

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MANN MIDDLE SCHOOL** SCHOOL

2022-23

37-68338-6059646
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Hearn, Dulcinea

Contact Person: Hearn, Dulcinea

Position: Principal

Telephone Number: 619-582-8990

Address: 4345 54th St, Mann Middle School, San Diego, CA, 92115-5336

E-mail Address: dhearn@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Mann Middle School PHONE: 619-560-4460 FAX: 6192554329

SITE CONTACT PERSON: Dr. Nea Hearn E-MAIL ADDRESS: dhearn@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/27/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.
Dr. Nea Hearn

Type/Print Name of School Principal
MICHAEL BULLINGTON

Type/Print Name of SSC Chairperson
Augustus Phiasivongsa

Type/Print Name of ELAC Representative
Monika Hazel

Type/Print Name of Area Superintendent

Nea Hearn 10/7/22

Signature of School Principal / Date
Michael Bullington 10-7-22

Signature of SSC Chairperson / Date
Augustus Phiasivongsa 10/7/22

Signature of ELAC Representative / Date
Monika Hazel 10/11/22

Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Site Plan for Student Achievement fulfills the requirements of a Title 1 School wide Program and Comprehensive Support and Improvement program.

The mission of Horace Mann Middle School is to improve the quality of life of all students and prepare them for college and career by creating respectful, actively literate, resilient learners who are ready to take on the challenges of modern life by fostering personal responsibility and resolve.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

The outlined goals within the SPSA are aligned with SDUSD's LCAP goals 1-5. All goals directly support the ESSA requirements to close academic achievement gaps for all students as well as access and opportunity gaps.

- LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District with Equity at the Core and Support for the Whole Child.
- LCAP Goal 2: Access to broad and challenging curriculum
- LCAP Goal 3: Accelerating Student Learning with High Expectations for All
- LCAP Goal 4: Quality Leadership, Teaching and Learning
- LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

The Mann SSC and ELAC met to engage educational partners.

Meeting Schedule:

February 24, 2022: FY23 Budget was approved by SSC

- September 21, 2022: Annual Title I Parent Meeting
- September 22, 2022: SSC meeting for 21-22 data review and 22-23 SPSA goals input and 22-23 CSI budget approval
- September 27, 2022: ELAC meeting for 21-22 data review and 22-23 SPSA goals input
- September 29, 2022: SSC meeting to review and approve the 22-23 SPSA

RESOURCE INEQUITIES

Mann Middle School's root cause analysis included an examination of data from: 2022 ELA and Math SBAC, Demi, FAST, Chronic Absenteeism, Attendance, Suspension and Referral, and California Healthy Kids Survey.

- 2022 overall ELA SBAC (CAASPP) indicate proficiency at 29.20% (AA Students 20.3% Hispanic Students 22.8%)
- 2022 overall Math SBAC (CAASPP) indicate proficiency at 17.00%
- 21-22 Lexile: 25% of 6th graders at or above grade level
- 21-22 Lexile: 39% of 7th graders at or above grade level
- 21-22 Lexile: 58% of 8th graders at or above grade level
- 2022 English Language Proficiency at is 10.73%
- 2022 CHKS indicate 49% of students believe there are caring adults in the school
- Suspension Rate: 13.10% (AA 25.20% Hispanic 62.20% MLLs 43.30% SWD 36.90%)
- 21-22 Cumulative Attendance: 86.87%
- 21-22 Chronically Absent: 51%

The data illuminated multiple key areas to be addressed: ELA and Math CAASPP proficiency, reading levels, English language proficiency, school climate and culture and chronic absenteeism. Based on this data we will implement a multi-pronged approach for students, adults and the environment. As a CSI school we will continue to develop effective teaching (Marzano level 2) through the implementation of a professional development plan through PLCs, coaching, structured planning, instructional rounds, and lesson studies. We will develop social emotional academic integration and competencies in adults and students and develop and cultivate a school wide restorative community and positive behavioral interventions and support. A partnership with parents and community partners will be developed to address

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Dulcinea Hearn	Principal
Michael Bullington	Classroom Teacher - Chairperson
Eric Cain	Classroom Teacher
Veronica Garayzar	Other School Staff
Molly Powell	Classroom Teacher
Annette Barnes-Rawers	Classroom Teacher
Flor Ramirez	Parent
James Toussaint	Parent
Marquez Alerte	Parent
Jama Fowsiya	Parent
V. Mai	Student
T.Vo	Student

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Throughout the 2021-2022 school year Mann Middle School made progress toward cultivating PBIS and systematized school wide behavioral expectations, quality learning interactions and quality teaching practices. The Cougar Culture committee met bi-weekly and engaged in implementing and monitoring the school wide behavioral expectations. The Transformation team expanded the social emotional academic integration school wide to include collaboration and igniting. Action steps included:

1. Continued regular reviews of Tier 1 behavior reports.
2. Professional development and data collection around the Quality Learning Interactions of collaboration and igniting.
3. professional development design with an equity lens for culturally responsive practices
4. equity framed analysis of data on referral, suspension, and implementation data impact around quality learning interactions

Based on the following strategies and actions Tier 1 classroom behavior incidents dropped drastically in the classroom from 648 in 2019-2020 to 124 in 2021-2022 school year.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to continued COVID implications related to quarantine and illness procedures we struggled keeping consistent visiting teachers on campus, forcing us to cancel numerous PLC and PD sessions. All professional learning continued to be virtual for adult staff members which impacted full implementation.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In 2022-2023 we will implement a site based equity team, parent, family, and community principal's advisory group, parent and family center, principal's student advisory group, student health and wellness center, expansion of adult wellness center, and parent/family/community liaison.

We will continue to offer mentorship through outside vendors as follows:

- 2 Pass mentors in partnership with SDCOE.
- 3 weekly groups of boys at each grade level that meet with mentors from Boys to Men a contracted vendor.
- 3 regular groups that will meet with Youth Empowerment, a contracted vendor.
- 2 School assemblies and group meetings with DETOUR/Fancy a motivational group that exposes female youth to high paying career paths.

***Identified Need**

51% of Mann students were chronically absent in 21-22 school year. Homeless students showed the highest absentee rate. The African American, socioeconomically disadvantaged, English Learner and students with disabilities student groups also showed high absentee rates.

According to the California Healthy Kids Survey, only 49% of Mann students reported feelings of having a caring adult on campus. 47% of staff reported that the school is not a safe place for students, and 44% of staff reported the environment is not a supportive and inviting place for staff to work. 12% of parents report parental involvement in school.

Black, Latinx, English Language Learners and Students disabilities are suspended at a higher rate (AA 25%, Latinx 62%, ELLs 42%, and SWD 36%).

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	decrease chronic absenteeism	14.6%	9.6%	Attendance	annually

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June 2023	7	Increase the number of students that answer pretty much and very much true to having high expectations at school.	62	80	CAL-SCHLS (CHKS)	annually
June 2023	6,7,8	Decrease the suspension rate.	7.7	5	Suspension	annually
June 2023	7	Increase the number of students that answer pretty much or very much true to having high a caring adult on campus.	49	75	CAL-SCHLS (CHKS)	annually

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Homeless/Foster	decrease chronic absence	25%	20%	Attendance	annually
June 2023	6,7,8	Socioeconomically Disadvantaged	decrease chronic absence	14.3%	9.3%	Attendance	annually
June 2023	6,7,8	Black or African American	decrease chronic absence	21.6%	16.6%	Attendance	annually
June 2023	6,7,8	English Learner	decrease chronic absence	12%	7	Attendance	annually
June 2023	6,7,8	English Learner	Suspension Rate	8.8	6	Suspension	annually
June 2023	6,7,8	Homeless/Foster	Suspension Rate	13.7	10	Suspension	annually
June 2023	6,7,8	Socioeconomically Disadvantaged	Suspension Rate	7.9	6	Suspension	annually
June 2023	6,7,8	Black or African American	Suspension Rate	9.1	6	Suspension	annually
June 2023	6,7,8	Hispanic or Latino	Suspension Rate	8.8	5	Suspension	annually
June 2023	6,7,8	Students with Disabilities	Suspension Rate	10.2	6	Suspension	annually

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June 2023	6,7,8	Students with Disabilities	decrease chronic absence	21.3%	16.3%	Chronic Absenteeism	annually
June 2023	6,7,8	Hispanic or Latino	decrease chronic absence	15.1%	10.1%	Chronic Absenteeism	annually

Supporting Black Youth - Additional Goals

- ✓ 1. Mann MS's Site Equity Team will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Mann MS is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Mann's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Mann Middle School will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Mann Middle School will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Mann Middle School's Site Equity Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Mann Middle School will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Mann Middle School will study/learn culturally responsive instructional practices, welcoming, connecting, collaboration, igniting, clarity of purpose, focus on mastery, increasing engagement and achievement of black youth and other marginalized groups.

Strategy #1: Implementing Restorative Practices

*Students to be served by this Strategy/Activity

This strategy will serve all students at Mann (tier 1) and identified students: tier 2 and 3, chronically absent students, and AA students with high suspension rates. All students at Mann will be supported through a social emotional learning component within advisory community building, academic integration, and overall campus interactions through quality learning interactions. Restorative practices will be used as a model to support students in building community, resolving conflict, and ways of being in interactions and in practicing our core values. A restorative justice department intensive site, we will partner to build skills in adults (tier 1), engage student champions (tier 2), and provide 1:1 support for tier 3 students. As a CSI school, we will partner with additional organizations to bring support to our students. The organizations will provide leadership and mentoring, as well as intervention and counseling. These partnerships will help foster connections to improve attendance, increase caring relationships with adults, and decrease suspensions.

***Strategy/Activity - Description**

To achieve this goal, our attendance staff will contact the family of each student who misses any class each day. We will also create a more inviting and welcoming school environment with the intention of making school fun.

In order to support this goal, staff will implement the following:

1. Guidance Assistant, CSA team and Admin Team will be trained in restorative practices. This will be followed by a whole school roll out of restorative practices with a focus on creating positive and caring relationships with students.
2. CSA team will support in creating a positive start to the school day through greetings and documentation of tardiness. The principal will support with an incentive program targeted on chronically late students through the HERO application.
3. CSA team and Guidance Assistant will assist in home visits to chronically late students.
4. Pass mentors will be hired to provide one on one mentorships.

Open Heart Pantry- To increase student attendance for those students in need of clean clothes and basic hygiene supplies.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F031233	Guidance Asst	0.38750	\$13,355.19	\$25,907.07	0312-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Extra guidance assistant time to support restorative justice conferences after school.
F031234	Vice Principal	0.50000	\$59,303.50	\$83,476.12	0312-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		The AP will contribute in decreasing the chronic absenteeism by participating in partnership with I Can, creating strategies to support students and parent communication: phone calls and home visits.
F03123B	Campus Security Asst	0.12500	\$4,513.88	\$8,639.53	0312-09800-00-2217-8300-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Increase and maintain campus safety with restorative approach.
	Contracted Svcs Less Than \$25K				0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0312I2	Open Heart Pantry- contractor to provide basic hygiene products for students. This enables the student to attend school improving student attendance.

Strategy #2: KOI Education/ FANCY/DETOUR

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Mann Middle has entered into contract with KOI Education in order to implement PBIS. KOI support includes monthly meetings to review data and respond to trends seen in the data. We will be using HERO an online behavior tracking app to assess the effectiveness of our PBIS plan. We will also pair the HERO points with a token economy system that will allow students to turn their good choices into rewards.

We plan to pair these PBIS systems with a targeted application of restorative practices. Our Associate Principal will hold weekly scheduled restorative circles with staff and students that have experienced difficulty in their relationship. The focus of this strategy is on teaching students to right a wrong and to breakdown tension between staff and students.

In 2021-2022 we will continue to implement and build our PBIS offerings, including the use of HERO, an online positive reinforcement tool. Any staff can use this tool to reinforce positive student behaviors seen on campus. The spirit of positive reinforcement build a positive school climate.

FANCY/DETOUR

Mann will partner with an outside vendor known as Fancy/Detour to offer African American Girls small group training on career options in high paying fields. Contract service with FANCY for support and development of girls to empower them and enhance leadership skills.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0312B2	Supplies		\$2,761.56	\$2,761.56	0312-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support Positive Behavior Interventions and Supports (PBIS).
N0312I2	Contracted Svcs Less Than \$25K		\$70,000.00	\$70,000.00	0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		KOI supports Tier 1, 2, 3 behavior system development, implementation, and sustainability to reduce suspensions and chronic absenteeism.

Strategy #3: Youth Empowerment

***Students to be served by this Strategy/Activity**

We will contract with an outside vendor to provide counseling and mentorship to our students who are struggling. The budget items are not reflected above because we are using CSI funds to provide this service.

***Strategy/Activity - Description**

Youth Empowerment offers a perspective and come from an experience that school staff cannot emulate. We believe they offer a powerful opportunity to reach our students in ways that we have not been able to. These mentors will meet with groups regularly in order to provide supportive mentorship.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0312I2	Youth Empowerment-a support group for students to decrease Tier 1, 2, 3 behavior incidents and suspensions.

Strategy #4: Boys to Men Mentorship

***Students to be served by this Strategy/Activity**

Latino and black or African American students

***Strategy/Activity - Description**

Boys to Men Mentorship teams will come to the school and provide weekly, on site mentorship meetings with groups of 20 students on Wednesdays from 8:30am to 9:25am. The groups will provide the students with an open forum to discuss challenges in school or other topics related to mental health and general well-being in the school environment.

This strategy is intended to provide our male students of color with direct access to male role models of color in an environment which is focused on their growth and development as young men. The groups will be funded through the use of CSI funds.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0312I2	Student- proactive support to empower students with positive behavior and school connectedness.

Strategy #5: Increasing Chronic Absenteeism Network (iCAN)

***Students to be served by this Strategy/Activity**
 This strategy will serve all identified chronically absent students with an emphasis on 7th grade students.

***Strategy/Activity - Description**
 We will develop an attendance task force team that will be learning and working alongside twenty other schools in an improvement network, through SDCOE, focused on reducing chronic absenteeism and improving student attendance at Mann in the 2022-23 school year.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03128X	Clerical Substitute Hrly		\$500.00	\$685.05	0312-30106-00-2456-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Additional hours to support reduction of chronic absenteeism and attendance with clerical support.
	Contracted Svcs Less Than \$25K				0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0312I2	To decrease overall chronic absenteeism by supporting adults with a systemic approach to using data to monitor attendance, home visits, targeted strategies for students, and parental support/resources.

Strategy #6: Intellectual Athlete

***Students to be served by this Strategy/Activity**
 This strategy will serve tier 2 and 3 students.

*Strategy/Activity - Description									
Intellectual Athlete counselors will serve students in two 12 week sessions for 75 minutes twice a week by tapping into the therapeutic core of sport and the creative power of play to teach young people how to self-regulate to strengthen our students' instinctive response to stress with mental health effects.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0312I2	Therapeutic core of sport and the creative power of play to teach young people how to self-regulate to strengthen our students' instinctive response to stress with mental health effects.

Strategy #7: Implement Site Equity Team

***Students to be served by this Strategy/Activity**

This strategy will serve all students with an emphasis on African-American, Latinx, English Language Learners and Students with Disabilities.

***Strategy/Activity - Description**

Develop a site equity team to provide deliberate professional learning, coaching and equity auditing that addresses barriers to learning such as racism, biases, and macroaggressions; through purposeful implementation of anti-bias and anti-racism practices to support all students, staff, and families by building capacity in staff to provide equitable learning conditions that center student and adult wellness and accelerate academic achievement and progress for all students in a safe and inclusive environment in which students feel welcomed, connected, and a sense of belonging. Our aim is to develop a system in which all adults and students identify systemic oppression, close access and opportunity gaps, and advocate for social justice.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0312EC	Supplies		\$1,379.32	\$1,379.32	0312-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies: chart paper, markers, highlighters, professional books.

Strategy 8 Building School Community, Connectedness and Belonging

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Only 49% of students reported feelings of caring adults on campus. In order to increase student connectedness and belonging, improve student-teacher relationships and experiences and develop a positive joyful climate we will engage adults and students in school wide community building and empowerment.

Some examples of community building and empowerment include school wide celebrations, empowerment and goal setting grade level assemblies and positive mental health sessions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0312GY	Contracted Svcs Less Than \$25K		\$17,000.00	\$17,000.00	0312-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	[no data]		Contract services for community building, school connectedness and positive climate development through performances, learning experiences, mental health care etc.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Mann Middle began engaging students in quality learning interactions and quality teaching practices with the adoption of our instructional framework. We implemented a series of strategies focused on improving reading scores throughout the each grade level. We intended to increase the number of students who met or exceeded the proficient level on the SBAC. Only 29.2% of students met or exceeded standards on the CAASPP taken in the spring of 2022.

During the 21-22 school year, Mann used the FAST assessment to measure student growth in reading. Our goals were based on the percentage of students that earned the College Pathway (Advanced) level on the FAST.

In the Fall of 2021 21% of students were at or above grade level and in the Winter/Spring we increased to 41% of our students were at or above grade level. Each grade level significantly increased the number of students at or above grade level. We were disappointed these reading increases did not result in higher 2022 SBAC ELA results. School wide ELA dropped from 36% met and exceeded in 2019 to 29% in 2022.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

As a CSI school, we had planned to implement lesson study cycles across all departments. Due to COVID implications of online professional learning and lack of substitute teacher staffing we were only able to execute lesson study cycles with ELA and Math departments.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Based upon our data, Mann will continue with the goal of improving overall ELA SBAC scores and FAST reading scores. We will continue toward our goal to increase all scores with a focus on Multilingual learners, Students with Disabilities, and African American students. We will implement full lesson studies, work with district coaches engaging in embedded professional learning and expand our quality learning interactions: igniting and collaborating and quality teaching practices: focus on mastery. PLCs will engage in data analysis for improved outcomes with regular common assessments and creating effective lesson designs with identified success criteria and formative assessments. Allocated funds will also support classroom supplies and equipment, additional PLC time, subs for release days for planning, professional development and instructional materials supports.

***Identified Need - English Language Arts**

Mann students overall SBAC performance is 29.2% meeting or exceeding grade level. 69% of our Multilingual learners scored at level 4 on ELPAC and 63 students were reclassified.

*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	6,7,8	increase in grade level Lexile score	41	51	FAST aReading	3x per year	
June 2023	6,7,8	increase % of students who are meeting and exceeding standards in SBAC ELA	29.2	40	CAASPP ELA	annually	
June 2023	6	increase % of students who are meeting and exceeding standards in SBAC ELA	16.4%	26.4%	CAASPP ELA	annually	
June 2023	7	increase % of students who are meeting and exceeding standards in SBAC ELA	28.2%	38.2%	CAASPP ELA	annually	
June 2023	8	increase % of students who are meeting and exceeding standards in SBAC ELA	42%	52%	CAASPP ELA	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	English Learner	decrease overall % of English language proficiency level 1	30.8	20.8	CAASPP ELA	yearly
June 2023	6,7,8	Black or African American	increase % of students meeting and exceeding ELA SBAC Standards	20.3	30.3	CAASPP ELA	annually

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June 2023	6,7,8	Hispanic or Latino	increase % of students meeting and exceeding ELA SBAC Standards	22.8	32.8	CAASPP ELA	annually
June 2023	6,7,8	Students with Disabilities	increase % of students meeting and exceeding ELA SBAC Standards	5	15	CAASPP ELA	annually
June 2023	6,7,8	Socioeconomically Disadvantaged	increase % at grade level or above Lexile score	15	30	FAST aReading	Bi-Annually
June 2023	6,7,8	English Learner	increase % at grade level or above Lexile score	14	30	FAST aReading	Bi-Annually
June 2023	6,7,8	Students with Disabilities	increase % at grade level or above Lexile score	8	16	FAST aReading	Bi-Annually
June 2023	6,7,8	Black or African American	increase % at grade level or above Lexile score	15	30	FAST aReading	Bi-Annually
June 2023	6,7,8	Hispanic or Latino	increase % at grade level or above Lexile score	33	55	FAST aReading	Bi-Annually

*Identified Need - Math

Mann Middle has set target goals for growth in 3 areas of the Demi: Knowledge, Application, and Communication. The math PLC is identifying how these areas of the Demi align to the Critical Concepts. Mann will continue with consistent staffing in the math department as well as a strong co-teaching capacity. Mann's overall SBAC performance of meeting or exceeding grade level is 17%. Students will have access to ST math all year to support meeting or exceeding grade level. Allocated funds will support math classroom supplies, additional PLC time, subs for release days for structured planning and coaching as well as instructional materials supports.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	DEMI participation rate	85	95	DEMI	Bi-Annually

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June 2023	6,7,8	Proficiency rate on the DEMI exam	32	40	DEMI	Annually
June 2023	6,7,8	CAASPP Proficiency Rate	17	30	CAASPP Math	Annually
June 2023	6,7,8	Balance in the achievement rate between knowledge, application and communications	48-30-0	60-60-60	DEMI	Annually
June 2023	6	CAASPP Proficiency Rate	14.8	24.8	CAASPP Math	Annually
June 2023	7	CAASPP Proficiency Rate	16.9	26.9	CAASPP Math	Annually
June 2023	8	CAASPP Proficiency Rate	19.3	29.3	CAASPP Math	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Black or African American	increase in DEMI proficiency	47	55	Other (Describe in Objective)	annually
June 2023	6,7,8	Hispanic or Latino	increase in DEMI proficiency	57	67	Other (Describe in Objective)	annually
June 2023	6,7,8	Students with Disabilities	increase in DEMI proficiency	34	40	Other (Describe in Objective)	annually
June 2023	6,7,8	English Learner	increase in DEMI proficiency	43	50	Other (Describe in Objective)	annually
June 2023	6,7,8	Homeless/Foster	increase in DEMI proficiency	50	60	Other (Describe in Objective)	annually
June 2023	6,7,8	Black or African American	Increase proficiency on Math SBAC	20	30	CAASPP Math	annually
June 2023	6,7,8	Hispanic or Latino	Increase proficiency on Math SBAC	22.8	32.8	CAASPP Math	annually

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June 2023	6,7,8	Students with Disabilities	Increase proficiency on Math SBAC	3.1	32.8	CAASPP Math	annually
June 2023	6,7,8	English Learner	Increase proficiency on Math SBAC	8	18	CAASPP Math	annually
June 2023	6,7,8	Homeless/Foster	Increase proficiency on Math SBAC	17.3	27	CAASPP Math	annually

***Identified Need - English Learners**

10.73% of Multilingual learners at Mann were proficient on the summative ELPAC in 21-22.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	English Learner	increase % of overall proficiency on ELPAC	10	20	Summative ELPAC	annually
June 2023	6-8	English Learner	increase proficiency in ELA SBAC	8	18	Other (Describe in Objective)	annually
June 2023	6-8	English Learner	increase proficiency in Math SBAC	3.5	13.5	Other (Describe in Objective)	annually

***Identified Need - Graduation/Promotion Rate**

This is a retention strategy. In the past, Mann has held a 100% promotion rate and we want to keep that number.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	8	Maintain Promotion Rate	100	100	Graduation/Promotion	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	8	English Learner	Promotion to high school	100	100	Graduation/Promotion	annual
June 2023	8	Students with Disabilities	promotion to high school	100	100	Graduation/Promotion	annual
June 2023	8	Black or African American	promotion to high school	100	100	Graduation/Promotion	annual

Strategy #1 English Language Support Classes for English Learners

***Students to be served by this Strategy/Activity**

All students including English learners who earned a 1 or 2 on the CAASPP in ELA, but do not receive special education services.

***Strategy/Activity - Description**

English learners will be scheduled into English Language Development courses tailored to their English development need including ELD 1, ELD 2, ELD 3, and Academic Language Development (ALD) with significantly smaller class sizes and tailored curriculum. Mann Middle will provide courses to address ELD proficiency that include access to both designated and integrated ELD supports. The courses will be offered during the school day in lieu of an elective. Teachers assigned to these courses will be given curriculum and training in support of EL advancement.

English teachers will be given funds to buy high interest readers and reading levels matching those of our English Learners. The intent is to increase students' interest in independent reading and time engaged in reading activities throughout their day.

For our English learners and students with special needs we will be purchasing classroom libraries and guided reading materials, including books on tape intended to be combined with books in hand, additional classroom materials and supports and professional learning.

For our English Learners we will be purchasing a special curriculum and provide structured planning time for teachers with release days and coaching.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F031236	Regular Teacher - NEW POSN, SBB2538267	0.40000	\$36,903.60	\$45,866.38	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		.4 ELD/ALD teacher (newcomers)

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F03123E	Regular Teacher	0.80000	\$73,807.20	\$107,373.56	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Teacher for ALD/ELD.
F03123F	Regular Teacher	0.20000	\$18,451.80	\$26,843.39	0312-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Teacher for ALD/ELD.
N0312HU	Software License		\$1.00	\$1.00	0312-30100-22-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Purchase scholastic level readers.
N0312HY	Other Nonclsrn PARAS Hrly		\$4,000.00	\$5,480.40	0312-09800-00-2955-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Additional Para support will be available for 1:1 support and intervention.
N0312HZ	Prof&Curriclm Dev Vist Tchr		\$16,154.00	\$20,000.26	0312-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Provide subs for teachers for release for professional development and structured planning.
N0312I3	Software License		\$40,000.00	\$40,000.00	0312-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Purchase software license for Achieve 3000 / Actively Learn ELA

***Additional Supports for this Strategy/Activity**

This strategy is supported through a variety of Tier One instructional supports. We will use CSI Funds to dramatically increase our students' access to reading materials through the following:

1. A school wide license for Actively Learn, a highly regarded reading program that is adapted to the student's reading level.
2. \$3000 worth of books for our new ALD classroom.
3. Time for teachers to plan their curriculum to pair between Amplify and Actively Learn
4. Additional para support will be made available for 1:1 support and interventions.

Strategy #2 Increase Reading and Learning Materials Access at Home

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

We know that students engaging with reading materials that are well suited to both interest and ability, reading scores rise. We will make every effort to increase access to books that are multi-leveled and represent a variety of racial and ethnic backgrounds. Library tech will support students in selecting appropriate reading materials based on student interest and assessed reading level.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03123D	School Library Techn II	0.20000	\$8,984.00	\$12,337.64	0312-09800-00-2230-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Library tech support to ensure students' access to books and chrome books to serve as in school and at home learning materials.
N031217	Supplies		\$39,054.00	\$39,054.00	0312-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Purchase culturally relevant books and materials for classroom libraries.

Strategy #3 Effective Teaching and Development

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Based upon our data, Mann will continue with the goal of improving overall ELA and Math SBAC scores, FAST reading scores and DEMI scores. We will continue toward our goal to increase all scores with a focus on Multilingual learners, Students with Disabilities, and African American students to improve student performance in all areas. We will implement full lesson studies, work with district coaches engaging in embedded professional learning and expand our quality learning interactions: igniting and collaborating and quality teaching practices: focus on mastery. PLCs will engage in data analysis for improved outcomes with regular common assessments and creating effective lesson designs with identified success criteria and formative assessments.

Suggested local conferences include AVID, SD County Equity Conference, CABE Conference, Math/Science and Cue conference and other based on staff requested need.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03129M	Conference Local		\$2,000.00	\$2,000.00	0312-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Professional development conferences.
N0312HT	Conference Local		\$3,375.00	\$3,375.00	0312-30100-22-5209-1000-	Title I Basic Program	[no data]		conference attendance for professional learning and development

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					1110-01000-0000				
N0312HW	Short Term Leave Visiting Tchr		\$1,000.00	\$1,238.10	0312-30106-00-1162-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Budget will be repurposed to Non teacher classroom hourly through a transfer form, SSC will be notified to get approval. Teachers to do curriculum planning after school hours.
N031210	Prof&Curriclm DevHrlyClstrmTchr		\$4,038.00	\$4,999.45	0312-31820-23-1170-2130-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Additional hours to develop curriculum, structured planning, professional development, service to systemic goals for academic improvement.
N031211	Non Clstrm Tchr Hrly		\$32,308.00	\$40,000.54	0312-31820-23-1957-2130-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Participation in PLC and development of curriculum.
N031214	Conference Local		\$15,000.00	\$15,000.00	0312-31820-23-5209-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Pay for teachers to attend AVID conference.

Strategy #4 ELA and Math Intervention Classes

*Students to be served by this Strategy/Activity

All students, African American, Hispanic, and student with a disability, as well as English Language Learners. Any student that did not show a minimum level of understanding on the DEMI or class grades that has a space in their schedule.

*Strategy/Activity - Description

We will provide 3 extra FTE within the master schedule focused on Math and ELA. Our objectives are to lower class size, provide intervention classes for students that do not perform well and to increase the teacher time per student.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F031237	Regular Teacher	1.00000	\$92,259.00	\$134,216.96	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Math teacher to lower class size.
F03123A	Regular Teacher	0.40000	\$36,903.60	\$53,686.78	0312-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		English Teacher for class size reduction.

***Additional Supports for this Strategy/Activity**

In addition to the Title One dollars used to foster academic growth in our school, Mann will use our CSI funds to augment our math program through the use of Enhanced Math. We will provide time for teachers to reflect on student performance related to the DEMI and plan for reteaching opportunities.

Strategy #5 DEMI Assessment Review

***Students to be served by this Strategy/Activity**

This strategy will serve Multilingual Learners, students with Disabilities, Homeless and Foster Youth and African American students.

***Strategy/Activity - Description**

We plan to provide two one day planning session with teachers in which they we complete the following:

- a full review of DEMI assessment data
- write a plan for intervention where needed
- a plan for item and error analysis lessons related to items on the DEMI

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0312-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0312HZ	Provide subs for teachers for full day structured planning days.

Strategy #6 IEP Progress Monitoring and Reading Intervention

***Students to be served by this Strategy/Activity**

Students with disabilities.

***Strategy/Activity - Description**

- In support of this goal, we are committed to the following:
1. Classroom observation and feedback performed by all school admin specifically supporting co-teaching and best practices in working with students with disabilities.
 2. Special education teachers will be given time to plan lessons with co-teaching partners.
 3. The AP will be used to provide strategic scheduling of students with special needs.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F031235	Vice Principal	0.50000	\$59,303.50	\$83,476.12	0312-09800-00-1309-2700-0000-01000-0000	LCFF Intervention Support	English Learners		AP support for ELL intervention for students and professional development coaching for teachers.
*Additional Supports for this Strategy/Activity									
Students with special needs will have access to our academic programs like Actively Learn, our classroom libraries and reading spaces, all aimed and increasing their interest in reading.									
Strategy #7 Fieldtrips and Extended Learning									
*Students to be served by this Strategy/Activity									
All students with equitable access for multi-lingual learners, students with disabilities, African Americans and Hispanic students.									
*Strategy/Activity - Description									
In order to deepen classroom learning and understanding with real world connections and application we will offer field trips.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0312I6	Interprogram Svcs/Field Trip		\$10,000.00	\$10,000.00	0312-31820-23-5735-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		College campus field trips, California Science Museum, AA history museum, Museum of Tolerance etc.

Strategy #8 Makerspace Development

***Students to be served by this Strategy/Activity**

All students; with a specified access, opportunity and support for multilingual learners.

***Strategy/Activity - Description**

Provide a learning environment in which multilingual learners have access to engage in interactive standards based learning to develop knowledge, understanding and skills. We will continue to develop, maintain, and support the makerspace. We will maintain the lab through providing compatible equipment for student access and use in developing reading, writing and oral language skills through hands on application in engineering, robotics, and computer science to build proficiency on ELPAC.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03123E	Equipment Non Capitalized		\$1,832.76	\$1,832.76	0312-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Purchase computer and printer for makerspace.
N0312I8	Equipment Non Capitalized		\$7,000.00	\$7,000.00	0312-31820-23-4491-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Students will build reading, writing, and language skills while engaging in basic engineering, robotics, and computer science.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Mann made effort to increase parent engagement in 21-22 with the following:

- Computer Basics, helping parents understand computers and go on to understand Parent Portal and internet safety
- Expanded the languages of letter that go out to parents about promotion.
- Increased outreach to organizations that may fill language gaps or the parents feel more comfortable working with.

CHKS data revealed that 75% of parents strongly agreed or agreed that they feel welcomed to participate at the school. Only 23% of parents feel communication from the school is strong. 100% of the parents surveyed said they did not serve on a committee.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We chose not to employ PIQE as a partner for parents due to low interest the previous year.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In 22-23 school year Mann will launch a parent and community center in which parents will have space to gather, collaborate, perform volunteer work, and engage in parent presentations for learning and gaining information. Parents will be supported with childcare as needed. Intentional parent recruitment for participation in events and service on committees and teams will be implemented and participation data will be monitored to continuously assess needs and participation. A principal's parent and community advisory group will be implemented to gain regular input for needs and support for

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students and families and to have a voice in decision making. Special recruitment will be organized to increase parent and family participation on committees and teams. A hybrid model of in person and online access will be offered for participation. Services will be utilized for translation and interpretation from outside organizations. Partnerships with community groups will be formed to perform services for students, staff, and families.

***Identified Need**

Allocations to support parent and family engagement are needed to provide presentations, childcare, communication, and basic hygiene and wellness needs. Parent voice and participation are needed on committees, teams, student shadowing, PTA creation and key decision making with the principal.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	increase % of family participation on committees and teams	16%	100%	Other - Describe in objective
June 2023	SGT	increase % of family participation on committees and teams	0%	100%	Other - Describe in objective
June 2023	Other (Describe in Objective)	increase % of family participation on committees and teams: Principal's Parent and Family Advisory Group	0%	100%	Other - Describe in objective
June 2023	ELAC	increase % of family participation on committees and teams	0%	100%	Other - Describe in objective
June 2023	PTA	Create a PTA	0%	100%	Other - Describe in objective

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SGT	increase % of parent and community attendance	0%	100%	Meeting Attendance
June 2023	SSC	increase % of parent and community attendance	16%	100%	Committee Attendance
June 2023	ELAC	increase % of parent and community attendance	0%	100%	Committee Attendance
June 2023	Other (Describe in Objective)	increase % of family participation on committees and teams:	0%	100%	Meeting Attendance

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		Principal's Parent and Family Advisory Group			
June 2023	PTA	Create a PTA	0%	100%	Other - Describe in Objective

Parent Meetings

*Families to be served by this Strategy/Activity

All families.

*Strategy/Activity - Description

In 22-23 school year Mann will launch a parent and community center in which parents will have space to gather, collaborate, perform volunteer work, and engage in parent presentations for learning and gaining information. Parents will be supported with childcare as needed. Intentional parent recruitment for participation in events and service on committees and teams will be implemented and participation data will be monitored to continuously assess needs and participation. A principal's parent and community advisory group will be implemented to gain regular input for needs and support for students and families and to have a voice in decision making. Special recruitment will be organized to increase parent and family participation on committees and teams. Parents will be supported in creating a PTA. A hybrid model of in person and online access will be offered for participation. Services will be utilized for translation and interpretation from outside organizations. Partnerships with community groups will be formed to perform services for students, staff, and families.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03123C	School Clerk I	0.15000	\$5,700.45	\$10,761.01	0312-09800-00-2401-2700-0000-01000-0000	LCFF Intervention Support	English Learners		Increase parent involvement and communication, enhance attendance, and enrollment
N03125Q	In-service supplies		\$1,818.00	\$1,818.00	0312-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments provided at parent meetings such as coffee, cookies, plates, etc.
N0312ER	Tech Professional OTBS Hrly		\$2,000.00	\$2,740.20	0312-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Interpreters to provide services at parent meetings before or after school hours.
N0312HF	Postage Expense		\$1,469.80	\$1,469.80	0312-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To send out letters for the purpose of communicating with families.

Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0312HV	Supplies		\$51.00	\$51.00	0312-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		To provide additional parent learning meeting supplies and light refreshments as needed.
N0312I5	Interprogram Svcs/Duplicating		\$700.00	\$700.00	0312-31820-23-5721-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Services for printed posters, flyers, envelopes with school address information, informational brochures etc.

Strategy #1 Talking Points

*Families to be served by this Strategy/Activity

All families with a preference for a language other than English.

*Strategy/Activity - Description

Talking points is a digital platform that allows messages to be interpreted in transit. Teachers will be able to send a text message to a parent in English, Talking point translates it, then it is delivered in the student's home language. Parents respond and the process is reversed. We believe parent contact is the key to keeping students accountable for their work in school and this tool will connect Mann to the families like never before.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0312-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0312I2	Communication with parents in multiple languages. Sends messages to parents for any academic purpose.

Strategy #2 Create Principal's Parent and Family Advisory Group

*Families to be served by this Strategy/Activity

All Mann families will be positively impacted by this strategy.

*Strategy/Activity - Description

We will develop a cultural advisory group representative of all Mann families to ensure we include all voices. This group will meet approximately 6 times per year to advice school site administrator on parent and family needs to support their students and general informational sessions.

Strategy #3 Create Parent and Family Center On-Site

***Families to be served by this Strategy/Activity**

All Mann families will be positively impacted by this strategy.

***Strategy/Activity - Description**

Mann will launch a parent and community center in which parents will have space to gather, collaborate, perform volunteer work, and engage in parent presentations for learning and gaining information. Parents will be supported with childcare as needed.

ELL Parent Involvement for Academic Improvement

***Families to be served by this Strategy/Activity**

Mann Middle will create two parent nights designed to train parents of English Learners how to use our online tools in the home.

***Strategy/Activity - Description**

Parents will be trained in how to support their students from home using Actively Learn, and online reading platform through 3 night time meetings that include all of the EL parents on Zoom, delivered by our current EL teachers.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0312HX	Classroom Teacher Hrly		\$5,800.00	\$7,180.98	0312-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Pay teachers to provide training for parents after school for Actively Learn.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Mann Middle School Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 368,927
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 246,754
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 888,352

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 138,201
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 138,201

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 134,470
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 134,470

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 888,352

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Mann Middle School	09800 LCFF Intervention Support	Campus Security Asst	2217 Campus Security Assistant	Campus Security Assistant	0.125	\$4,513.88
Mann Middle School			3000 Benefits		0	\$4,125.65
Mann Middle School		Campus Security Asst Total			0.125	\$8,639.53
Mann Middle School		School Clerk I	2401 Clerical OTBS	Clerical OTBS	0.15	\$5,700.45
Mann Middle School			3000 Benefits		0	\$5,060.56
Mann Middle School		School Clerk I Total			0.15	\$10,761.01
Mann Middle School		School Library Techn II	2230 Libry Media & Tech OTBS	Libry Media & Tech OTBS	0.2	\$8,984.00
Mann Middle School			3000 Benefits		0	\$3,353.64
Mann Middle School		School Library Techn II Total			0.2	\$12,337.64
Mann Middle School		Vice Principal	1309 Vice-Principal	Vice-Principal	0.5	\$59,303.50
Mann Middle School			3000 Benefits		0	\$24,172.62
Mann Middle School		Vice Principal Total			0.5	\$83,476.12
Mann Middle School		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$5,800.00
Mann Middle School			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	0	\$4,000.00
Mann Middle School			3000 Benefits		0	\$2,861.38
Mann Middle School			4301 Supplies	Supplies	0	\$2,761.56
Mann Middle School			4491 Equipment Non Capitalized	Equipment Non Capitalized	0	\$1,832.76
Mann Middle School			5209 Conference Local	Conference Local	0	\$2,000.00
Mann Middle School		(blank) Total			0	\$19,255.70
Mann Middle School	09800 LCFF Intervention Support Total				0.975	\$134,470.00
Mann Middle School	30100 Title I Basic Program	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	2.6	\$239,873.40
Mann Middle School			3000 Benefits		0	\$101,270.28
Mann Middle School		Regular Teacher Total			2.6	\$341,143.68
Mann Middle School		(blank)	4301 Supplies	Supplies	0	\$1,379.32
Mann Middle School			5209 Conference Local	Conference Local	0	\$3,375.00
Mann Middle School			5841 Software License	Software License	0	\$1.00
Mann Middle School			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$17,000.00
Mann Middle School		(blank) Total			0	\$21,755.32
Mann Middle School	30100 Title I Basic Program Total				2.6	\$362,899.00
Mann Middle School	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$2,000.00
Mann Middle School			3000 Benefits		0	\$740.20
Mann Middle School			4304 Inservice supplies	Inservice supplies	0	\$1,818.00
Mann Middle School			5920 Postage Expense	Postage Expense	0	\$1,469.80
Mann Middle School		(blank) Total			0	\$6,028.00
Mann Middle School	30103 Title I Parent Involvement Total				0	\$6,028.00
Mann Middle School	30106 Title I Supplmnt Prog Imprvmnt	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.3875	\$13,355.19
Mann Middle School			3000 Benefits		0	\$12,551.88
Mann Middle School		Guidance Asst Total			0.3875	\$25,907.07
Mann Middle School		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.2	\$18,451.80
Mann Middle School			3000 Benefits		0	\$8,391.59
Mann Middle School		Regular Teacher Total			0.2	\$26,843.39
Mann Middle School		Vice Principal	1309 Vice-Principal	Vice-Principal	0.5	\$59,303.50
Mann Middle School			3000 Benefits		0	\$24,172.62
Mann Middle School		Vice Principal Total			0.5	\$83,476.12
Mann Middle School		(blank)	1162 Short Term Leave Visiting Tchr	Short Term Leave Visiting Tchr	0	\$1,000.00
Mann Middle School			2456 Clerical Substitute Hrly	Clerical Substitute Hrly	0	\$500.00
Mann Middle School			3000 Benefits		0	\$423.15
Mann Middle School			4301 Supplies	Supplies	0	\$51.00
Mann Middle School		(blank) Total			0	\$1,974.15
Mann Middle School	30106 Title I Supplmnt Prog Imprvmnt Total				1.0875	\$138,200.73
Mann Middle School	31820 ESSA Schl Imp (CSI) Funding	(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$4,038.00
Mann Middle School			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$16,154.00
Mann Middle School			1957 Non Clstrm Tchr Hrly	Non Clstrm Tchr Hrly	0	\$32,308.00
Mann Middle School			3000 Benefits		0	\$12,500.25
Mann Middle School			4301 Supplies	Supplies	0	\$39,054.00
Mann Middle School			4491 Equipment Non Capitalized	Equipment Non Capitalized	0	\$7,000.00
Mann Middle School			5209 Conference Local	Conference Local	0	\$15,000.00
Mann Middle School			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	\$700.00
Mann Middle School			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$10,000.00
Mann Middle School			5841 Software License	Software License	0	\$40,000.00
Mann Middle School			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$70,000.00
Mann Middle School		(blank) Total			0	\$246,754.25
Mann Middle School	31820 ESSA Schl Imp (CSI) Funding Total				0	\$246,754.25

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Mann Middle School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, *Mann Middle School* has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

The policy was developed with input from parents at our Mann Middle School SSC meeting on September 29, 2022

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how *Mann Middle School* shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Mann's Title 1 parent meeting will be held in Mann's auditorium during Back to School Night on September 21, 2022

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Mann Middle will hold meetings both in person and on Zoom to increase parent participation. Our PIQE (Parent Institute for Quality Education), will be held in person and on zoom at night. We will also have ongoing parent circles as well as parent trainings (PowerSchool, etc.) in person in the Parent & Family Center (room in the library). Our SSC, ELAC and SGT meetings will be held on zoom. The following dates have been scheduled for parent meetings: 9.8.22, 10.12.22, 11.10.22, 12.15.22, 1.12.23, 2.15.23, 3.16.23, 4.12.23, 5.11.23, 6.7.23..

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Our SSC meetings are open to the public. Parents are welcome and encouraged to join the meetings on zoom to give input into the Title 1 program and school policies.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Parents can receive information about our Title 1 program through our recorded Title 1 meeting sent to parents. Parents can reach out to Administration with additional questions.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Our course syllabi will be shared with parents on our Mann Family Center website. Parents can also attend the PowerSchool Parent Portal workshops. With PowerSchool parents can monitor grades and attendance and also have access to standardized test scores.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents are invited to and encouraged to attend and participate in parent conferences, IEP meetings, 504 meetings, and SST meetings about student progress. Our SSC, SGT and ELAC meetings are held on zoom to encourage parent participation.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

The SPSA, as well as the supporting documents, is shared with the parents in the monthly S'more newsletter in October. Parents can reply using the S'more platform to the newsletter items. They can also email the Principal as needed.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Our parent circles held twice a month in school may cover topics such as state testing, supporting Multilingual Learners and navigating the Critical Concepts and Standard-Based grading. Through involvement in PIQE, parents will learn more about the pathway to college.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Mann has a parent and family informational page on the school's website to help parents navigate what is going on at school.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Mann teachers use PowerSchool to communicate with parents via grade book and the automated call. Parents can also email Mann teachers using this system. Mann staff reach out to families with home visits, postcards, phone calls, Talking Points platform, and other items sent home in the mail. Mann also communicates with students and parents via our monthly S'more newsletter.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Mann has a parent and family center in the library. We encourage parents to join us for our workshops, parent circles, trainings, and informational meetings that are hosted in this space. To support the involvement of all parents, we also hold meetings on zoom and provide interpretation services.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Our School Messenger calls and emails are translated for parents using the Power School system and Global Village partners. In addition, our S'more weekly newsletter can be translated into any language available on Google.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Mann continues to use zoom as a way to increase parent involvement.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Mann, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Parents have the option to schedule IEP meetings as well as 504 and SST meetings on zoom. We want to continue to offer online and in person options to support parent involvement in the school.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Mann Middle School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Standards based lesson planning that is aligned with assessment, textbooks, and district provided curriculum.
- AVID, ELL and QTEL strategies across all curriculum areas
- Teachers and administrators regularly meet to collaborate, discuss researched-based teaching practices and plan lessons to ensure high quality instruction in a rich learning environment.
- Mann offers a series of reforms and programs aimed to support students to reach state academic standards.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Regular parent meetings held via Zoom with interpretation and/or in Person

- Teachers and/or parents will schedule a conference based upon the student's individual needs.
- Student Study Teams are held to support students who have behavioral or academic challenges.
- Grade Connect meetings will be held in Fall and Spring
- IEP meetings are conducted as mandated
- 504 plans are held and reviewed on an ongoing basis.
- SART/SARB meetings are held for students with issues with tardiness and attendance.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- Semester report cards are issued two times a year.
- All progress reports will be distributed four times a year to students and available through PowerSchool Parent Portal.
- Parents are able to contact teachers via phone, voice-mail, email, written notice or schedule a meeting to monitor their child's progress.
- Teachers may send home additional printouts of grades and students' progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- There are many opportunities for parents to volunteer and participate in their child's education; governance committees, special events, parent organizations, and in classrooms. Parents must arrange in advance 24 hours with individual teachers for classroom visits.
- The school needs parent representatives to advise the school and offer their perspective on the following committees: School Governance Team (SGT), School Site Council (SSC), English Learner Advisory Council (ELAC), District Advisory Committee (DAC) and Parents Advisory Group.
- Parents may contact the school at (619) 560-4460.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- School will utilize the School Messenger All-Call System, emails, S'more electronic newsletter and Instagram to update information and share events.
- The Talking Points has been purchased by the school site; this is a way the staff, and teachers could communicate with the parents in the family primary language.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found

at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mann
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	618	35.6	651	32.4	697	33.9	683	36.3	695	29.2	-6.4	-7.1	622	27.8	712	23.3	708	23.0	716	24.2	698	17.0	-10.8	-7.2
Female	286	39.9	287	38.7	339	38.1	313	42.5	318	35.2	-4.7	-7.3	291	29.2	320	25.3	343	21.9	331	25.7	321	18.4	-10.8	-7.3
Male	332	31.9	364	27.5	358	29.9	370	31.1	377	24.1	-7.8	-7.0	331	26.6	392	21.7	365	24.1	385	22.9	377	15.9	-10.7	-7.0
African American	103	23.3	105	21.0	144	25.7	146	26.7	138	20.3	-3.0	-6.4	103	11.7	142	10.6	144	12.5	156	14.7	144	9.0	-2.7	-5.7
Asian	47	31.9	45	17.8	38	28.9	150	57.3	135	54.8	22.9	-2.5	47	29.8	48	20.8	40	20.0	155	48.4	135	37.8	8.0	-10.6
Filipino	3	-	2	-	0	-	1	-	7	-	-	-	3	-	2	-	0	-	1	-	7	-	-	-
Hispanic	308	30.2	338	27.5	364	27.7	343	30.6	373	22.8	-7.4	-7.8	309	23.9	349	21.8	369	20.9	359	17.0	372	10.8	-13.1	-6.2
Native American	0	-	0	-	2	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Pacific Islander	1	-	2	-	2	-	2	-	2	-	-	-	1	-	2	-	2	-	2	-	1	-	-	-
White	14	28.6	15	33.3	14	35.7	13	38.5	20	30.0	1.4	-8.5	14	35.7	19	10.5	15	13.3	13	38.5	20	30.0	-5.7	-8.5
Multiracial	30	46.7	28	50.0	23	47.8	26	42.3	19	31.6	-15.1	-10.7	31	19.4	30	26.7	23	21.7	28	25.0	18	27.8	8.4	2.8
English Learner	187	5.3	173	4.6	192	3.6	195	6.7	251	8.0	2.7	1.3	193	5.7	234	4.7	205	4.4	223	5.8	259	3.5	-2.2	-2.3
English-Speaking	431	48.7	477	42.3	504	45.2	488	48.2	444	41.2	-7.5	-7.0	429	37.8	477	32.3	502	30.5	493	32.5	439	25.1	-12.7	-7.4
Reclassified†	227	63.0	303	46.2	331	48.3	314	51.0	246	48.4	-14.6	-2.6	226	50.9	301	37.5	331	35.0	314	34.4	245	29.0	-21.9	-5.4
Initially Eng. Speaking	204	32.8	174	35.6	173	39.3	174	43.1	198	32.3	-0.5	-10.8	203	23.2	176	23.3	171	21.6	179	29.1	194	20.1	-3.1	-9.0
Econ. Disadv.*	585	35.6	612	31.4	669	33.5	649	35.7	623	28.4	-7.2	-7.3	587	27.8	671	22.8	680	22.9	680	24.0	623	16.7	-11.1	-7.3
Non-Econ. Disadv.	33	36.4	39	48.7	28	42.9	34	47.1	72	36.1	-0.3	-11.0	35	28.6	41	31.7	28	25.0	36	27.8	75	20.0	-8.6	-7.8
Gifted	113	61.1	116	62.1	127	58.3	115	73.0	56	67.9	6.8	-5.1	114	60.5	116	51.7	127	52.0	114	59.6	57	56.1	-4.4	-3.5
Not Gifted	505	29.9	535	26.0	570	28.4	568	28.9	639	25.8	-4.1	-3.1	508	20.5	596	17.8	581	16.7	602	17.4	641	13.6	-6.9	-3.8
With Disabilities	72	2.8	78	3.8	90	4.4	102	4.9	127	3.1	0.3	-1.8	72	2.8	78	2.6	89	6.7	105	1.9	128	2.3	-0.5	0.4
WO Disabilities	546	39.9	573	36.3	607	38.2	581	41.8	568	35.0	-4.9	-6.8	550	31.1	634	25.9	619	25.4	611	28.0	570	20.4	-10.7	-7.6
Homeless	26	23.1	33	18.2	40	20.0	52	25.0	75	17.3	-5.8	-7.7	25	12.0	38	10.5	40	10.0	57	15.8	54	14.8	2.8	-1.0
Foster	0	-	7	-	5	-	4	-	0	-	-	-	5	-	7	-	4	-	4	-	5	-	-	-
Military	9	-	4	-	6	-	10	40.0	9	-	-	-	9	-	4	-	6	-	10	20.0	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mann
Grade 6

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	183	31.7	223	25.6	241	32.4	0	-	225	16.4	-15.3	-	186	31.7	244	22.1	247	27.1	248	26.6	230	14.8	-16.9	-11.8
Female	79	34.2	105	31.4	123	35.8	0	-	97	27.8	-6.4	-	79	31.6	121	20.7	124	29.0	104	30.8	100	21.0	-10.6	-9.8
Male	104	29.8	118	20.3	118	28.8	0	-	128	7.8	-22.0	-	107	31.8	123	23.6	123	25.2	144	23.6	130	10.0	-21.8	-13.6
African American	26	26.9	37	21.6	50	30.0	0	-	53	13.2	-13.7	-	26	23.1	50	18.0	51	13.7	63	15.9	57	8.8	-14.3	-7.1
Asian	16	25.0	6	-	15	46.7	0	-	37	37.8	12.8	-	16	18.8	7	-	15	40.0	50	48.0	37	37.8	19.0	-10.2
Filipino	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Hispanic	102	24.5	121	18.2	126	20.6	0	-	119	11.8	-12.7	-	103	26.2	126	18.3	128	25.0	115	20.9	121	9.9	-16.3	-11.0
Native American	0	-	0	-	2	-	0	-	1	-	-	-	0	-	0	-	2	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
White	5	-	6	-	4	-	0	-	7	-	-	-	5	-	6	-	5	-	7	-	7	-	-	-
Multiracial	7	-	11	72.7	7	-	0	-	5	-	-	-	8	-	12	58.3	7	-	11	27.3	5	-	-	-
English Learner	69	8.7	58	5.2	58	3.4	0	-	97	5.2	-3.5	-	71	5.6	79	1.3	63	4.8	91	5.5	104	4.8	-0.8	-0.7
English-Speaking	114	45.6	165	32.7	183	41.5	0	-	128	25.0	-20.6	-	115	47.8	165	32.1	184	34.8	157	38.9	126	23.0	-24.8	-15.9
Reclassified†	62	56.5	106	28.3	117	42.7	0	-	60	30.0	-26.5	-	62	62.9	105	27.6	118	40.7	92	42.4	61	31.1	-31.8	-11.3
Initially Eng. Speaking	52	32.7	59	40.7	66	39.4	0	-	68	20.6	-12.1	-	53	30.2	60	40.0	66	24.2	65	33.8	65	15.4	-14.8	-18.4
Econ. Disadv.*	175	31.4	209	23.9	235	32.8	0	-	206	16.5	-14.9	-	177	31.6	229	21.0	241	27.0	241	27.0	208	14.9	-16.7	-12.1
Non-Econ. Disadv.	8	-	14	50.0	6	-	0	-	19	15.8	-	-	9	-	15	40.0	6	-	7	-	22	13.6	-	-
Gifted	33	39.4	45	57.8	46	60.9	0	-	11	18.2	-21.2	-	34	58.8	45	48.9	46	63.0	29	65.5	12	41.7	-17.1	-23.8
Not Gifted	150	30.0	178	17.4	195	25.6	0	-	214	16.4	-13.6	-	152	25.7	199	16.1	201	18.9	219	21.5	218	13.3	-12.4	-8.2
With Disabilities	28	3.6	31	0.0	45	2.2	0	-	46	0.0	-3.6	-	28	7.1	30	0.0	44	6.8	36	2.8	47	0.0	-7.1	-2.8
WO Disabilities	155	36.8	192	29.7	196	39.3	0	-	179	20.7	-16.1	-	158	36.1	214	25.2	203	31.5	212	30.7	183	18.6	-17.5	-12.1
Homeless	8	-	12	25.0	20	15.0	0	-	25	4.0	-	-	9	-	15	20.0	20	10.0	21	9.5	18	22.2	-	12.7
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	0	-	1	-	0	-	4	-	-	-	5	-	0	-	1	-	3	-	2	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mann
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	206	38.8	203	37.4	239	31.8	0	-	227	28.2	-10.6	-	205	30.7	225	27.1	241	20.3	233	27.9	225	16.9	-13.8	-11.0
Female	91	48.4	82	43.9	114	35.1	0	-	108	34.3	-14.1	-	95	36.8	92	33.7	115	20.0	118	27.1	108	18.5	-18.3	-8.6
Male	115	31.3	121	33.1	125	28.8	0	-	119	22.7	-8.6	-	110	25.5	133	22.6	126	20.6	115	28.7	117	15.4	-10.1	-13.3
African American	37	18.9	31	25.8	57	22.8	0	-	41	22.0	3.1	-	38	7.9	42	14.3	57	14.0	45	22.2	42	14.3	6.4	-7.9
Asian	14	28.6	17	17.6	7	-	0	-	44	61.4	32.8	-	14	28.6	19	26.3	7	-	50	60.0	44	40.9	12.3	-19.1
Filipino	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Hispanic	96	34.4	109	33.0	125	27.2	0	-	130	16.9	-17.5	-	94	26.6	113	24.8	126	17.5	122	17.2	128	7.8	-18.8	-9.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
White	2	-	5	-	1	-	0	-	4	-	-	-	2	-	7	-	1	-	5	-	4	-	-	-
Multiracial	9	-	9	-	9	-	0	-	6	-	-	-	9	-	9	-	9	-	8	-	5	-	-	-
English Learner	62	4.8	53	1.9	74	1.4	0	-	81	7.4	2.6	-	63	6.3	73	4.1	76	1.3	59	6.8	81	1.2	-5.1	-5.6
English-Speaking	144	53.5	149	49.7	165	45.5	0	-	146	39.7	-13.8	-	142	41.5	151	37.7	165	29.1	174	35.1	144	25.7	-15.8	-9.4
Reclassified†	68	70.6	94	56.4	108	48.1	0	-	82	40.2	-30.4	-	68	51.5	94	48.9	108	27.8	112	40.2	80	28.7	-22.8	-11.5
Initially Eng. Speaking	76	38.2	55	38.2	57	40.4	0	-	64	39.1	0.9	-	74	32.4	57	19.3	57	31.6	62	25.8	64	21.9	-10.5	-3.9
Econ. Disadv.*	194	39.2	192	37.0	227	30.0	0	-	205	28.3	-10.9	-	193	31.1	213	26.8	229	19.7	220	28.2	203	16.3	-14.8	-11.9
Non-Econ. Disadv.	12	33.3	11	45.5	12	66.7	0	-	22	27.3	-6.0	-	12	25.0	12	33.3	12	33.3	13	23.1	22	22.7	-2.3	-0.4
Gifted	36	77.8	36	55.6	46	63.0	0	-	10	60.0	-17.8	-	36	69.4	36	50.0	46	52.2	40	65.0	10	70.0	0.6	5.0
Not Gifted	170	30.6	167	33.5	193	24.4	0	-	217	26.7	-3.9	-	169	22.5	189	22.8	195	12.8	193	20.2	215	14.4	-8.1	-5.8
With Disabilities	72	2.8	23	13.0	26	0.0	0	-	55	0.0	-2.8	-	20	0.0	24	8.3	26	0.0	40	2.5	55	3.6	3.6	1.1
WO Disabilities	185	43.2	180	40.6	213	35.7	0	-	172	37.2	-6.0	-	185	34.1	201	29.4	215	22.8	193	33.2	170	21.2	-12.9	-12.0
Homeless	11	27.3	6	-	13	23.1	0	-	22	22.7	-4.6	-	9	-	8	-	13	7.7	20	20.0	15	6.7	-	-13.3
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	5	-	0	-	2	-	-	-	2	-	2	-	5	-	2	-	0	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mann
Grade 8

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	229	35.8	225	34.7	217	37.8	0	-	243	42.0	6.2	-	231	22.1	243	21.0	220	21.4	235	17.9	243	19.3	-2.8	1.4
Female	116	37.1	100	42.0	102	44.1	0	-	113	42.5	5.4	-	117	21.4	107	23.4	104	15.4	109	19.3	113	15.9	-5.5	-3.4
Male	113	34.5	125	28.8	115	32.2	0	-	130	41.5	7.0	-	114	22.8	136	19.1	116	26.7	126	16.7	130	22.3	-0.5	5.6
African American	40	25.0	37	16.2	37	24.3	0	-	44	27.3	2.3	-	39	7.7	50	0.0	36	8.3	48	6.3	45	4.4	-3.3	-1.9
Asian	17	41.2	22	22.7	16	18.8	0	-	54	61.1	19.9	-	17	41.2	22	22.7	18	11.1	55	38.2	54	35.2	-6.0	-3.0
Filipino	1	-	2	-	0	-	0	-	4	-	-	-	1	-	2	-	0	-	0	-	4	-	-	-
Hispanic	110	31.8	108	32.4	113	36.3	0	-	124	39.5	7.7	-	112	19.6	110	22.7	115	20.0	122	13.1	123	14.6	-5.0	1.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	7	-	4	-	9	-	0	-	9	-	-	-	7	-	6	-	9	-	1	-	9	-	-	-
Multiracial	14	50.0	8	-	7	-	0	-	8	-	-	-	14	7.1	9	-	7	-	9	-	8	-	-	-
English Learner	56	1.8	62	6.5	60	6.7	0	-	73	12.3	10.5	-	59	5.1	82	8.5	66	7.6	73	5.5	74	4.1	-1.0	-1.4
English-Speaking	173	46.8	163	45.4	156	49.4	0	-	170	54.7	7.9	-	172	27.9	161	27.3	153	26.8	162	23.5	169	26.0	-1.9	2.5
Reclassified†	97	61.9	103	55.3	106	54.7	0	-	104	65.4	3.5	-	96	42.7	102	37.3	105	36.2	110	21.8	104	27.9	-14.8	6.1
Initially Eng. Speaking	76	27.6	60	28.3	50	38.0	0	-	66	37.9	10.3	-	76	9.2	59	10.2	48	6.3	52	26.9	65	23.1	13.9	-3.8
Econ. Disadv.*	216	35.6	211	33.6	207	38.2	0	-	212	40.1	4.5	-	217	21.7	229	21.0	210	21.9	219	16.4	212	18.9	-2.8	2.5
Non-Econ. Disadv.	13	38.5	14	50.0	10	30.0	0	-	31	54.8	16.3	-	14	28.6	14	21.4	10	10.0	16	37.5	31	22.6	-6.0	-14.9
Gifted	44	63.6	35	74.3	35	48.6	0	-	35	85.7	22.1	-	44	54.5	35	57.1	35	37.1	45	51.1	35	57.1	2.6	6.0
Not Gifted	185	29.2	190	27.4	182	35.7	0	-	208	34.6	5.4	-	187	14.4	208	14.9	185	18.4	190	10.0	208	13.0	-1.4	3.0
With Disabilities	23	4.3	24	0.0	19	15.8	0	-	26	15.4	11.1	-	24	0.0	24	0.0	19	15.8	29	0.0	26	3.8	3.8	3.8
WO Disabilities	206	39.3	201	38.8	198	39.9	0	-	217	45.2	5.9	-	207	24.6	219	23.3	201	21.9	206	20.4	217	21.2	-3.4	0.8
Homeless	7	-	15	13.3	7	-	0	-	28	25.0	-	-	7	-	15	6.7	7	-	16	18.8	21	14.3	-	-4.5
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	0	-	0	-	3	-	-	-	2	-	2	-	0	-	5	-	1	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: MANN MIDDLE SCHOOL

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Implementing Restorative Practices

***Strategy/Activity - Description**

To achieve this goal, our attendance staff will contact the family of each student who misses any class each day. We will also create a more inviting and welcoming school environment with the intention of making school fun.

In order to support this goal, staff will implement the following:

1. Guidance Assistant, CSA team and Admin Team will be trained in restorative practices. This will be followed by a whole school roll out of restorative practices with a focus on creating positive and caring relationships with students.
2. CSA team will support in creating a positive start to the school day through greetings and documentation of tardiness. The principal will support with an incentive program targeted on chronically late students through the HERO application.
3. CSA team and Guidance Assistant will assist in home visits to chronically late students.
4. Pass mentors will be hired to provide one on one mentorships.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$2,052.00	30106-4301	Miscellaneous instructional materials to support the implementation of Restorative Practices.	All staff on going PD in cohort models was interrupted due to pandemic modifications.		22-23 school year Mann has been identified as and RJ intensive site and has partnered with RJ program manager, 1 resource teacher, and RJ community partner NCRC to provide 1:1 coaching and support.

KOI Education

***Strategy/Activity - Description**

Mann Middle has entered into contract with KOI Education in order to implement PBIS. KOI support includes monthly meetings to review data and respond to trends seen in the data. We will be using HERO and online behavior tracking app to assess the effectiveness of our PBIS plan. We will also pair the HERO points with a token economy system that will allow students to turn their good choices into rewards.

We plan to pair these PBIS systems with a targeted application of restorative practices. Our Vice Principal will hold weekly scheduled restorative circles with staff and students that have experienced difficulty in their relationship. The focus of this strategy is on teaching students to right a wrong and to breakdown tension between staff and students.

In 2021-2022 we will continue to implement and build our PBIS offerings, including the use of HERO, an online positive reinforcement tool. Any staff can use this tool to reinforce positive student behaviors seen on campus. The spirit of positive reinforcement build a positive school climate.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K		\$1.00	30100-5853	KOI partnership and Youth Empowerment Services	All Tier 1 supports put in place impacted referral rates. Classroom referrals drastically reduced from 19-20 at 648 incidents to 124 in 22-22.	Some adults who were trained within KOI as trainers of trainers are no longer working at Mann.	Tier 1 practices will continue. KOI training and support will begin for tiers 2 and 3. The range of adults who will be a part of the learning and preparation has been expanded to mitigate impact of turnover.
Supplies		\$8,000.00	31820-4301	Printed Signage for PBIS systems.	Signage did not get installed until 8/2022. Observational data thus far has	Hallway incidents increased in 21-22 to 55 from 39 in 19-20.	In 22-23 A schoolwide policy of no cell phone use after the first bell until after the

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					demonstrated that visual signage has been effective in redirecting students' overall behavior during lunch and passing periods.		final bell has been implemented. PBIS lessons during advisory, and principal's weekly messages refer to and direct students to the expectations on visible on signage throughout the campus.
Contracted Svcs > \$25K		\$30,490.00	31820-5100	KOI Partnership	All Tier 1 supports put in place impacted referral rates. Classroom referrals drastically reduced from 19-20 at 648 incidents to 124 in 22-22.	Some adults who were trained within KOI as trainers of trainers are no longer working at Mann.	Tier 1 practices will continue. KOI training and support will begin for tiers 2 and 3. The range of adults who will be a part of the learning and preparation has been expanded to mitigate impact of turnover.
Contracted Svcs Less Than \$25K		\$5,000.00	31820-5853	PBIS Positive School Assemblies	School assemblies were not allowed due to pandemic and covid-19 gathering restrictions.		

Youth Empowerment

***Strategy/Activity - Description**

Youth Empowerment offers a perspective and come from an experience that school staff cannot emulate. We believe they offer a powerful opportunity to reach our students in ways that we have not been able to. These mentors will meet with groups regularly in order to provide supportive mentorship.

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance/Attend Asst Hrly		\$1,003.50	30106-2454	Extra Guidance Assistant time to support restorative justice conferences with teachers and students.	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22)	Incidents outside of the classroom increased: Hallway (39-19/20 to 55 21/22) Lunch/Quad (41 – 19/20 to 57 21/22)	Increased presence and support to monitor students and support adults outside of the classroom.
Contracted Svcs Less Than \$25K		\$1.00	30106-5853	Mentorship and therapeutic	Overall classroom behavior incidents	Incidents outside of the classroom increased:	

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				services for students	across campus were reduced: Classroom (648-19-20 to 124 – 21-22)	Hallway (39-19/20 to 55-21/22) Lunch/Quad (41 – 19/20 to 57-21/22)	
Contracted Svcs > \$25K		\$43,000.00	31820-5100	Youth Empowerment Mentorship Services	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22)	Incidents outside of the classroom increased: Hallway (39-19/20 to 55-21/22) Lunch/Quad (41 – 19/20 to 57-21/22)	Increase focus on overall behavior and choices throughout campus and with and without adult presence.

Goal 2 - English Language Arts

English Language Support Classes for English Learners

***Strategy/Activity - Description**

English learners will be scheduled into English Language Development courses tailored to their English development need including ELD 1, ELD 2, ELD 3, and Academic Language Development (ALD) with significantly smaller class sizes and tailored curriculum. Mann Middle will provide courses to address ELD proficiency that include access to both designated and integrated ELD supports. The courses will be offered during the school day in lieu of an elective. Teachers assigned to these courses will be given curriculum and training in support of EL advancement.

English teachers will be given funds to buy high interest readers and reading levels matching those of our English Learners. The intent is to increase students' interest in independent reading and time engaged in reading activities throughout their day.

For our African American students we will be creating a school that better serves their needs through staff development focused on Culturally Relevant Teaching combined with restorative practices designed to build relationships between students and staff. We have added staff to our counseling center with the intention of creating a welcoming and supportive environment.

For our students with special needs, we will provide teacher training in support of the co-teacher/teacher relationship designed to increase the team's effectiveness.

For our English learners and students with special needs we will be purchasing classroom libraries and guided reading materials, including books on tape intended to be combined with books in hand.

For our English Learners we will be purchasing a special curriculum and provide planning time for teachers.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClstrmTchr		\$11.99	30100-1170	Substitutes to provide teachers professional development time.	Increased departmental participation in modified lesson studies from 0 to 3 departments. Increased implementation of QLI clarity of purpose and student participation from 25% “yes” to 90% “yes”		22-23 incorporate math and ELA coaches to support instructional coordinator and teachers in implementing full lesson studies to increase participation to all 6 departments. Incorporate QTP focus on mastery (continue with others) to attain HRS level 2 effective teaching.
Interprogram Svcs/Paper		\$2,000.00	30106-5733	Paper for writing development activities.	Increased reading Lexile levels on FAST. Overall students went from 21% to 41% reading at or above grade level. ELLs went from 3% at or above grade level to 14%. SWD went from 0% to 8%.		

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(direct connection between reading and writing)		
Prof&Curriclm Dev Vist Tchr		\$21,206.37	31820-1192	Visiting Teachers to allow staff to attend HRS Task Force Meetings.	<p>Increased departmental participation in modified lesson studies from 0 to 3 departments.</p> <p>Increased implementation of QLI clarity of purpose and student participation from 25% “yes” to 90% “yes.”</p> <p>Increased reading Lexile levels on FAST. Overall students went from 21% to 41% reading at or above grade level. ELLs went from 3% at or above grade level to 14%. SWD went from 0% to 8%.</p>		22-23 incorporate math and ELA coaches to support instructional coordinator and teachers in implementing full lesson studies to increase participation to all 6 departments. Incorporate QLI focus on mastery (continue with others) to attain HRS level 2 effective teaching
License And Fees		\$23,000.00	31820-5842	Actively Learn Software Purchase	<p>Increased reading Lexile levels on FAST. Overall students went from 21% to 41% reading at or above grade level.</p>		

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					ELLs went from 3% at or above grade level to 14%. SWD went from 0% to 8%.	
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Increase Reading Materials Access at Home

***Strategy/Activity - Description**

We know that students engaging with reading materials that are well suited to both interest and ability, reading scores rise. We will make every effort to increase access to books that are multi-leveled and represent a variety of racial and ethnic backgrounds.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,500.00	30100-4301	High interest reading materials	Increased reading Lexile levels on FAST. Overall		22-23 continue to expand reading materials to be

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				for classroom libraries.	students went from 21% to 41% reading at or above grade level. ELLs went from 3% at or above grade level to 14%. SWD went from 0% to 8%.		inclusive of culturally relevant texts.

Goal 3 - Mathematics

Step Up to Math Classes

***Strategy/Activity - Description**

We will provide 3 extra FTE within the master schedule focused on Math. Our objectives are to lower class size, provide intervention classes for students that do not perform well and to increase the teacher time per student.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher -	0.60000	\$76,587.74	30100-1107	Lower class sizes in math.	Overall DEMI participation rate at 82%. Increased DEMI proficiency rate from 43% to 50%. Increased department		22-23 Math coach support for full lesson study implementation and structured planning, DESMOS co-

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					participation in modified lesson study from 0% to 100%.		teaching & modeling, and creating common assessments to utilize data to inform practices to increase student participation and proficiency.
Regular Teacher - VACANCY, SBB2529706	0.60000	\$76,587.74	30100-1107	Lower class size in 6th grade math to focus on providing more opportunity for student discourse.	Overall DEMI participation rate at 82%. Increased DEMI proficiency rate from 43% to 50%.		

DEMI Assessment Review

*Strategy/Activity - Description

We plan to provide two one day planning session with teachers in which they we complete the following:

- a full review of DEMI assessment data
- write a plan for intervention where needed
- a plan for item and error analysis lessons related to items on the DEMI

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
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Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		\$2,500.00	30106-5841	Teachers will purchase Desmos and other online tools to help with communication between students.	Overall DEMI participation rate at 82%. Increased DEMI proficiency rate from 43% to 50%.		22-23 Math coach support for full lesson study implementation and structured planning, DESMOS co-teaching & modeling, and creating common assessments to utilize data to inform practices to increase student participation and proficiency.
Non Clsrm Tchr Hrly		\$7,787.65	31820-1957	Paying teachers to examine DEMI scores more closely.	Overall DEMI participation rate at 82%. Increased DEMI proficiency rate from 43% to 50%.		22-23 Math coach support for full lesson study implementation and structured planning, DESMOS co-teaching & modeling, and creating common

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							assessments to utilize data to inform practices to increase student participation and proficiency.

Goal 4- Supporting English Learners

Correct Scheduling in Designated ELD Courses

***Strategy/Activity - Description**

English Learners will be hand scheduled into the correct ELD class until there is 100% compliance with designated ELD courses.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$2,000.00	30106-5733	Paper for writing development activities.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%.		22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							<p>specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).</p>
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Access to Reading Level Adjusted Materials

***Strategy/Activity - Description**

We will be purchasing an online reading support tool known as Actively Learn. The tool allows teachers to assign reading to students that is adjusted to their appropriate reading level. Reading level adjustment will allow English Learner's reading to progress faster, while also allowing them to keep up with core assignments. The implementation of Actively Learn combined with lower class sizes in ALD and regular in class observations from the Vice Principal will provide the perfect conditions for these students to show gains in reading.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Regular Teacher	0.80000	\$102,116.97	30100-1107	Lower class size for students learning English.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to 10.73%.	Highest overall summative ELPAC score (4) in the district. We need to fully implement curriculum and include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Regular Teacher	0.80000	\$102,116.97	30100-1107	Lower class size for students learning English.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to		22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.		directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Regular Teacher	0.20000	\$25,529.24	30106-1107	Lower class size for students learning English.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Highest overall summative ELPAC score (4) in the district. We need to fully implement curriculum and include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Regular Teacher - NEW POSN, SBB2530038	0.21220	\$22,968.36	30106-1107	Lower class size for students learning English.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above	Highest overall summative ELPAC score (4) in the district. We need to fully	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade level to 14%. Increased overall ELPAC proficiency to 10.73%.	implement curriculum and include language targets across all disciplines.	going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Vice Principal	0.20000	\$31,228.30	30106-1309	VP to monitor the implementation of EL strategies across the whole school.	Creation of ELAC resulting in participation from 0% to 100%.		
Supplies		\$5,000.00	31820-4301	Classroom Reading Materials	69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Highest overall summative ELPAC score (4) in the district. We need to fully implement curriculum and include language targets across all disciplines.	

ELL Parent Involvement Campaign

***Strategy/Activity - Description**

Parents will be trained in how to support their students from home using Actively Learn, and online reading platform through 3 night time meetings that include all of the EL parents on Zoom, delivered by our current EL teachers.

***Proposed Expenditures for this Strategy/Activity**

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Tech Professional OTBS Hrly		\$1,330.90	30103-2455	Interpreters for the meetings with parents.	Creation of ELAC resulting in participation from 0% to 100%. Increased communication and surveys for parents from 0% to 100%.		

Site Wide Implementation of Academic Language Development Strategies

***Strategy/Activity - Description**

We will be sending 15 teachers from a variety of content area backgrounds to the AVID Summer Institute for training related to integrating academic language demands in their classes.

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$1,500.00	30106-5209	We will send 12 teachers to the AVID Summer Conference focused on integrating academic language strategies within every academic settings.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					ELPAC and 63 ELLs were reclassified.		goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Non Clsrm Tchr Hrly		\$9,584.80	31820-1957	Teacher hourly for HRS leadership team.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Conference Local		\$12,000.00	31820-5209	AVID conference for English Learner strategies.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.</p>	<p>specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).</p>
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Access to Maker Space in All Classes

***Strategy/Activity - Description**

We have identified a real need for our English Learners to engage in conversation but we struggle to get them to talk. Using a combination of project based learning and high interest content (robotics) we are planning to build a maker space. We believe the students will be motivated to use language in new and innovative ways while accessing the space. Students will have access to the space through science classes, ELD classes supported by science and after school clubs.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

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					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$800.00	30100-4301	This will include classroom supplies to support our maker space like more vinyl, resin for our resin printer and other small instructional materials.	Increased overall ELPAC proficiency to 10.73%.	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Supplies		\$12,363.18	31820-4301	Supplies for the maker space including resin, vinyl, furniture.	Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Equipment Non Capitalized		\$20,000.00	31820-4491	Resin printers, vinyl cutter, and computers for the Maker Space.	Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Contracted Svcs > \$25K		\$37,000.00	31820-5100	Thimble or Troxel Services to design our Makerspace.	Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4	Highest overall summative ELPAC score (4) in the district. We need to include	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(well develop) on ELPAC and 63 ELLs were reclassified.	language targets across all disciplines.	going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).

Goal 5 - Supporting Students with Disabilities

IEP Progress Monitoring and Reading Intervention

***Strategy/Activity - Description**

In support of this goal, we are committed to the following:

1. Classroom observation and feedback performed by school admin specifically supporting coteaching and best practices in working with students with disabilities.
2. Special education teachers will be given time to plan lessons with coteaching partners.
3. The VP will be used to provide strategic scheduling of students with special needs.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Vice Principal	0.30000	\$46,842.44	30106-1309	AP to provide oversight and quality assurance	Ensure support service within the IEP are being met in ELA and Math	Need to work closely with department chair to set up	AP and department lead collaboration for systemic

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				for special education.		organizational system for documents and tracking	organization. Additional PD plan for paras interventions and support. Co-teaching model development and overseeing.
Non Clsrm Tch Hrly		\$1.19	30100-1957	Teacher hourly to review assessment data.	Lexile reading levels increased on FAST assessment: SWD went from 0% to 8%. 22% of 8 th grade students increased reading level to at or above grade level. 55% of SWD scored 3 or 4 on DEMI knowledge and 32% scored on 3 or 4 on application.		22-23 coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Interprogram Svc/Paper		\$3,000.00	30106-5733	Paper for writing development activities.	Lexile reading levels increased on FAST assessment: SWD went from 0% to 8%. (direct connection with reading & writing)		

Goal 7 - Family Engagement

Parent Meetings

***Strategy/Activity - Description**

Parent engagement is a challenge for Mann Middle School. Our parents speak over 40 different languages and have a wide variety of views on the role of parents in education. With the intention of improving our parent engagement levels, we will be offering the following opportunities for parents.

- Zoom meetings with translation for families to learn about the offerings from Mann Middle School.
- Computer Basics, helping parents understand computers and go on to understand Parent Portal and internet safety
- Expanded the languages of letter that go out to parents about promotion.
- Increased outreach to organizations that may fill language gaps or the parents feel more comfortable working with.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Tech Professional OTBS Hrly		\$1,668.95	30103-2455	Interpreters for Meetings	Parent participation and attendance increase at meetings	No parent recruitment conducted.	Use interpreters for parent recruitment and informational meetings.
Inservice supplies		\$1,500.00	30103-4304	Inservice supplies for parent meetings, if they some in person.	No in person meetings due pandemic restrictions for gathering		Conduct in person parent learning and informational sessions.
Postage Expense		\$1,237.00	30103-5920	Postage for mailing information to parents.	Not observed	Postage not being used to communicate grades and progress to parents.	Send progress and report cards via mail in addition to sending home with students.

Talking Points

***Strategy/Activity - Description**

Talking points is a digital platform that allows messages to be interpreted in transit. Teachers will be able to send a text message to a parent in English, Talking point translates it, then it is delivered in the student's home language. Parents respond and the process is reversed. We believe parent contact is the key to keeping students accountable for their work in school and this tool will connect Mann to the families like never before.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
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Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst	0.38750	\$24,341.89	30106-2404	Bilingual counseling and guidance assistant to support Spanish speaking students and families.	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22)	Need to create systemic restorative process for students re-entering after incidents.	22-23 identified RJ intensive support site – partnering with program manager, RT and NCRC community partner to train adults in restorative practices, modeling and co-facilitation of circles and creating systemic restorative processes and protocols.
Software License		\$2,500.00	30106-5841	Talking Points Software to provide translation of text messages.	Increased parent communication between teachers and parents (teacher self-reported data)		22-23 continue with talking points and provide school wide training for use.

Goal 6 - Supporting Black Youth

Fancy/Detour

***Strategy/Activity - Description**

Mann will partner with an outside vendor known as Fancy/Detour to offer African American Girls small group training on career options in high paying fields.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K		\$7,000.00	31820-5853	Detour/Fancy Mentorship Program	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22)	Need to create systemic restorative process for students re-entering after incidents.	22-23 identified RJ intensive support site – partnering with program manager, RT and NCRC community

Mann Middle School SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							partner to train adults in restorative practices, modeling and co-facilitation of circles and creating systemic restorative processes and protocols.
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SCHOOL NAME: MANN MIDDLE SCHOOL

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Implementing Restorative Practices

***Strategy/Activity - Description**

To achieve this goal, our attendance staff will contact the family of each student who misses any class each day. We will also create a more inviting and welcoming school environment with the intention of making school fun.

In order to support this goal, staff will implement the following:

1. Guidance Assistant, CSA team and Admin Team will be trained in restorative practices. This will be followed by a whole school roll out of restorative practices with a focus on creating positive and caring relationships with students.
2. CSA team will support in creating a positive start to the school day through greetings and documentation of tardiness. The principal will support with an incentive program targeted on chronically late students through the HERO application.
3. CSA team and Guidance Assistant will assist in home visits to chronically late students.
4. Pass mentors will be hired to provide one on one mentorships.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Campus Security Asst	0.12500	\$8,175.33	09800-2217	Extra CSA to provide restorative justice sessions.	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22) Out of school suspension rate reduced from 8.4% to 7.7%	Incidents outside of the classroom increased: Hallway (39-19/20 to 55 21/22) Lunch/Quad (41 – 19/20 to 57 21/22)	Continue funding Increase presence and support to monitor students and support adults outside of the classroom.
Campus Security Asst Hrly		\$13.32	09800-2267	Extra hourly to pay CSAs to attend training.	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22) Out of school suspension rate reduced from 8.4% to 7.7%	Incidents outside of the classroom increased: Hallway (39-19/20 to 55 21/22) Lunch/Quad (41 – 19/20 to 57 21/22)	Continue funding Increase presence and support to monitor students and support adults outside of the classroom.

Goal 2 - English Language Arts

English Language Support Classes for English Learners

***Strategy/Activity - Description**

English learners will be scheduled into English Language Development courses tailored to their English development need including ELD 1, ELD 2, ELD 3, and Academic Language Development (ALD) with significantly smaller class sizes and tailored curriculum. Mann Middle will provide courses to address ELD proficiency that include access to both designated and integrated ELD supports. The courses will be offered during the school day in lieu of an elective. Teachers assigned to these courses will be given curriculum and training in support of EL advancement.

English teachers will be given funds to buy high interest readers and reading levels matching those of our English Learners. The intent is to increase students' interest in independent reading and time engaged in reading activities throughout their day.

For our African American students we will be creating a school that better serves their needs through staff development focused on Culturally Relevant Teaching combined with restorative practices designed to build relationships between students and staff. We have added staff to our counseling center with the intention of creating a welcoming and supportive environment.

For our students with special needs, we will provide teacher training in support of the co-teacher/teacher relationship designed to increase the team's effectiveness.

For our English learners and students with special needs we will be purchasing classroom libraries and guided reading materials, including books on tape intended to be combined with books in hand.

For our English Learners we will be purchasing a special curriculum and provide planning time for teachers.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Regular Teacher - NEW POSN, SBB2530038	0.18780	\$20,327.33	09800-1107	Lower class sizes in English support classes.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Continue to support a newcomer program class/course	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).
Increase Reading Materials Access at Home							
*Strategy/Activity - Description							
We know that students engaging with reading materials that are well suited to both interest and ability, reading scores rise. We will make every effort to increase access to books that are multi-leveled and represent a variety of racial and ethnic backgrounds.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p>							

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Library Techn II	0.20000	\$11,387.67	09800-2230	Extra library tech time to support with at home reading materials.	All students provided and have access to instructional reading materials. Data: met Williams sufficiency	Continue to fund this time for the library support.	Students receive more time to access books and 1:1 laptop support.

Goal 3 - Mathematics

DEMI Assessment Review

***Strategy/Activity - Description**

We plan to provide two one day planning session with teachers in which they we complete the following:

- a full review of DEMI assessment data
- write a plan for intervention where needed
- a plan for item and error analysis lessons related to items on the DEMI

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tch Hrly		\$3,594.30	09800-1957	Teachers will be paid to review DEMI assessment results and to plan for intervention.	Overall DEMI participation rate at 82%. Increased DEMI proficiency	Continue to pay math teachers to work as PLCs.	22-23 Math coach support for full lesson study implementation and structured

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					rate from 43% to 50%.		planning, DESMOS co-teaching & modeling, and creating common assessments to utilize data to inform practices to increase student participation and proficiency.
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Goal 4- Supporting English Learners

Correct Scheduling in Designated ELD Courses

***Strategy/Activity - Description**

English Learners will be hand scheduled into the correct ELD class until there is 100% compliance with designated ELD courses.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Vice Principal	0.50000	\$78,070.73	09800-1309	VP to implement and monitor quality ELD classes and systems.	Overall classroom behavior incidents across campus were reduced: Classroom (648-19-20 to 124 – 21-22)	Continue funding. VP supports teacher evaluations, quality teaching and learning, professional	Continue funding.

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>Out of school suspension rate reduced from 8.4% to 7.7%</p> <p>19 teachers on evaluation year.</p> <p>Increased overall Development and organization of ELPAC and increased ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.</p>	<p>development, student support.</p>
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ELL Parent Involvement Campaign

***Strategy/Activity - Description**

Parents will be trained in how to support their students from home using Actively Learn, and online reading platform through 3 night time meetings that include all of the EL parents on Zoom, delivered by our current EL teachers.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Non Clsrn Tchr Hrly		\$1,437.72	09800-1957	Teachers will be paid to provide the training to parents.	Parent participation and attendance increase at meetings	Covid-19 pandemic restrictions on in person gatherings.	Continue to pay teachers to provide parent trainings via zoom and in person.
Tech Professional OTBS Hrly		\$3,992.70	09800-2455	Interpretation for parent meetings.	Creation of ELAC resulting in participation from 0% to 100%. Increased communication and surveys for parents from 0% to 100%.	Increase parent participation on all site teams.	Continue to provide interpretation and translation services.
Other Nonclsrn PARAS Hrly		\$13.32	09800-2955	Para support for English Learners.	1:1 para support for interventions		Continue to pay for para support and implement small group interventions
Supplies		\$104.00	09800-4301	Supplies for parent meetings.	Intention to provide materials and supplies for in person meetings.	No in person meetings due to pandemic	Conduct in person parent learning and informational sessions.

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						restrictions for gathering	
Conference Local		\$1.00	09800-5209	AVID Conference to support EL learner strategies.	Increased reading Lexile levels on FAST. Overall ELLs went from 3% at or above grade level to 14%. Increased overall ELPAC proficiency to 10.73%. 69% of ELLs scored 4 (well develop) on ELPAC and 63 ELLs were reclassified.	Highest overall summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	22-23 OLA CO coaches support in classrooms w/ co-teaching & modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).

Goal 5 - Supporting Students with Disabilities

IEP Progress Monitoring and Reading Intervention

***Strategy/Activity - Description**

In support of this goal, we are committed to the following:

1. Classroom observation and feedback performed by school admin specifically supporting coteaching and best practices in working with students with disabilities.
2. Special education teachers will be given time to plan lessons with coteaching partners.
3. The VP will be used to provide strategic scheduling of students with special needs.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		\$4,073.54	09800-1957	Teacher hourly to review assessment data.	Lexile reading levels increased on FAST assessment: SWD went from		22-23 coaches support in classrooms w/ co-teaching &

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>0% to 8%. 22% of 8th grade students increased reading level to at or above grade level. 55% of SWD scored 3 or 4 on DEMI knowledge and 32% scored on 3 or 4 on application.</p>	<p>modeling, on-going professional development for teachers with specific strategies directly connected to and aligned with HRS level 2 goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice).</p>

Goal 7 - Family Engagement

Talking Points

***Strategy/Activity - Description**

Talking points is a digital platform that allows messages to be interpreted in transit. Teachers will be able to send a text message to a parent in English, Talking point translates it, then it is delivered in the student's home language. Parents respond and the process is reversed. We believe parent contact is the key to keeping students accountable for their work in school and this tool will connect Mann to the families like never before.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Clerk I - Vacancy, SBB2528777	0.15000	\$10,278.79	09800-2401	Bilingual school clerk to support Spanish speaking families.	23% of parents strongly agreed that the school communicates well with parents. 12% of parents		Continue to fund the Bilingual school clerk to support multilingual families to

Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>reported being involved with the school.</p> <p>51% of Mann students were chronically absent in 21-22 school year. Homeless students showed the highest absentee rate. The African American, socioeconomically disadvantaged, English Learner and students with disabilities student groups also showed high absentee rates.</p>		<p>increase enrollment and effective parent communication.</p>
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