

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
				earn@sandi.net
	of the following federal and state			
X Title I	Schoolwide Programs (SWP)	X CSI School	□ AT	'SI School
approval, and a 1. The S 2. The S relatin	assures the Board of the following: SC is composed correctly, and for SC reviewed its responsibilities un ng to material changes in the schoo	ned in accordance with SE ider state law and SDUSD I plan requiring Board app	OUSD Bo Board o roval.	xpenditures to the district Board of Education for oard of Education policy and state law. If Education policies, including those Board policies ite groups or committees before adopting this plan.
CHECK AL	L THAT APPLY TO YOUR SITE	AND LIST THE DATE O	F THE	PRESENTATION TO SSC:
X Englis	sh Learner Advisory Committee (E	LAC)		Date of presentation: _9/27/22
Comr	nunity Advisory Committee for Sp	ecial Education Programs	(CAC)	Date of presentation:
□ Giftee	l and Talented Education Program	Advisory Committee (GA	ГЕ)	Date of presentation:
□ Site C	Governance Team (SGT)			Date of presentation:
□ Other	(list):			Date of presentation:
comprehensive	omposition is rooted in thorough a c, coordinated plan to reach stated s r revisions to the site plan were add	school goals to improve stu	ident aca	mance. The actions proposed herein form a sound, ademic performance.
The undersign signed in San Dr. Nea Hearr MICHA AJSus	hed declare under penalty of perj Diego, California, on the date(s) Type/Print Name of School Principal HEBULINGFON Type/Print Name of SSC Chairperson Uni a 5, Uni 4a Type/Print Name of ELAC Representat	ury that the foregoing is indicated.	true an	A correct and that/these Assurances were A (Inth Alun 10/1/22) Signature of School Principal / Date Signature of SSC Chairperson / Date A (Inthe Alum 10/1/22) Signature of SSC Chairperson / Date A (Inthe Alum 10/1/22) Signature of SSC Chairperson / Date
<u> </u>	Hazel		 	Monika Hazel 10/11/22 Signature of Area Superintendent / Date
	Email & Strategic	c Submit Document with Planning for Student Ach he Brucker Education Cent	ievemen	al Signatures nt Department

TABLE OF CONTENTS

- 1. Introduction
- 2. Executive Summary
- 3. SPSA Template
- 4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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.

San Diego Unified SCHOOL DISTRICT Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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	e Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	decrease chronic absenteeism	14.6%	9.6%	Attendance	annually



June 2023	7	Increase the of student answer pro- and very r	etty much	80		L-SCHLS HKS)	annually
		•					
		to having	-				
		expectatio school.	lis at				
June 2023	6,7,8	Decrease t	he 7.7	5	<u> </u>	manaion	onnuolly
Julie 2025	0,7,8	suspension		5	Sus	spension	annually
June 2023	7	1	ne number 49	75	CA	L-SCHLS	annually
Julie 2023	/	of student		75		HKS)	annuany
		answer pro				IIXD)	
		-	ich true to				
		•	th a caring				
		adult on c	e e				
*Annual Mea	surable Outco	omes (Closing the Equit	1				
By Date	Grade	Student Group	Objective	Baseline	Target	Measure of	Frequency
•				Percentage	Percentage	Success	1
June 2023	6,7,8	Homeless/Foster	decrease chronic	25%	20%	Attendance	annually
			absence				
June 2023	6,7,8	Socioeconomically	decrease chronic	14.3%	9.3%	Attendance	annually
		Disadvantaged	absence				
June 2023	6,7,8	Black or African	decrease chronic	21.6%	16.6%	Attendance	annually
		American	absence				
June 2023	6,7,8	English Learner	decrease chronic	12%	7	Attendance	annually
			absence				
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	Suspension Rate	7.9	6	Suspension	annually
		Disadvantaged					
June 2023	6,7,8	Black or African	Suspension Rate	9.1	6	Suspension	annually
		American					
June 2023	6,7,8	Hispanic or Latino	Suspension Rate	8.8	5	Suspension	annually
June 2023	6,7,8	Students with Disabilit	ies Suspension Rate	10.2	6	Suspension	annually

San Diego Unified

Mann Middle School School Plan for Student Achievement

June 2023	6,7,8	Students with Disabili	ties decrease chronic	21.3%	16.3%	Chronic	annually			
			absence			Absenteeism				
June 2023	6,7,8	Hispanic or Latino	decrease chronic absence	15.1%	10.1%	Chronic Absenteeism	annually			
Supporting B	Supporting Black Youth - Additional Goals									

 \checkmark 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.

 \checkmark 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)

 \checkmark 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.

 \checkmark 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.

 \checkmark 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.

 \checkmark 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.

 \checkmark 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

 \checkmark 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.

San Diego Unified SCHOOL DISTRICT Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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.

*Propo	Proposed Expenditures for this Strategy/Activity												
ID	Proposed Expenditures	FTE	Estimated Salary/Non	Total Estimated Salary With	Source	Funding Source	LCFF Student	Reference	Rationale				
			Salary Cost	Benefits/Non Salary cost	Budget Code		Group						
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.

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

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

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

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.



*Propos	sed Expend	liture	s for tl	his Strategy	/Activity						
	1	FTE		imated	Total Estimated	Funding	Funding	-			Rationale
Exp	oenditures			ry/Non	Salary With	Source	Source	Stude			
			Sala	ary Cost B	enefits/Non Salary	Budget Code	e	Grou	p		
	10				cost	0010 01000 00	Ecc. c. 1	1 5 1		•	
	tracted Svcs Than \$25K					0312-31820-23 5853-1000-	- ESSA Sch Imp (CSI)		a] LCAP 1: Cultivat Inclusive, Anti-Raci		Student- proactive support to empower students with
LLSS	5 1 Hall \$2.51X					1110-01000-	Funding	,	Restorative Scho		positive behavior and school
						0000	8		Classrooms and Distr	,	connectedness.
									Id : N0312I2		
Strate	egy #5: I	ncre	asing	g Chroni	ic Absenteeism	Network	(iCAN)				
*Studer	nts to be ser	ved b	y this	Strategy/A	ctivity						
This stra	ategy will se	erve al	ll ident	tified chroni	cally absent students	s with an emp	hasis on 7th	n grade stu	dents.		
*Strate	gy/Activity	- Des	criptio	on							
We will	develop an	attend	lance t	task force te	am that will be learn	ing and work	ing alongsic	le twenty	other schools in an imp	orovem	ent network, through
									e 2022-23 school year		
			-	his Strategy		<u> </u>			,		
ID	Propose	ed I	FTE	Estimated	Total Estimated	Funding	Funding	LCFF	Reference		Rationale
	Expenditu	ires	S	Salary/Non	Salary With	Source	Source	Student			
			5	Salary Cost	Benefits/Non	Budget		Group			
					Salary cost	Code					
N03128X	Clerical Subs	titute		\$500.00	\$685.05	0312-30106-	Title I	[no data]			hal hours to support reduction
	Hrly					00-2456-3110- 0000-01000-	Supplmnt Prog				c absenteeism and attendance with clerical support.
						0000-01000-	Imprvmnt				with ciercal support.
	Contracted S	Svcs				0312-31820-	ESSA Schl	[no data]	LCAP 1: Cultivating	То	decrease overall chronic
	Less Than \$	25K				23-5853-1000-	Imp (CSI)				ism by supporting adults with
						1110-01000-	Funding		and Restorative Schools,		nic approach to using data to
						0000			Classrooms and District Ref Id : N0312I2		or attendance, home visits, d strategies for students, and
									NOT IU . INUST212		rental support/resources.
	1				1	1			I	<u>r</u>	TT
Strate	egy #6: I	ntell	ectu	al Athlet	e						
*Studer	nts ta he sei	ved b	w thie	Strategy/A	ctivity						
			•	Strategy/A	· · · · · · · · · · · · · · · · · · ·						

San Diego Unified SCHOOL DISTRICT Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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	FTE	Estimated	Total Estimated	Funding	Funding	LCFF	Reference	Rationale
	Expenditures		Salary/Non	Salary With	Source	Source	Student		
			Salary Cost	Benefits/Non	Budget		Group		
				Salary cost	Code				
	Contracted Svcs				0312-31820-	ESSA Schl	[no data]	LCAP 1: Cultivating	Therapeutic core of sport and the
	Less Than \$25K				23-5853-1000-	Imp (CSI)		Inclusive, Anti-Racism and	creative power of play to teach young
					1110-01000-	Funding		Restorative Schools,	people how to self-regulate to
					0000			Classrooms and District	strengthen our students' instinctive
								Ref Id : N0312I2	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	FTE	Estimated	Total Estimated Salary	Funding	Funding	LCFF	Reference	Rationale
	Expenditures		Salary/Non	With Benefits/Non	Source Budget	Source	Student		
			Salary Cost	Salary cost	Code		Group		
N0312EC	Supplies		\$1,379.32	\$1,379.32	0312-30100-00-	Title I Basic	[no data]		Instructional supplies: chart
					4301-1000-1110-	Program			paper, markers, highlighters,
					01000-0000				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	FTE	Estimated	Total Estimated	Funding	Funding	LCFF	Reference	Rationale
	Expenditures		Salary/Non	Salary With	Source	Source	Student		
			Salary Cost	Benefits/Non Salary	Budget Code		Group		
				cost					
N0312GY	Contracted Svcs		\$17,000.00	\$17,000.00	0312-30100-00-	Title I Basic	[no data]		Contract services for community
	Less Than \$25K				5853-1000-	Program			building, school connectedness and
					1110-01000-				positive climate development through
					0000				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 20222.

*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.



By Date	Grade	Objective		Baseline	Percentage	Target	Percentage	Measu	re of Success	Frequency
June 2023	6,7,8	increase in		41	0	51			aReading	3x per year
		level Lexi	le score						-	
June 2023	6,7,8	increase %	oof	29.2		40		CAAS	PP ELA	annually
		students w	ho are							
		meeting an	nd							
		exceeding	standards							
		in SBAC I								
June 2023	6	increase %		16.4%		26.4%		CAAS	PP ELA	annually
		students w	ho are							
		meeting an								
		exceeding								
		in SBAC I								
June 2023	7	increase %		28.2%		38.2%		CAAS	PP ELA	annually
		students w								
		meeting an								
		exceeding								
1 0000		in SBAC I		1001		500/				11
June 2023	8	increase %		42%		52%		CAAS	PP ELA	annually
		students w								
		meeting an								
		exceeding								
*Annual Maaa	umable Autoe	in SBAC l		alich I ang	nogo Anta					
	Grade	mes (Closing the Equity Student Group	Objective	· · · ·	Baseline		Target	N	Ieasure of	Engagement
By Date	Graue	Student Group	Objectivo	e	Percentag	0	Percentage		uccess	Frequency
June 2023	6,7,8	English Learner	decrease	overall %	30.8	,C	20.8		CAASPP ELA	yearly
Juiic 2023	0,7,0			n language	50.0		20.0		AASII ELA	ycarry
			proficienc							
June 2023	6,7,8	Black or African	increase %		20.3		30.3	C	CAASPP ELA	annually
54110 2023	0,7,0	American	students r		20.3		50.5			annaany
		, monoull		eding ELA						
			SBAC Sta	0						



San Diego Unified

Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

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



June 2023	6,7,8	Proficiency ra the DEMI exa		32		40		DEN	/II	Annually
June 2023	6,7,8	CAASPP Pro Rate	oficiency			30		CAA	ASPP Math	Annually
June 2023	6,7,8	Balance in the achievement between know application an communication	rate wledge, nd	48-30-0		60-60-60)	DEN	ЛІ	Annually
June 2023	6	CAASPP Pro Rate	oficiency	14.8		24.8		CAA	ASPP Math	Annually
June 2023	7	CAASPP Pro Rate	ficiency	16.9		26.9		CAA	ASPP Math	Annually
June 2023	8	CAASPP Pro Rate	ficiency	/ 19.3		29.3		CAA	ASPP Math	Annually
*Annual Meas		s (Closing the Equity G	ap) - M	lath						
By Date	Grade	Student Group	Objecti	ive	Baseline Percentag		Target Percentage		Measure of Success	Frequency
June 2023	6,7,8		increase proficie	e in DEMI ency	47	•	55		Other (Describe Objective)	in annually
June 2023	6,7,8	Hispanic or Latino	increase proficie		57		67		Other (Describe Objective)	in annually
June 2023	6,7,8		increase proficie	e in DEMI ency	34	4	40		Other (Describe Objective)	
June 2023	6,7,8	Ū	proficie				50		Other (Describe Objective)	
June 2023	6,7,8		proficie				60		Other (Describe Objective)	
June 2023	6,7,8		Increase proficie Math S	ency on BAC	20		30		CAASPP Math	annually
June 2023	6,7,8	Hispanic or Latino	Increase proficie		22.8		32.8		CAASPP Math	annually



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
	ed - English Lea						
10.73% of Mu	ltilingual learners	at Mann were proficien	t on the summative	e ELPAC in 2	21-22.		
*Goal 4 - Eng	lish Learners						
By Date	Grade	Student Group	Objective	Baseline Percentag	Target e 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 i Objective)	n annually
June 2023	6-8	English Learner	increase proficiency in Math SBAC	3.5	13.5	Other (Describe i Objective)	n annually
This is a retent		/Promotion Rate e past, Mann has held a on Rate		rate and we w	ant to keep that num		
By Date	Grade	Objective		e Percentage	Target Percentage	Measure of Success	Frequency
June 2023	8	Maintain Pro Rate	omotion 100		100	Graduation/Promotion	Annually



cost

\$45,866.38

June 2023 8 English Learner Promotion to high school 100 100 Graduation/Promo annual tion June 2023 8 Students with promotion to high Disabilities promotion to high school 100 Graduation/Promo annual tion June 2023 8 Black or African school promotion to high 100 100 Graduation/Promo annual tion June 2023 8 Black or African school promotion to high 100 100 Graduation/Promo annual tion Strategy #1 English Language Support Classes for English Learners School 100 Image: 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. ####################################	By Date	Grade	Student Group		Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023BDisabilitiesschooltionJune 20238Black or African Americanpromotion to high school100100Graduation/Promo annual tionStrategy #1 English Language Support Classes for English Learners*Students to be served by this Strategy/ActivityAll students including English learners who earned a 1 or 2 on the CAASPP in ELA, but do not receive special education services.*Strategy/Activity - DescriptionEnglish Language Development courses tailored to their English development need including ELD 1, ELELD 3, and Academic Language Development (ALD) with significantly smaller class sizes and tailored curriculum. Mann Middle will provide c address ELD proficiency that include access to both designated and integrated ELD supports. The courses will be offered during the school day 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 increate students' interest in independent reading and time engaged in reading activities throughout their day. For our English learners we will be purchasing a special curriculum and provide structured planning time for teachers with release days and coa *Proposed Expenditures for this Strategy/ActivityIDProposedFTEstimatedTotal EstimatedFundingFundingFundingFunding <td>June 202</td> <td>8</td> <td>English Learner</td> <td>U</td> <td>100</td> <td>100</td> <td></td> <td>no annual</td>	June 202	8	English Learner	U	100	100		no annual
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Salary Cost Benefits/Non Salary Budget Code Group	ELD 3, a address F an electiv English t students' For our F intended For our F *Propos	and Academic Lang ELD proficiency that we. Teachers assign teachers will be give interest in independent English learners and to be combined with English Learners we ed Expenditures for Proposed	eduled into English Langua uage Development (ALD) at include access to both de ed to these courses will be en funds to buy high interest dent reading and time enga students with special need th books in hand, additiona e will be purchasing a specient or this Strategy/Activity FTE Estimated	with significantly sma signated and integrate given curriculum and st readers and reading ged in reading activiti s we will be purchasis l classroom materials al curriculum and pro Total Estimated	aller class sizes and ed ELD supports. training in supports levels matching ies throughout the ng classroom libr and supports and ovide structured p	nd tailored curric The courses will ort of EL advance those of our Eng eir day. raries and guided professional lea lanning time for Funding L	ulum. Mann Middle w be offered during the ement. lish Learners. The inter- reading materials, inc rning. teachers with release	will provide course e school day in lieu ent is to increase cluding books on ta

Regular Teacher -

NEW POSN,

SBB2538267

0.40000

\$36,903.60

F031236

0312-30100-00-

1107-1000-1110-

01000-0000

Title I Basic

Program

[no data]

.4 ELD/ALD teacher

(newcomers)



San Diego Unified

Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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



Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Propos	sed Expenditure	es for th	is Strategy/Act	ivity					
ID	Proposed	FTE	Estimated	Total Estimated	Funding	Funding	LCFF	Reference	Rationale
	Expenditures		Salary/Non	Salary With	Source	Source	Student		
			Salary Cost	Benefits/Non Salary	Budget Code		Group		
				cost					
F03123D	School Library	0.20000	\$8,984.00	\$12,337.64	0312-09800-00-	LCFF	English		Library tech support to ensure
	Techn II				2230-2420-0000-	Intervention	Learners, Foster		students' access to books and
					01000-0000	Support	Youth, Low-		chrome books to serve as in
							Income		school and at home learning
									materials.
N0312I7	Supplies		\$39,054.00	\$39,054.00	0312-31820-23-	ESSA Schl	[no data]		Purchase culturally relevant
					4301-1000-1110-	Imp (CSI)			books and materials for
					01000-0000	Funding			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.

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



Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				1110-01000- 0000			
N0312HW	Short Term Leave Visiting Tchr	\$1,000.00	\$1,238.10	0312-30106-00- 1162-1000- 1110-01000-	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
				0000	-		get approval. Teachers to do curriculum planning after school hours.
N0312I0	Prof&Curriclm DevHrlyClsrmTchr	\$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.
N0312I1	Non Clsrm 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.
N0312I4	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	FTE	Estimated	Total Estimated Salary	Funding Source	Funding	LCFF	Reference	Rationale
	Expenditures		Salary/Non Salary	With Benefits/Non Salary	Budget Code	Source	Student		
			Cost	cost			Group		
F031237	Regular Teacher	1.00000	\$92,259.00	\$134,216.96	0312-30100-00-	Title I Basic	[no data]		Math teacher to
					1107-1000-1110-	Program			lower class size.
					01000-0000				
F03123A	Regular Teacher	0.40000	\$36,903.60	\$53,686.78	0312-30100-00-	Title I Basic	[no data]		English Teacher for
					1107-1000-1110-	Program			class size reduction.
					01000-0000				

San Diego Unified SCHOOL DISTRICT Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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.



ID	D 1		his Strategy/Act			T 1	LODE	Dß	
	Proposed Expenditures	FTE	Estimated Salary/Non	Total Estimated Salary With	Funding Source Budget	Funding Source	LCFF Student	Reference	e Rationale
	Expenditures		Salary Cost	Benefits/Non Salary	0	Source	Group		
			·	cost			-		
031235	Vice Principal	0.50000	\$59,303.50	\$83,476.12	0312-09800-00-	LCFF	English		AP support for ELL
					1309-2700-0000- 01000-0000	Intervention Support	Learners		intervention for students and professional development
					01000-0000	Support			coaching for teachers.
Addit	ional Supports f	for this	Strategy/Activi	ty					, v
tuden	ts with special ne	eds will	have access to a	our academic programs l	ike Actively Lear	n our classr	oom librarie	s and readir	ng spaces, all aimed and
	ing their interest			fur academic programs i	like Actively Lear	n, our classiv		s and readin	ig spaces, an anned and
			<u> </u>						
strat	egy #7 Field	trips	and Extend	ed Learning					
Stude	ents to be served	by this	Strategy/Activi	ity					
All stud	dents with equital	ble acce	ss for multi-ling	ual learners, students wi	th disabilities, Af	rican Americ	ans and His	panic stude	nts.
Strate	egy/Activity - De								
	0, ,	_							
n orde	0, ,	_		standing with real world	l connections and	application	we will offe	r field trips.	
	r to deepen classi	room lea	rning and under		l connections and	application	we will offe	r field trips.	
	r to deepen class	room lea	rning and under					r field trips. Reference	Rationale
Propo	r to deepen classi	room lea es for tl	rning and under nis Strategy/Act Estimated	tivity Total Estimated	Funding	application Funding Source			
Propo	r to deepen class sed Expenditur Proposed	room lea es for tl	rning and under	tivity Total Estimated		Funding	LCFF		
[•] Propo	r to deepen class sed Expenditur Proposed	room lea es for tl	rning and under his Strategy/Act Estimated Salary/Non	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget	Funding	LCFF Student		
Propo	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under his Strategy/Act Estimated Salary/Non	tivity Total Estimated Salary With Benefits/Non Salary	Funding Source Budget Code	Funding Source ESSA Schl	LCFF Student	Reference	Rationale College campus field trips,
Propo ID	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under nis Strategy/Act Estimated Salary/Non Salary Cost	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code0312-31820-23- 5735-1000-1110-	Funding Source ESSA Schl Imp (CSI)	LCFF Student Group	Reference	Rationale College campus field trips, California Science Museum, AA
Propo ID	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under nis Strategy/Act Estimated Salary/Non Salary Cost	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source ESSA Schl	LCFF Student Group	Reference	Rationale College campus field trips, California Science Museum, AA history museum, Museum of
Propo ID	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under nis Strategy/Act Estimated Salary/Non Salary Cost	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code0312-31820-23- 5735-1000-1110-	Funding Source ESSA Schl Imp (CSI)	LCFF Student Group	Reference	Rationale College campus field trips, California Science Museum, AA
Propo ID	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under nis Strategy/Act Estimated Salary/Non Salary Cost	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code0312-31820-23- 5735-1000-1110-	Funding Source ESSA Schl Imp (CSI)	LCFF Student Group	Reference	Rationale College campus field trips, California Science Museum, AA history museum, Museum of
Propo ID	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under nis Strategy/Act Estimated Salary/Non Salary Cost	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code0312-31820-23- 5735-1000-1110-	Funding Source ESSA Schl Imp (CSI)	LCFF Student Group	Reference	Rationale College campus field trips, California Science Museum, AA history museum, Museum of
Propo ID	r to deepen classi osed Expenditur Proposed Expenditures	room lea es for tl	rning and under nis Strategy/Act Estimated Salary/Non Salary Cost	tivity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code0312-31820-23- 5735-1000-1110-	Funding Source ESSA Schl Imp (CSI)	LCFF Student Group	Reference	Rationale College campus field trips, California Science Museum, AA history museum, Museum of

Strategy #8 Makespace 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.

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

San Diego Unified SCHOOL DISTRICT Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	increase % of family participation on committees	16%	100%	Other - Describe in objective
June 2023	SGT	and teams increase % of family participation on committees	0%	100%	Other - Describe in objective
June 2023	Other (Describe in Objective)	and teams 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	РТА	Create a PTA	0%	100%	Other - Describe in objective
*Annual Measur	able Outcomes				
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SGT	increase % of parent and community attendance	Ű	100%	Meeting Attendance
June 2023	SSC	increase % of parent and community attendance	16%	100%	Committee Attendance
une 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

Mann Middle School SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				Principal's Parent and Family Advisory Grou					
June 202	23	PTA		Create a PTA	0%		100%		Other - Describe in Objective
Paren	t Meetings								
*Familie	es to be served b	y this S	strategy/Activity	7					
All famil	lies.	•							
*Strateg	gy/Activity - Des	cription	ı						
									be monitored to continuous for needs and support for
assess ne students committe Services services	eeds and participa and families and ees and teams. Pa will be utilized f for students, staf	ation. A to have arents w for trans f, and fa	principal's paren a voice in decisi ill be supported i lation and interpr umilies.	t and community adviso on making. Special recr in creating a PTA. A hybretation from outside org	ory group will b ruitment will be brid model of i	be implemented organized to n person and o	ed to gain re increase pa online acces	egular input arent and far ss will be of	mily participation on
assess ne students committe Services services	eeds and participa and families and ees and teams. Pa will be utilized f	ation. A to have arents w for trans f, and fa	principal's paren a voice in decisi ill be supported i lation and interpr umilies.	t and community adviso on making. Special recr in creating a PTA. A hybretation from outside org	ory group will b ruitment will be brid model of i	be implemented organized to n person and o	ed to gain re increase pa online acces	egular input arent and far ss will be of	for needs and support for mily participation on fered for participation. ill be formed to perform
assess ne students committe Services services * Propos	eeds and participa and families and ees and teams. Pa will be utilized f for students, staf	ation. A to have arents w for trans f, and fa	principal's parent a voice in decisi ill be supported i lation and interpr milies.	t and community adviso on making. Special recr in creating a PTA. A hybretation from outside orgonic vity	bry group will b ruitment will be brid model of i ganizations. Pa	be implemented e organized to n person and o rtnerships with	ed to gain ro increase pa online acces h communi	egular input arent and far ss will be of ty groups w	for needs and support for mily participation on fered for participation. ill be formed to perform
assess ne students committe Services services * Propos	eeds and participa and families and ees and teams. Pa will be utilized f for students, staf ed Expenditures Proposed	ation. A to have arents w for trans f, and fa	principal's paren a voice in decisi ill be supported i lation and interpr umilies. is Strategy/Activ Estimated	and community adviso on making. Special recr in creating a PTA. A hybretation from outside orgonic vity Total Estimated Salary With	bry group will be ruitment will be brid model of i ganizations. Pa Funding	be implemented e organized to n person and o rtnerships with Funding	ed to gain re increase pa online acces h communi	egular input arent and far ss will be of ty groups w	for needs and support for mily participation on fered for participation. fill be formed to perform
assess ne students committe Services services *Propos ID	eeds and participa and families and ees and teams. Pa will be utilized f for students, staff ed Expenditures Proposed Expenditures	ation. A to have arents w for trans f, and fa s for the FTE	principal's paren a voice in decisi ill be supported i lation and interpr umilies. is Strategy/Activ Estimated Salary/Non Salary Cost	and community adviso on making. Special recr in creating a PTA. A hybret retation from outside org vity Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	be implemented e organized to n person and o rtnerships with Funding Source	ed to gain re increase pa online acces h communi LCFF Student Group	egular input arent and far ss will be of ty groups w	for needs and support for mily participation on fered for participation. fill be formed to perform Rationale
assess ne students committe Services services * Propos	eeds and participa and families and ees and teams. Pa will be utilized f for students, staf ed Expenditures Proposed Expenditures	ation. A to have arents w for trans f, and fa	principal's paren a voice in decisi ill be supported i lation and interpr umilies. is Strategy/Activ Estimated Salary/Non Salary Cost	t and community adviso on making. Special recr in creating a PTA. A hybret retation from outside org vity Total Estimated Salary With Benefits/Non Salary cost \$10,761.01	Funding Source	be implemented e organized to n person and o rtnerships with Funding	ed to gain re increase pa online acces h communi LCFF Student	egular input arent and far ss will be of ty groups w	for needs and support for mily participation on fered for participation. fill be formed to perform

MARIA							
N0312ER	Tech Professional	\$2,000.00	\$2,740.20	0312-30103-00-	Title I Parent	[no data]	Interpreters to provide services at
	OTBS Hrly			2455-2495-0000-	Involvement		parent meetings before or after
				01000-0000			school hours.
N0312HF	Postage Expense	\$1,469.80	\$1,469.80	0312-30103-00-	Title I Parent	[no data]	To send out letters for the purpose
				5920-2495-0000-	Involvement		of communicating with families.
				01000-0000			

01000-0000

cookies, plates, etc.



San Diego Unified

Mann Middle School School Plan for Student Achievement

Svcs/Duplicating 5721-1000-11110- 01000-0000 (CSI) Funding ftperse.envelopes with sch address informational brochures of promotional brochures of strategy #1 Talking Points Strategy #1 Talking Points Strategy/Activity Strategy/Activity Vull families to be served by this Strategy/Activity Strategy/Activity - Description Strategy/Activity - Description that allows messages to be interpreted in transit. Teachers will be able to send a text message to a parent in Englise 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 he 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 Total Estimated Salary With Benefits/Non Salary Budget Code Source Source Student Group Contracted Svest Inp (CSI) Communication with pare multiple languages. Contracted Svest Less Than S25K Image Salary Cost Salary Cost Salary Cost Salary Cost Salary Activity Student Group Communication with pare multiple languages. Strategy #2 Create Principal's Parent and Family Advisory Group Family Advisory Group Strategy/Activity Strategy/Activity W1M Mann families will be positively impacted by this strategy. Strategy/Activity - Description Strategy/Activity and the strategy. We will develop a cultural advisory group representative of all Mann	10312HV	Supplie	es		1.00	\$51.00	4301-1000-11 01000-0000	 Title I Supplmn Prog Imprvmnt 		To provide additional parent learning meeting supplies and light refreshments as needed.	
Families to be served by this Strategy/Activity Strategy/Activity - Description Strategy/Activity - Description Taiking 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 Englis Taiking point translates it, then it is delivered in the student's home language. Parents respond and the process is reversed. We believe parent contact 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 D Proposed FTE Estimated Salary With Salary With Benefits/Non Salary Funding Budget Code cost LCFF Reference Rationale Contracted Sves Less Than \$25K 0312-31820-23- St3-1000- 1110-01000- 0000 ESSA Sch1 Imp (CSI) Funding In odata] Inclusive, Anti-Racism and Restorative Schools, Classrooms and District [Ref Communication with pare messages to parents for academic purpose. Strategy/Activity Strategy/Activity Strategy/Activity Strategy/Activity Strategy/Activity Strategy/Activity Strategy/Activity <td colsp<="" td=""><td>N0312I5</td><td></td><td></td><td>\$70</td><td>00.00</td><td>\$700.00</td><td>5721-1000-11</td><td></td><td></td><td>Services for printed posters, flyers, envelopes with school address information, informational brochures etc.</td></td>	<td>N0312I5</td> <td></td> <td></td> <td>\$70</td> <td>00.00</td> <td>\$700.00</td> <td>5721-1000-11</td> <td></td> <td></td> <td>Services for printed posters, flyers, envelopes with school address information, informational brochures etc.</td>	N0312I5			\$70	00.00	\$700.00	5721-1000-11			Services for printed posters, flyers, envelopes with school address information, informational brochures etc.
All families with a preference for a language other than English. Strategy/Activity - Description alking 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 Englis alking point translates it, then it is delivered in the student's home language. Parents respond and the process is reversed. We believe parent contact 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 D Proposed FTE Salary/Non Salary Cost Benefits/Non Salary Budget Code Contracted Sves Less Than \$25K Contracted Sves Less Than \$25K Contracted Principal's Parent and Family Advisory Group Families to be served by this Strategy/Activity II Mann families will be positively impacted by this strategy. Strategy/Activity - Description Ve will develop a cultural advisory group representative of all Mann families to ensure we include all voices. This group will meet approximately 6				0							
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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		\$5,800.00	\$7,180.98	0312-09800-00-	LCFF	English Learners,		Pay teachers to provide
	Hrly				1157-1000-1110-	Intervention	Foster Youth,		training for parents after
					01000-0000	Support	Low-Income		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)

Total Federal Funds Provided to the School from the LEA for CSI (31820)

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, \$888,352 31820)

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]	<pre>\$[Enter amount here]</pre>
[List federal program here]	<pre>\$[Enter amount here]</pre>

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

\$ 368,927

\$246,754

School	Resource Description	Job Code Title	Account Description2	Account Description		udgeted 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		(blank)	2955 Other Noncisrm PARAS Hriv	Other Noncisrm PARAS Hrly	0	\$4,000.00
Mann Middle School			3000 Benefits	ould holdsmit Aroto hilly	0	\$2,861.38
Mann Middle School				Cuppling	0	\$2,761.56
Mann Middle School			4301 Supplies	Supplies		
			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		r ooldge Experied	0	\$6,028.00
Mann Middle School	30103 Title I Parent Involvement Total	(Sharing Fortal			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	So too The I Supplimit Prog improvinit	Guidance Assi	3000 Benefits	Guidance/Attendance Asst	0.3075	\$12,551.88
		Outline Act Total	Sooo Benefits			
Mann Middle School		Guidance Asst Total	1107 Olasana Tasahar	Olever Tracker	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&CurricIm DevHrlyClsrmTchr	Prof&CurricIm DevHrlyClsrmTchr	0	\$4,038.00
Mann Middle School			1192 Prof&CurricIm Dev Vist Tchr	Prof&CurricIm Dev Vist Tchr	0	\$16,154.00
Mann Middle School			1957 Non Clsrm Tchr Hrly	Non Clsrm 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					0	
			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating		\$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



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 researchedbased 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: <u>https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school</u>

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.

/ School Dashboard Additional Reports and Data

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support

Mann Middle (San Diego, CA) San Diego Unified

Return to Search

Reporting Year: 2019 ∨

View other reports for this School

Pivot Data by StudentGroups

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Orange	Orange
English Learners	Yellow	Orange	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Red	None	None	Yellow	Red
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Yellow	Green	None	None	Red	Red
African American	Red	Red	None	None	Orange	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Green	Yellow	None	None	Green	Green
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None



All Grades Combined

	English Language Arts								Chg	From					Mathem	natics					Chg F	rom		
	20	16	20:	17	201	.8	201	.9	202	22	2016	2019	201	L6	201	17	201	.8	201	.9	202	2	2016	2019
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
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.



Grade 6

	English Language Arts								Chg	From					Mathem	natics					Chg I	From		
	20:	16	201	17	201	18	201	.9	202	22	2016	2019	201	L6	201	17	201	18	201	.9	202	2	2016	2019
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
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	-	-	-

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



Grade 7

	English Language Arts								Chg I	From					Mathem	atics					Chg F	From		
	20	16	20:	17	201	.8	201	9	202	22	2016	2019	20:	16	201	.7	201	.8	201	.9	202	2	2016	2019
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	N	%	Ν	%	%	%
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	-	-	-

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



Grade 8

	English Language Arts								Chg	From					Mathem	atics					Chg F	From		
	20	16	20:	17	201	.8	201	9	202	22	2016	2019	201	L6	201	l7	201	8	201	.9	202	2	2016	2019
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
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	-	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	-	-	-

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



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. <u>Guiding Questions:</u>

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



		ne School 262	SA EVALUATI	ON OF ITTLE IT	TUNDED ACTIC	DNS/ACTIVITIE	<u> </u>						
					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring							
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.	results, etc.).	22-23 school yea Mann has been identified as and RJ intensive site and has partnere with RJ program manager, 1 resource teacher and RJ communi partner NCRC to provide 1:1 coaching and support.						
KOI Education													
*Strategy/Activity - Description													
*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 Expend	litures for this Str	ategy/Activity											
Describe the over	erall implementatio	n of the strategies/a	ctivities and the o	ections: verall effectiveness g Questions:	of the strategies/act	ivities to achieve th	ne articulated goal						

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.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	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.	results, etc.). Some adults who were trained within KOI as trainers of trainers are no longer working at Mann.	Tier 1 practices will continue. KC training and support will begi for tiers 2 and 3. The range of adults who will b 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 polic of no cell phone use after the firs bell until after th



	Maini Muule School SF	SALVALUAII	UN OF TILET	I UNDED ACTIC	JNS/ACTIVITIE	
				demonstrated that		final bell has been
				visual signage has		implemented.
				been effective in		PBIS lessons
				redirecting		during advisory,
				students' overall		and principal's
				behavior during		weekly messages
				lunch and passing		refer to and direct
				periods.		students to the
						expectations on
						visible on signage
						throughout the
						campus.
Contracted Svcs >	\$30,490.00	31820-5100	KOI Partnership	All Tier 1	Some adults who	Tier 1 practices
\$25K				supports put in	were trained	will continue. KOI
				place impacted	within KOI as	training and
				referral rates.		support will begin
				Classroom	are no longer	for tiers 2 and 3.
				referrals	working at Mann.	The range of
				drastically		adults who will be
				reduced from 19-		a part of the
				20 at 648		learning and
				incidents to 124		preparation has
				in 22-22.		been expanded to
						mitigate impact of
						turnover.
Contracted Svcs	\$5,000.00	31820-5853	PBIS Positive	School assemblies		
Less Than \$25K			School	were not allowed		
			Assemblies	due to pandemic		
				and covid-19		
				gathering		
				restrictions.		
*0		Youth Em	powerment			
*Strategy/Activity		· ·	1 1		.1	6.1
	nt offers a perspective and come from					
reach our students i	n ways that we have not been able to.	I nese mentors wil	i meet with groups	regularly in order to	provide supportive	e mentorsnip.

San Diego Unified

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. <u>Guiding Questions:</u>

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	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modifications
Expenditures					(effective) and	working	based on
					why? Include	(ineffective	qualitative and
					qualitative	indicators) and	quantitative data.
					(Survey,	why? Include	
					observations,	qualitative	
					notes and	(Survey,	
					minutes) and	observations,	
					quantitative data	notes and	
					(curriculum	minutes) and	
					assessments,	quantitative data	
					pre/post test,	(curriculum	
					progress	assessments,	
					monitoring	pre/post test,	
					results, etc.).	progress	
						monitoring	
Guidance/Attend		\$1,003.50	30106-2454	Extra Guidance	Overall classroom	results, etc.).	Increased presence
Asst Hrly		\$1,005.50	30100-2434	Assistant time to	behavior incidents	of the classroom	and support to
Asstiniy				support restorative		increased:	monitor students
				justice	were reduced:	Hallway (39-	and support adults
				conferences with	Classroom (648-	19/20 to 55	outside of the
				teachers and	19-20 to $124 - 21$ -	21/22)	classroom.
				students.	22)	Lunch/Quad $(41 -$	
				5000011051	/	19/20 to 57	
						21/22)	
Contracted Svcs		\$1.00	30106-5853	Mentorship and	Overall classroom	/	
Less Than \$25K				therapeutic	behavior incidents	of the classroom	
				-		increased:	



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



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. <u>Guiding Questions:</u>

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



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 DevHrlyClsrmTchr	\$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	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%.		



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



*Strategy/Activity				terials Access at H			
	ents engaging with books that are multi					res rise. We will ma	ke every effort to
	ditures for this Str	1	ent a variety of faci		Joulius.		
Troposed Expense	undres for time of	accegnitering	Dire	ections:			
	erall implementation	-	Guiding ended implementat	Questions:	-		-
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.).	working (ineffective indicators) and why? Include qualitative (Survey, observations,	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

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



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

San Diego Unified

					participation in		teaching &
					modified lesson		modeling, and
					study from 0% to		creating common
					100%.		assessments to
							utilize data to
							inform practices to
							increase student
							participation and
							proficiency.
Regular Teacher -	0.60000	\$76,587.74	30100-1107	Lower class size	Overall DEMI		
VACANCY,				in 6th grade math	participation rate		
SBB2529706				to focus on	at 82%. Increased		
				providing more	DEMI proficiency		
				opportunity for	rate from 43% to		
				student discourse.	50%.		
			DEMI Assess	sment Review			
*Strategy/Activity	- Description						
We plan to provide	two one day plann	ing session with tea	chers in which the	y we complete the f	following:		
- a full review of D	EMI assessment da	ta					
- write a plan for in	tervention where no	eeded					
- a plan for item an	d error analysis less	sons related to item	s on the DEMI				
*Proposed Expend	ditures for this Str	ategy/Activity					
			Dire	ections:			
Describe the ov	erall implementation	on of the strategies/a	activities and the ov	verall effectiveness	of the strategies/act	ivities to achieve th	ne articulated goal.
	-	-	Guiding	Questions:	-		-
Briefly describe	any major differen	ces between the inte	ended implementati	ion and/or the budg	eted expenditures to	o implement the stra	ategies/activities to
-				ticulated goal.	-	-	
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modifications
Expenditures					(effective) and	working	based on
					why? Include	(ineffective	qualitative and
					qualitative	indicators) and	quantitative data.
					(Survey,	why? Include	
					observations,	qualitative	
					notes and	(Survey,	
					minutes) and	observations,	



				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

			ACTIONS/ACTIV	
				ir 1
				r

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



Goal 4- Suppor	rting English	n Learners					
			ect Scheduling in I	Designated ELD C	ourses		
*Strategy/Activity -	- Description						
English Learners wil	ll be hand schedul	ed into the correct]	ELD class until the	re is 100% complia	nce with designated	ELD courses.	
*Proposed Expendi	itures for this Str	ategy/Activity					
				ections:			
Describe the over	rall implementation	on of the strategies/			of the strategies/act	ivities to achieve the	ne articulated goal.
				Questions:			
Briefly describe a	ny major differen	ces between the int	-		eted expenditures to	o implement the str	ategies/activities to
				ticulated goal.			
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working		Modifications
Expenditures					(effective) and	working	based on
					why? Include	(ineffective	qualitative and
					qualitative	indicators) and	quantitative data
					(Survey, observations,	why? Include	
					notes and	qualitative (Survey,	
					minutes) and	observations,	
					quantitative data	notes and	
					(curriculum	minutes) and	
					assessments,	quantitative data	
					pre/post test,	(curriculum	
					progress	assessments,	
					monitoring	pre/post test,	
					results, etc.).	progress	
						monitoring	
						results, etc.).	
Interprogram		\$2,000.00	30106-5733	Paper for writing	Increased reading		22-23 OLA CO
Svcs/Paper				development	Lexile levels on		coaches support in
				activities.	FAST. Overall		classrooms w/ co-
					ELLs went from		teaching &
					3% at or above		modeling, on-
					grade level to		going professional
					14%.		development for
							teachers with

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	qualitative and quantitative data.
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on
-			meet the ar	ticulated goal.			-
Briefly describe	any major differen	ces between the int		Questions: on and/or the bud	geted expenditures to	implement the str	ategies/activities to
Describe the ov	verall implementation	on of the strategies/	activities and the ov	verall effectiveness	s of the strategies/act	ivities to achieve th	ne articulated goal.
Toposed Expen	unures for this Str	alegy/Activity	Dire	ections:			
their appropriate re with core assignme Principal will prov	ading level. Readin	ng level adjustment tation of Actively L litions for these stud	will allow English earn combined wit	Learner's reading the lower class sizes	vs teachers to assign r to progress faster, wh s in ALD and regular	ile also allowing th	nem to keep up
*Strategy/Activity		n o ou no out to -11		$T_{\rm b} = 41 - 11$		anding to starday t	that is a directed t
		Acc	ess to Reading Lev	vel Adjusted Mat	erials		
							data analysis for practice).
							assessments and
							mastery, common
							design, lesson study, focus on
							teaching, lesson
							goals (effective
							to and aligned with HRS level 2
							directly connected
							specific strategies



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



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

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 scored 4 (well develop) on ELPAC and 63 ELLs were reclassified. Highest overall summative in the district. We need to fully implement curriculum and include language targets across all disciplines. ELL Parent Involvement Campaign Strategy/Activity - Description Ternts will be trained in how to support their students from home using Actively Learn, and online reading platform through 3 night time meet clude all of the EL parents on Zoom, delivered by our current EL teachers.	ed curriculum and development for include language teachers with specific strateging disciplines. directly connect to and aligned with HRS level goals (effective teaching, lesson design, lesson study, focus of mastery, comm assessments an data analysis for	grade level to 14%. Increased overall ELPAC proficiency to 10.73%.					
Supplies \$5,000.00 31820-4301 Classroom Reading Materials 69% of ELLs scored 4 (well develop) on ELPAC score (4) in the district. We need to fully reclassified. Highest overall summative ELPAC score (4) in the district. We need to fully implement curriculum and include language targets across all disciplines. Strategy/Activity - Description ELL Parent Involvement Campaign Strategy/Activity - Description Ether students from home using Actively Learn, and online reading platform through 3 night time meet nectude all of the EL parents on Zoom, delivered by our current EL teachers.	om	resulting in participation from	implementation of EL strategies across the whole	30106-1309	\$31,228.30	0.20000	Vice Principal
ELL Parent Involvement Campaign Strategy/Activity - Description arents will be trained in how to support their students from home using Actively Learn, and online reading platform through 3 night time meet aclude all of the EL parents on Zoom, delivered by our current EL teachers.	IIsummativeIISummativeELPAC score (4)53in the district. Weneed to fullyimplementcurriculum andinclude languagetargets across all	scored 4 (well develop) on ELPAC and 63 ELLs were	Classroom	31820-4301	\$5,000.00		Supplies
arents will be trained in how to support their students from home using Actively Learn, and online reading platform through 3 night time meet clude all of the EL parents on Zoom, delivered by our current EL teachers.			lvement Campaign	ELL Parent Invo			
clude all of the EL parents on Zoom, delivered by our current EL teachers.	the set the set of the			1 A		A	<u> </u>
	trorm through 3 night time meetings the	line reading platform					
Proposed Expenditures for this Strategy/Activity			•		~	1 /	

School district 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. <u>Guiding Questions:</u>

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.).	working (ineffective indicators) and why? Include qualitative (Survey, observations,	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%.	monitoring results, etc.).	
	S	Site Wide Impleme	entation of Academ	nic Language Devo	elopment Strategie	S	
*Strategy/Activity We will be sending language demands	15 teachers from a	variety of content	area backgrounds to	o the AVID Summe	er Institute for traini	ng related to integr	ating academic

San Diego Unified

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. <u>Guiding Questions:</u>

Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modifications
Expenditures			_		(effective) and	working	based on
					why? Include	(ineffective	qualitative and
					qualitative	indicators) and	quantitative data.
					(Survey,	why? Include	
					observations,	qualitative	
					notes and	(Survey,	
					minutes) and	observations,	
					quantitative data	notes and	
					(curriculum	minutes) and	
					assessments,	quantitative data	
					pre/post test,	(curriculum	
					progress	assessments,	
					monitoring	pre/post test,	
					results, etc.).	progress	
						monitoring	
Conference Local		\$1.500.00	30106-5209	We will send 12	In an accord manding	results, etc.).	22-23 OLA CO
Conference Local		\$1,500.00	30100-3209	teachers to the	Increased reading Lexile levels on	Highest overall summative	
				AVID Summer	FAST. Overall	ELPAC score (4)	coaches support in classrooms w/ co-
				Conference	ELLs went from	in the district. We	
				focused on	3% at or above	need to include	modeling, on-
				integrating	grade level to	language targets	going professional
				academic	14%. Increased	across all	development for
				language	overall ELPAC	disciplines.	teachers with
				strategies within	proficiency to	disciplines.	specific strategies
				every academic	10.73%. 69% of		directly connected
				settings.	ELLs scored 4		to and aligned
				50000055	(well develop) on		with HRS level 2



Non Clsrm Tchr	\$9,584.80	31820-1957	Teacher hourly for	ELPAC and 63 ELLs were reclassified.	Highest overall	goals (effective teaching, lesson design, lesson study, focus on mastery, common assessments and data analysis for practice). 22-23 OLA CO
Hrly			HRS leadership team.	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.	summative ELPAC score (4) in the district. We need to include language targets across all disciplines.	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

					(Survey, observations, notes and minutes) and quantitative data (curriculum	why? Include qualitative (Survey, observations, notes and minutes) and	
Lapenuitures					why? Include qualitative	(ineffective indicators) and	qualitative and quantitative data
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on
-	• •		meet the ar	ticulated goal.			
Briefly describe	any major differen	ces between the int		<u>Questions:</u>	geted expenditures to	implement the str	ateries/activities to
Describe the ov	verall implementation	on of the strategies/		ections: verall effectiveness	of the strategies/act	ivities to achieve th	ne articulated goal.
*Proposed Expen	ditures for this Str	rategy/Activity	D'a				
based learning and new and innovative and after school cl	l high interest conter e ways while access ubs.	nt (robotics) we are sing the space. Stud	planning to build a	maker space. We	gle to get them to tal believe the students ugh science classes,	will be motivated t	o use language in
*Strategy/Activity							
			Access to Maker S	Space in All Classe	28		practice).
							assessments and data analysis for practice).
							mastery, common
					reclassified.		design, lesson study, focus on
					ELLs were		teaching, lesson
					ELPAC and 63		goals (effective
					ELLs scored 4 (well develop) on		to and aligned with HRS level 2
					10.73%. 69% of		directly connected
					proficiency to		specific strategies



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.).	
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



						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-

		(well develop) on	NS/ACTIVITIE language targets	going profession
		ELPAC and 63	across all	development fo
		ELLs were	disciplines.	teachers with
		reclassified.	disciplines.	specific strategi
		reclassified.		directly connec
				to and aligned
				with HRS leve
				goals (effectiv
				teaching, lesso
				design, lesso
				study, focus of
				mastery, comm
				assessments a
				data analysis f
				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. <u>Guiding Questions:</u>

Proposed Expenditures	FTE	Estimated Cost		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.).	working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.
Vice Principal	0.30000	\$46,842.44	30106-1309	AP to provide	Ensure support	results, etc.). Need to work	AP and
vice i interpar	0.50000	ψτ0,0τ2.ττ	50100-1507	oversight and	service within the	closely with	department lead
				quality assurance	IEP are being met	•	collaboration for
				4	in ELA and Math	to set up	systemic



			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 Tchr Hrly	\$1.19	30100-1957	data.	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 Svcs/Paper	\$3,000.00	30106-5733	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. <u>Guiding Questions:</u>

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

San Diego Unified

					why? Include qualitative (Survey, observations,	(ineffective indicators) and why? Include qualitative	qualitative and quantitative data.
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	working	Modifications based on
Duonogod		Estimated Cast		ticulated goal.		What is not	Madification
Briefly describe	any major differen	ces between the int	ended implementat	ion and/or the budge	eted expenditures to	o implement the stra	ategies/activities to
Describe the ov	eran implementatio	In or the strategies/a		verall effectiveness of Questions:	of the strategies/act	ivities to achieve th	e articulated goal.
December the er	vanall implamantati	on of the strate rise!		ections:	of the strate size (ast	ivition to polyions th	a anticulated and
*Proposed Expen	ditures for this St	rategy/Activity					
Talking point trans the key to keeping	digital platform that lates it, then it is do students accountab	elivered in the stude le for their work in	ent's home language	transit. Teachers wi e. Parents respond ar l will connect Mann	nd the process is rev	versed. We believe	
			Talkin	g Points			
						progress to parents.	with students.
				parents.		grades and	sending home
Postage Expense		\$1,237.00	50105-5920	Postage for mailing information to	Not observed	used to communicate	Send progress and report cards via mail in addition to
Destace European		¢1 227 00	30103-5920	some in person.	restrictions for gathering	Deste se set heine	sessions.
inservice supplies		\$1,500.00	50105-4504	for parent meetings, if they	meetings due pandemic		parent learning and informational
Inservice supplies		\$1,500.00	30103-4304	Inservice supplies	increase at meetings No in person		informational meetings. Conduct in person
OTDS IIIIy				Meetings	attendance	conducted.	recruitment and
OTBS Hrly		\$1,668.95	30103-2455	Interpreters for Meetings	Parent participation and	No parent recruitment	Use interpreters for parent



					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 - Suppor	rting Black	Youth					
			Fancy/	Detour			
*Strategy/Activity -							
Mann will partner wit fields.	th an outside ven	dor known as Fanc	y/Detour to offer Af	frican American Gi	rls small group trai	ning on career optic	ons in high paying
*Proposed Expendit	tures for this Str	ategy/Activity					
Describe the over	all implementatio	on of the strategies/a	activities and the ov	Questions:	C		C
2110119 00001100 0			-	ticulated 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.).	working (ineffective indicators) and why? Include qualitative (Survey, observations,	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	22-23 identified RJ intensive support site – partnering with program manager, RT and NCRC community

partner to train		
adults in		
restorative		
practices,		
modeling and c		
facilitation of		
circles and		
creating system		
restorative		
processes and		
protocols.		

San Diego Unified SCHOOL DISTRICT Mann Middle School SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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 Ouestions:

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



					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test,	
					results, etc.).	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%	of the classroom increased: Hallway (39- 19/20 to 55 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:	of the classroom increased: Hallway (39- 19/20 to 55 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. <u>Guiding Questions:</u>

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



					progress monitoring results, etc.).	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.	results, etc.). Continue to support a newcomer program class/course	22-23 OLA CO coaches support in classrooms w/ co- teaching & modeling, on- going professiona 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, commor assessments and data analysis for practice).
		Inci	rease Reading Ma	terials Access at H	ome		
	ents engaging with books that are multi	-leveled and repres	ent a variety of rac	to both interest and a tail and ethnic backg		es rise. We will ma	ake every effort to
Describe the ov	erall implementation	on of the strategies/a	activities and the ov	verall effectiveness of Questions:	of the strategies/acti	vities to achieve th	ne articulated goal.



Brieffy deseribe	any major unford	nces between the int	-	ticulated goal.	cica experiantites it	s implement the su	
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 <u>Williams</u> sufficiency	Continue to fund this time for the library support.	Students receive more time to access books and 1:1 laptop support

San Diego Unified

Goal 3 - Math	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 D	- a full review of DEMI assessment data									
- write a plan for in	- write a plan for intervention where needed									
	- a plan for item and error analysis lessons related to items on the DEMI									
*Proposed Expend	ditures for this Str	ategy/Activity								
			Dire	ections:						
Describe the ov	erall implementation	on of the strategies/a		verall effectiveness	of the strategies/ac	tivities to achieve th	ne articulated goal.			
				Questions:						
Briefly describe	any major differen	ces between the int	-	ion and/or the budg	eted expenditures t	o implement the stra	ategies/activities to			
				ticulated goal.						
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working		Modifications			
Expenditures					(effective) and	working	based on			
					why? Include	(ineffective	qualitative and			
					qualitative	· · · · · · · · · · · · · · · · · · ·	quantitative data.			
					(Survey,	why? Include				
					observations,	qualitative				
					notes and	(Survey,				
					minutes) and	observations,				
					quantitative data					
					(curriculum	minutes) and				
					assessments,	quantitative data (curriculum				
					pre/post test,	assessments,				
					progress monitoring	pre/post test,				
					results, etc.).	progress				
						monitoring				
						results, etc.).				
Non Clsrm Tchr		\$3,594.30	09800-1957	Teachers will be	Overall DEMI	Continue to pay	22-23 Math coach			
Hrly		<i>40,00</i> 100		paid to review	participation rate		support for full			
5				DEMI assessment			lesson study			
				results and to plan			implementation			
				for intervention.	1 5		and structured			



Goal 4- Suppo	Goal 4- Supporting English Learners										
	Correct Scheduling in Designated ELD Courses										
*Strategy/Activity	- Description										
English Learners w			ELD class until ther	e is 100% compliant	nce with designated	ELD courses.					
*Proposed Expend	ditures for this Str	ategy/Activity									
				ections:							
Describe the ov	erall implementation	on of the strategies/			of the strategies/act	ivities to achieve th	e articulated goal.				
	. 1.00	1 1 • .		Questions:	. 1 11						
Briefly describe	any major differen	ces between the int	1	0	eted expenditures to	o implement the stra	ategies/activities to				
Duonogod	FTE	Estimated Cost		ticulated goal. Rationale	What is monthing	What is not	Modifications				
Proposed Expenditures	FIE	Estimated Cost	Funding Source	Kationale	What is working (effective) and	working	based on				
Expenditures					why? Include	(ineffective	qualitative and				
					qualitative	indicators) and	quantitative data.				
					(Survey,	why? Include	J				
					observations,	qualitative					
					notes and	(Survey,					
					minutes) and	observations,					
					quantitative data						
					(curriculum	minutes) and					
					assessments,	quantitative data					
					pre/post test,	(curriculum					
					progress monitoring	assessments, pre/post test,					
					results, etc.).	progress					
						monitoring					
						results, etc.).					
Vice Principal	0.50000	\$78,070.73	09800-1309	VP to implement	Overall classroom	Continue funding.	Continue funding.				
				and monitor	behavior incidents	VP supports					
				quality ELD	across campus	teacher					
				classes and	were reduced:	evaluations,					
				systems.	Classroom (648-	quality teaching					
					19-20 to $124 - 21-$	and learning,					
					22)	professional					

Expenditures					(effective) and why? Include qualitative (Survey,	working (ineffective indicators) and	based on qualitative and quantitative data.
Briefly describe Proposed	any major differen	ces between the interview of the interview of the second s	-	on and/or the budg iculated goal. Rationale	eted expenditures to What is working	What is not	ategies/activities to
	-	-	Guiding	Questions:	-		-
Describe the ov	erall implementation	on of the strategies/a			of the strategies/act	ivities to achieve t	he articulated goal.
*Proposed Expen	ditures for this Str	categy/Activity	Dima	ctions:			
		, delivered by our c	urrent EL teachers.				
				ively Learn, and on	line reading platform	m through 3 night	time meetings that
*Strategy/Activity							
	·	·	ELL Parent Invol	vement Campaign	ı		
					reclassified.		
					ELLAC and 05 ELLs were		
					(well develop) on ELPAC and 63		
					ELLs scored 4		
					10.73%. 69% of		
					proficiency to		
					increased ELPAC		
					ELPAC and		
					organization of		
					Increased overall Development and		
					T		
					evaluation year.		
					19 teachers on		
					0.470 10 7.770		
					8.4% to 7.7%		
					suspension rate reduced from	student support.	
					Out of school	development,	



				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 Clsrm 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 Nonclsrm 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.



to support EL learner strategies.Lexile levels on FAST. Overallsummative ELPAC score (4)cl cl cl cl in the district. We across allcl cl cl cl across allcl cl cl cl cl across allcl cl cl cl cl across allcl <b< th=""><th>22-23 OLA CO paches support in lassrooms w/ co-</th></b<>	22-23 OLA CO paches support in lassrooms w/ co-
Conference Local\$1.0009800-5209AVID Conference to support EL learner strategies.Increased reading Lexile levels on FAST. OverallHighest overall summative22Conference Local\$1.0009800-5209AVID Conference to support EL 	oaches support in lassrooms w/ co-
to support EL learner strategies.Lexile levels on FAST. Overallsummative ELPAC score (4)cl 	oaches support in lassrooms w/ co-
Image: Constraint of the constra	lassrooms w/ co-
ELLs went from in the district. We 3% at or above need to include grade level to language targets go 14%. Increased across all d overall ELPAC disciplines. sp proficiency to sp sp 10.73%. 69% of disciplines. sp (well develop) on w w	
3% at or above grade level to 14%. Increased overall ELPACneed to include 	
grade level tolanguage targetsgo14%. Increasedacross alldoverall ELPACdisciplines.grade level toproficiency tosp10.73%. 69% oftartestELLs scored 4(well develop) onw	teaching &
14%. Increased across all d overall ELPAC disciplines. sp proficiency to sp 10.73%. 69% of disciplines. ELLs scored 4 (well develop) on w	modeling, on-
overall ELPAC disciplines. proficiency to sp 10.73%. 69% of disciplines. ELLs scored 4 w	oing professional
proficiency to sp 10.73%. 69% of dir ELLs scored 4 (well develop) on w	development for
10.73%. 69% of ELLs scored 4 (well develop) on w	teachers with
ELLs scored 4 (well develop) on w	pecific strategies
(well develop) on w	irectly connected
	to and aligned
	with HRS level 2
	goals (effective
	teaching, lesson
	design, lesson
	study, focus on
	nastery, 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. <u>Guiding Questions:</u>

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.).	working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		\$4,073.54	09800-1957	Teacher hourly to	Lexile reading levels increased on		22-23 coaches
1111y					FAST assessment:		support in classrooms w/ co-
					SWD went from		teaching &
							touching a

	ALUATION OF LCFF FUNDED ACTIONS/ACTI	modeling, on-
	8 th grade students	going profession
	increased reading	development for
	level to at or	teachers with
	above grade level.	specific strategie
	55% of SWD	directly connecte
	scored 3 or 4 on	to and aligned
	DEMI knowledge	with HRS level
	and 32% scored	goals (effective
	on 3 or 4 on	teaching, lesson
	application.	design, lesson
		study, focus on
		mastery, commo
		assessments and
		data analysis for
		practice).



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 **Funding Source Rationale** What is working What is not **Modifications** FTE **Estimated Cost Expenditures** (effective) and working based on why? Include (ineffective qualitative and qualitative indicators) and quantitative data. why? Include (Survey, observations. qualitative notes and (Survey, observations, minutes) and quantitative data notes and (curriculum minutes) and quantitative data assessments. pre/post test, (curriculum progress assessments. monitoring pre/post test, results, etc.). progress monitoring results, etc.). School Clerk I -Bilingual school 23% of parents Continue to fund 0.15000 09800-2401 \$10.278.79 clerk to support strongly agreed the Bilingual Vacancy, that the school school clerk to SBB2528777 Spanish speaking families. communicates support well with parents. multilingual 12% of parents families to

