. Digital platforms will also be utilized to support struggling students and create enrichment opportunities for students already meeting the standards. Overall, this school is dedicated to providing its students with a comprehensive and effective math education.

Budgeted Amount:

45,177

Strategy/Activity 2

Tier 2 - Students at risk and not meeting Math standards will be identified for academic intervention before school, after school, and on Saturdays. In addition, communication with parents will take place as needed via phone calls, emails, and parent conferences. Furthermore, instructional aides will support students in need with additional one-on-one support.

Budgeted Amount:

21,000

Strategy/Activity 3

Tier 3-Students who are performing below their grade level by two or three years will receive additional support through Tier 2 strategies, as recommended by our school. Furthermore, we will use both formal and informal assessments, including grade-level unit exams and district MAP results, to identify specific areas in which individual students may be struggling. If a student falls into Tier 3, they will be referred to either school-wide tutoring or an individual teacher who offers tutoring to address their unique needs.

Budgeted Amount:

Total Expenditures

66,177.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Mendez will provide students with intentional and focused instructional in reading and writing strategies in all content areas as well, as supporting our students in their exploration and growth in the visual and performing arts.

Strategy/Activity 1

Tier 1-

We are committed to providing high-quality instruction across all subject areas. In Social Studies, the department will focus on refining students' historical research skills by teaching them how to analyze primary and secondary sources for context, point of view, themes, and credibility. They will use text-dependent question exercises, course texts, and grade-appropriate supplemental

materials, along with AVID WICOR strategies, to help students comprehend complex texts. Clear academic expectations will be communicated to all students, and writing goals will be established for each grade level to assess proficiency in historical research skills. In addition, teachers will use the document-based question (DBQ) process and essays as a way to support ELA in teaching argumentative writing, summary writing, and will implement close reading strategies, to support the ELA department and overall, student literacy.

In Science, all 6th-8th grade students receive NGSS-aligned laboratory-based instruction that focuses on 3-Dimensional learning and incorporates Science & Engineering Practices, Cross-Cutting Concepts, and Disciplinary Core Ideas. The department will use digital resources like Gizmos, Mosa Mack, FlipGrid, Brainpop, and NewsEla for lab activities, demonstrations, and content readings. Additionally, the close reading strategies and text annotation as well as the claims-evidence-reasoning writing model will be implemented in the science content area to support ELA and overall, student literacy.

The Arts program will deliver high-quality core instruction that meets the needs of students and addresses key standards within the California arts framework. Similarly, our art program will expand students' visual arts literacy and technical art skills through problem-solving, creating, analyzing, and reflecting on artworks. Students will have multiple opportunities to showcase their work and expand their interest in art through the Art Club, art contests/shows, and gallery walks and talks.

The Music program will engage students in a number of ways such as improving language skills, developing critical thinking skills, enhancing creativity, building teamwork and social skills, and boosting student confidence. Students will read, understand, and interpret musical notation, improving their ability to read and comprehend written language. Students will problem-solve and develop their critical thinking as they analyze and interpret musical scores and apply their understanding to create their own interpretations of a piece of music. Students will engage in creativity and self-expression, developing their own unique voice and perspective. At times, students will work together in groups, developing their social skills and collaboration skills. Students will learn to overcome their fears and perform in front of others.

Physical Education is an integral part of Mendez's total education program, providing an opportunity for physical, mental, and social development that enhances the quality of life. The department aims to develop an appreciation for physical education that motivates students to respect and appreciate a healthy body and mind as well as character development. One of the key strategies that can help achieve this goal is emphasizing the importance of teamwork and collaboration. Activities such as team sports and group exercises will be used to encourage students to work together, communicate effectively, and develop a sense of camaraderie and mutual support. As part of Character Education, students will learn empathy, leadership skills, resilience, persistence, and a sense of personal responsibility for their own health and personal well-being. The department will also focus on teaching and developing growth mindset and a positive attitude towards physical activity in students. Students will engage in writing activities where they will have the opportunity to set realistic goals, track their progress, and celebrate their successes. They will engage in reading activities, including the close reading of texts, many of which will focus on physical fitness and character development.

AVID (Advancement Via Individual Determination) will help students develop the skills and habits needed to succeed academically. AVID will provide a structured and supportive learning environment that emphasizes writing, inquiry, collaboration, organization, and reading (WICOR). Through the use of daily and weekly routines and procedures, students will develop organization and focus. Through the use of tutoring, study groups, and weekly tutorial groups, students will develop communication and teamwork skills, critical thinking, and problem-solving skills. Our AVID students will learn how to take notes, analyze information, and ask questions to deepen their understanding of academic content. They will learn strategies for time management, goal setting, and self-reflection, to help them become more effective learners. Lastly, they will learn and develop a growth mindset and a sense of personal responsibility for their academic success.

Overall, Mendez Middle School's Tier 1 programs prioritize student engagement, critical thinking, literacy, and academic growth across subject areas. By establishing clear expectations, utilizing effective instructional strategies, and regularly assessing student progress, the school is committed to providing a high-quality education that meets the needs of all students.

Budgeted Amount:

Strategy/Activity 2

Tier 2

All departments will use a mix of instructional strategies to enable students who need additional support to succeed. The primary instructional strategy that will be used is scaffolding when teaching reading and writing as students access the subject-area content. Scaffolding may include think-alouds, guided practice, and the modeling of skills and strategies. Teachers will use student data to drive instruction, and re-teach skills and content when necessary. Through the use of classroom visuals and graphic organizers, students will have support in organizing their thoughts, their assigned reading texts, and organizing their writing. Read-alouds will be utilized to improve reading comprehension and fluency and shared reading strategies will be used to allow students to discuss the text as a group. Teachers will make learning more relevant to students by incorporating their cultural backgrounds into literacy instruction to help students feel more engaged and motivated to learn. Lastly, teachers will also utilize technologies that can provide instructional support to students at varying levels and will utilize platforms such as Google Classroom and Canvas that can provide students with the opportunities to review class content at their own pace and multiple times as well as those that provide extended and enrichment activities. Tutoring will also be made available to those struggling.

Budgeted Amount:

Strategy/Activity 3

Tier 3

All departments will support tier-3 students who are still struggling by creating strong parent connections and communication, providing targeted tutoring and interventions, including small group interventions or one-on-one additional support. For English learners, students will be provided with after-school intervention in the library where they can receive additional support in reading and writing, and language development overall. In addition, Canvas will be used to provide extra reading and writing practice aligned with the ELPAC exam for English language learners. Saturday programs may also be used to provide additional intervention and support to students still struggling academically.

Budgeted Amount:

Strategy/Activity 4

To ensure the academic success of our students, our goal is to provide a comprehensive support for reading, writing as well as hands-on learning (which also supports literacy) through our STEM, VAPA, GATE, and AVID programs. Our KPI 5 is centered around multiple enriching experiences, which aim to foster a language-rich environment where students can explore the visual and performing arts, college and career readiness skills, as well as STEM subjects. We continue to have a strong STEM focus which includes programs such as Engineering, Hippocrates Circle Wealth Management, CTE, Speech and Debate, Robotics, Rocketry, Speech and Debate, and others. Students will be provided with the resources to engage fully in these programs, with

access to a strong curriculum, supplies and materials, online platforms, as well as engaging and hands-on field trips. Our annual GATE Symposium will continue to be an important part of student learning and our school culture. Students, through the symposium curriculum, will explore topics across all subjects and disciplines while engaging in the research process. They will work with mentors who will help guide their learning and students will present their work at our annual showcase. Academic Pentathlon will allow our students to compete with students throughout Orange County in all subjects, engaging them in higher level thinking skills. Our AVID program will engage students in skills related to college and career readiness as well as support students in their content-specific classes. Weekly tutorial groups will be used to promote problem-solving, collaboration, inquiry, organization, as well as reading and writing. We will provide professional development opportunities and instructional strategies to teachers in each of these learning areas to support student engagement and success.

Budgeted Amount:

12,500

Total Expenditures

12,500.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Mendez Fundamental Intermediate School is committed to fostering a healthy, safe, and secure learning environment that supports students and their education. To achieve this goal, the school will actively encourage parents and community members to participate in various activities and events.

Collaboration between teachers, administration, support staff, parents, and students will be essential in achieving this mission. The school will implement and support policies and expectations that promote student success and provide opportunities for parents to become more knowledgeable about the school's policies and the educational system. Parents will also receive strategies to assist their children in their studies at home. The school will promote positive relationships with all segments of the community to foster open communication, accessibility, and pride in the institution. Parents will be kept informed about their child's academic progress in a timely manner, and the school will provide support for both the students and their families as needed. Additionally, parents will have the opportunity to play an active role in campus life and provide valuable input. By working together towards a common goal, Mendez Fundamental Intermediate School aims to create an environment that is conducive to learning and promotes academic success for all students.

Strategy/Activity 1

Mendez Fundamental Intermediate School values open and consistent communication with parents and strives to create a welcoming environment for families. To achieve this goal, the school will use available technologies (ie. Parent Squarand resources to maintain regular contact with parents/families, with our Parent Wellness Center playing a key role in meeting their needs and communicating important information (ie. parent meetings, trainings, supports etc.).

Recognizing the crucial role parents play in their child's academic success, the school will ensure parent participation and communication throughout the academic year. Special events, such as Back to School, Open House, Parent/Teacher conferences, and Parent meetings, will be communicated through various channels such as Parent Square, social media posts, the school website, virtual fliers, teacher contacts, school marquee, email, and phone messaging. Classroom teachers will communicate with parents regularly to reinforce the school's progressive discipline and Positive Behavior Intervention and Supports (PBIS) strategies, ensuring that messages are always sent in the parent's primary language.

Mendez Fundamental Intermediate School invites and encourages all parents to join the School Site Council and attend important parent events, meetings, and workshops. These include the Mendez Title I Annual Meeting, reclassification meetings, Open House, Back to School Night, Parent Workshops, Coffee Chats, the annual EL/ELPAC workshop, ELAC meetings, AVID Family Nights and Induction, and providing parents with the opportunity to provide input to the School Site Council through their elected representative. The school will continue to encourage parent involvement by including them in the supervision of field trips, promotion activities, fundraisers, and schoolwide exhibitions such as STEM and Math Family nights, science fair, GATE Symposium, and AVID Family Night. By fostering a culture of open communication, collaboration, and engagement, Mendez Fundamental Intermediate School hopes to create a supportive learning environment that nurtures the academic and personal growth of all its students.

Budgeted Amount:

Strategy/Activity 2

We will provide parent trainings that effectively support student success. We will actively seek parent feedback through surveys, meetings, and committees to inform our approach and ensure that we are meeting the needs of our community. We will work closely with community agencies and organizations to provide monthly workshops and support groups on topics requested by parents. To enhance the experience, we will offer Principal-led Coffee Chats on a monthly basis, providing parents with valuable information about school-wide student-focused initiatives and an opportunity to chat with our administration in a relaxed setting. These Coffee Chats will be held both in-person and on Zoom to maximize participation. We actively encourage parents to help lead and recruit for these workshops, leveraging their expertise and insights. We understand the importance of equipping parents to support their children's education, both in school and at home. That's why we offer topic-specific family workshops, led by our staff and Wellness Center, to provide parents with the tools they need to support their child's school readiness, success with the CCSS, and family learning activities at home. We will actively involve parents in the planning of these events to capitalize on their strengths and knowledge, building parent capacity in the process. In addition, we understand the importance of ensuring a smooth transition for incoming students as they move to other grades. To support this, we offer parent assistance and workshops in the spring to help them register their children for electives that are best suited to their needs. For parents of English language learners, we offer a dedicated workshop to help them navigate the reclassification process, understand the importance of the ELPAC exam, and successfully support their child's progress. We believe that by working closely with our parents, we can create a supportive and collaborative environment that helps all students achieve their potential.

Budgeted Amount:
1,000

Strategy/Activity 3

We will support families through our parent outreach program. Our school-wide initiative will identify families in need of community assistance with housing or food, and connect them with the appropriate community agencies. In addition, our counselors provide families with valuable information about community services and counseling, helping them to access the resources they need to thrive.

Budgeted Amount:

Strategy/Activity 4

To promote parent involvement and leadership, we will actively work to build capacity within our parent community. This includes supporting the creation and growth of a PTO, as well as fostering parent leadership within this group. We will actively recruit new members to join Title I committees (such as SSC and ELAC), district parent committees (such as DAC and DELAC), and other school committees. To make it easier for parents to participate, we will provide childcare as needed. We are committed to encouraging parent involvement and leadership in all parent events, meetings, and workshops. By working together, we can create a supportive and engaged community that benefits all students.

Budgeted Amount:

Total Expenditures

1,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	122,600.00
Goal Area 2, English Language Arts	33,000.00
Goal Area 3, English Learner Progress	2,000.00
Goal Area 4, Math	66,177.00
Goal Area 5, Content Area Goal	12,500.00
Goal Area 6, Parent Engagement	1,000.00
Total Funds Budgeted	237,277