OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                  Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject   2023-2024 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School

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Ask of the Board   Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School.

Background   In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion   The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
                         ● Title I, Part A, including Comprehensive Support & Improvement Grant
                         ● Title IV, Parts A and B
                         ● After School Education and Safety (ASES)

Attachment(s)   ● 2023-2024 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

School:	**Horace Mann Elementary School**
CDS Code:	1612596001929
Principal:	Tammie Adams
Date of this revision:	4/14/20

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Tammie Adams	**Position:**	Principal
Address:	5222 Ygnacio Avenue	**Telephone:**	510-879-1360
	Oakland, CA 94601	**Email:**	tammie.adams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/14/2023
The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Horace Mann Elementary School   **Site Number:** 136

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[X] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
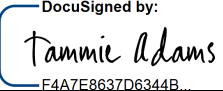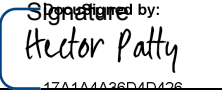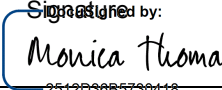
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____ **4/13/2023** _____

6. The public was alerted about the meeting(s) through one of the following:

[X] Flyers in students' home languages   [ ] Announcement at a public meeting   [X] Other (notices, ParentSquare blasts, etc.)

Signatures:

Tammie Adams	*Tammie Adams*	4/14/2023
Principal	Signature	Date
Hector Patty	*Hector Patty*	4/17/2023
SSC Chairperson	Signature	Date
Monica Thomas	*Monica Thomas*	4/17/2023
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	4/17/2023
Director, Strategic Resource Planning	Signature	Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Horace Mann Elementary School   **Site Number:** 136

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2023	ILT	Reviewed 22-23 SPSA. Identified strengths and root causes, challenges and root causes.
1/30/2023	Culture & Equity Team including 5th grade student leaders	Reviewed 22-23 Conditions for Student Learning to determine what worked and determine adjustments for 23-24
12/8/2022	SSC & SELLS Combined	Engaged in conversation about what would be our priorities for 23-24 if our school were to remain open.
1/12/2023	SSC & SELLS Combined	Determined our strengths, challenges adn root causes for both within the Annual SPSA Review
2/16/2023	SSC & SELLS Combined	Conducted a review of the 22-23 expenditures; Reviewed the 23-24 budget allocations and determined the Title 1 and Title 4 expenditures for 23-24
2/13/2023	Faculty	Staff reviewed key actions for each priority area and determined the actions to keep, stop, adjust and begin.
4/13/2023	SSC & SELLS Combined	Reviewed the 23-24 SPSA and approved the plan.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$78,310.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$524,144.02

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$71,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$9,660	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,910	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$124,815	TBD
21st Century Community Learning Centers (Title IV #4124)	$0	TBD	After School Education and Safety Program (ASES #6010)	$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$4,775	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$180,113	TBD
Comprehensive Support and Improvement (CSI #3182)	$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$78,310**	**$0**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$445,834**	**$0**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$524,144
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Horace Mann Elementary School	**School ID:** 136

School Description

We are a neighborhood TK-5 elementary school located in East Oakland near Fremont High School and the Melrose Library. Our 12 classroom teachers and support staff strive daily to provide our students with the personal, academic, and technological skills needed to be successful in the 21st Century. To that end, we keep class sizes relatively small so every voice can be heard. Across curriculum, we facilitate collaborative learning teams to broaden individual understanding, foster teamwork, and explore group dynamics. At Horace Mann, we focus on literacy. Using a balanced literacy approach in a blended learning environment - with extended day support from an academic literacy-based afterschool program, parents, and our PBIS Team - we developed a plan ensuring that every Horace Mann student reads at or above grade level by the end of 5th Grade. This means that our students will be ready to succeed in middle school, high school, college and beyond.

School Mission and Vision

Our mission here, is to instill a love of learning in each child, an empathetic nature, and intrinsic apreciation for their community, and the grade level skills needed to succeed in middle school. Along with developing soical emotional grounding stratgies, Common Core mathematical concepts, and personal technological abilities, our main focus is to assure all students read at their grade level or above, by the time they go to middle school. Using initial and ongoing assessments, all students are placed on a multi-year personal trajectory towards reaching that ultimate goal, with incremental goals set each year, which we monitor, adjust and revise as needed - on a month to month basis. To that end, all students receive a solid block of Balanced Literacy daily in the classroom. Within that block - which includes Reading and Writing Workshops, we employ rotation-based Blended Learning for daily differention. Beyond that block, we add a strong Intervention Program where at -risk students are identified, assessed and given specified addtional literacy support - individually and in small groups - from a Reading Specialist and support staff. We also employ an academic After School Literacy Program where students reading at "less than proficient" are given an additonal hour of Literacy daily.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
45.7%	54.3%	48.7%	15.6%	3.5%	0.0%	96.5%	7.0%

% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
23.6%	1.0%	59.3%	4.0%	0.5%	1.0%	1.0%	4.5%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness:	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	18.5%	28.6%	*not available until Fall 2023*	40.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	16.1%	11.1%	*not available until Fall 2023*	30.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	6.8%	14.8%	*not available until Fall 2023*	30.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-132.5	n/a	-124.9	*not available until Fall 2023*	-120.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.9%	2.9%	*not available until Fall 2023*	20.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-120.7	n/a	-135.9	*not available until Fall 2023*	-110.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	6.4%	*not available until Fall 2023*	20.0%

CAST (Science) at or above Standard	All Students	2.0%	n/a	4.9%	*not available until Fall 2023*	10.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: *Increase reclassification rate to 8% by the end of the year.
* 30% of focal group students will score at/above grade level on ELA/Math iReady
* Students learning English will score --130 on Math/ELA SBAC

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-113.6	n/a	-136.2	*not available until Fall 2023*	-95.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-155.4	n/a	-131.6	*not available until Fall 2023*	-130.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	*not available until Fall 2023*	16.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-112.3	n/a	-167.7	*not available until Fall 2023*	-95.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-146.6	n/a	-140.7	*not available until Fall 2023*	-125.0

Reclassification Measures & Annual Targets *Complete Part 1 of ELD Reflection*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	1.9%	1.1%	4.1%	*not available until Fall 2023*	5.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	*not available until Fall 2023*	3.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: *95% of students will feel connected to the school
*Out of school suspensions will be reduced to 0% for all groups
* Chronic Absenteeism will be reduced to 20% for all groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	63.6%	76.0%	64.0%	*not available until Fall 2023*	90.0%
Out-of-School Suspensions	All Students	0.0%	n/a	0.9%	*not available until Fall 2023*	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.9%	*not available until Fall 2023*	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.9%	*not available until Fall 2023*	0.0%
Chronic Absenteeism	All Students	25.4%	29.5%	53.9%	*not available until Fall 2023*	23.0%
Chronic Absenteeism	African American Students	41.9%	37.9%	73.3%	*not available until Fall 2023*	33.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: 90% of non-consolicated staff will retain their positon

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	92.9%	73.4%	70.5%	*not available until Fall 2023*	95.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College, Career & Community Readiness	* Use Toolbox Tools * Morning announcements that prepare students for the day. * Open approach to math problems, math discourse and multiple strategies for a problem * Using chromebooks and access to technology * 75% of students are passing their mastery tests * Students who scored only 1 year below grade level increased from 27% to 40%. * Students who scored 2 years below grade level decreased from 38% to 25%. * Students using complete sentenes orally and in writing to respond to text dependent questions. * Students are increasing their ability to explain their thinking while solving math problems * 50% of students are able to respond to the constructed response section of the IAB using complete sentences.	* Morning message emphasizes the toolbox tool of the week and celebrates students who have been observed modeling the tool * SIPPS instruction began earlier in the year and more time is spent analyzing the data to determine root causes of students who do not pass mastery tests. * Small group instruction is happening in 4/8 classrooms and providing specific guided instruction to support the building of skills for students. *Introducing the RACE strategy provided some structure for students to help them get started with constructed response text dependent questions. * Providing time for students to engage in productive struggle in math helps with building independence. *Pre-teaching and using context clues to help with vocabulary instruction is supporting comprehension. * SIPPS Instruction is being taught by all include Prep Teacher - so that students can have smaller groups and targeted instruction *Teachers were given additional time for collaboration and planning outside of their contractual time to unpack lessons and modules. * Weekly attendance rewards for classrooms helps, supports and encourages students to come to school. *100% of teachers are using the RACE strategy to support students to use complete sentences when they are writing. * Students have opportunities to learn outside of the classroom to deepen their understanding in core subjects.

LCAP Goal 2: Focal Student Group Supports	* 71% of 1st grade AA students scored at/above grade level on Oral Reading Fluency. * 85% of 1st grade AA students scored at/above grade level on Nonsense Word Fluency - Words read correctly.	* Differentiated SIPPS instruction is supporting students to improve their accuracy with word reading. 1st grade classrooms provide students with opportunities to read independently.
LCAP Goal 3: Student & Family Engagement	* Family Nights: reading, math, health * Teacher led Parent Workshops in reading, writing and math after contractual hours * Book Fair * Releasing the event calendar at the beginning of the year * Peer RJ circles * Parent led SSC officers * Parent Cafe	* Activities were engaging for both parents and students. * Parents have an opportunity to learn about strategies we are using. * Parents had an opportunity to tour the classrooms to observe instruction. * Parents are really interested in volunteeering in classrooms
LCAP Goal 4: Staff Supports	* Teacher leaders are given opportunities to support whole staff learning by leading PD/Staff meetings. * Teachers appreciated the new structure of PLCs and PD * Majority of teachers are bringing back student work to analyze during PLCs each time * Majority of teachers complete weekly feedback during PD sessions that help drive the focus of PD.	*Conditions for adults are set at the beginning of the year that lay out expectations for the year. * Provide time for teachers to share best practices during PD *Provide time for teachers to collaborate with and across grades. *Teachers collaboratively created PLC agreements.

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 1: College, Career & Community Readiness	* 36% of 3rd - 5th grade students scored below grade level on ELA IAB. * 80% of 3rd grade students scored below grade level on Math IAB *62% of 4th grade students scored below grade level on Math IAB * 66% of 5th grade students scored below grade level on Math IAB * Students in SIPPS Challenge Level 1 group struggled with passing mastery tests within two cycles.	* Teachers are struggling with teaching the new math curriculum. * Math instruction is still heavily teacher guided and students don't have as much time to engage in productive struggle independently or with a partner. * Teachers are still learning how to plan math lessons with questions in mind that push student's thinking. * 3rd grade class did not have consistency in instruction until the middle of the year. * Inconsistency of teaching instruction meant that students struggled with passing SIPPS mastery tests.
LCAP Goal 2: Focal Student Group Supports	* 3rd - 5th grade students who are in years 4, 5 & 6 of EL proficiency levels had the most students who scored below grade level. * 44% of Latino 3rd - 5th grade students scored below grade on ELA IAB.	*Language Dives are not being taught consitently across the school. * New teachers need training on Designated ELD curriculum. * Majority of teachers have been GLAD trained, but not many are using it.
LCAP Goal 3: Student & Family Engagement	* Getting more parents involved * Determining the best time to get the most parent engagement * Parents being motivated to participate	* Parents are working * Parents need to get dinner ready * Traffic is challenging during drop off and pick times. The area is congested and makes it difficult for parents to park and come in to events. * Need to identify a way to get more parents involved. (provide translation)
LCAP Goal 4: Staff Supports	* Some teachers continue to use Discourse 1 language about students and families. * With the new structure of PD/PLCs, there wasn't as much time for teacher spotlight.	*Providing a model of backwards mapping and a creation of learning targets when unpacking standards is needed for teachers to have a clear picture of ways to complete the work.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

*Funds that are allocated to our school are based upon the 20 day enrollment count however, many students come into our school well after the 20th day and this year many of those students are newcomers and teachers are not effectively trained to implement supports for newcomers. Additionally, we do not receive additional funds to support those students or provide professional development for teachers for the following year.
*As compared to other schools in OUSD, our parent group is not able to raise enough money to fund any full time positions if the budget doesn't allocate money for necessary staff - Example RJ Coordinator, this prevents us from having consistent supports for students from year to year.
*Factors used to determine allocation of concentration dollars do not represent the community in which our school is placed. As a result, the amount of funds are limited as our area isn't "dangerous" enough to warrant an increase of concentration dollars.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Horace Mann Elementary School	**SPSA Year Reviewed:** 2022-23
	SPSA Link: 2022-23 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

The staffing changes we encountered were that we were unable to hire the Case Manager. Since the vacancy remained for majority of the year, the funds were taken away. As a result, the social skills groups planned shifted to our Clinical Interventionist. Due to the time constraints, teachers found it challenging to keep up with phone calls to the families of students who missed more than two days consecutively. In Standards Based Instruction, we shifted away from using the 5 practices to orchestrate productive discussions, to idnetifying the aspect of rigor within the sections of the new math curriculum.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

By focusing on the aspect of rigor in math, teachers are looking deeper into each lesson to ensure that students are conceptually understanding the math and they have opportunities to explain their thinking and describe how they solved problems. Changing our professional development structure has allowed teachers to closely monitor student progress and make instructional adjustments, Getting started with SIPPS within the third week of school establish structures to support students with the foundational skills to learn to decode and read.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working/not working? Why? *(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)*	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contracts	College/Career Readiness	Provide time for teachers to collaborate and plan lessons and analyze student work in order to determine effectiveness of lessons.	*4/8 teachers took advantage fo extra time to get familiar with new curriculum consistently. *Collaborate and get feedback with colleagues on how they are planning lessons * 8/8 teachers took advantage of extra time to look at and analyze student work in order to make instructional adjustments when offered.	Continue funding.

Prep/Enrichment Teacher	i-Ready Reading at or above Mid-Grade	Teacher supplements core curriculum in ELA and Math to provide students with additional opportunities to build skills	* good for students to learn computer skills and tech skills. Helps in classroom to have students to do research reports. * Kinder students are able to access Starfall and ST Math because they are doing the work in computer lab. * Students are access accounts at home and doing work at home on the computer. * Parent workshops help parents understand how to help students log in and feedback has been given to teachers they are using the computers at home with students. * 85% of Kinder students are passing their iReady instruction lessons * 94% of 1st grade students are passing their iReady instruction lessons * 90% of 2nd grade students are passing their iReady instruction lessons	* Could add it as a place to use the SEL program Sown to Grow.
Translation	i-Ready Reading at or above Mid-Grade	Admin Assistant provides translation at a variety of events incuding our annual Title 1 Parent Meeting, School Site Council Meetings, our information for families transitioning into middle school.	* Allows access for parents to understand what's happening at the school and ask questions. * Report card conferences translation is helpful. * Family events having someone to translate. Having access to the content of what students are learning. * Parent Square is helpful for translating for families.	*Make sure that any time it is needed we acknowledge other translation needed for families, for example - Arabic.

Workshops	Student Connectedness to School	Creating Parent Workshops to support student learning at home and bridge the gap between home and school. When families understand how learning works at school, students and families feel more connected.	* 20% of families on average attend family events and all families received take home kits. * Looking at the work that students are doing. * Opportunities to learn about the history of our community. * Event calendar at the beginning of the year. *Take home kits for students and families in ELA and Math were helpful. * Having the same focus school wide is helpful.	* Allow students to showcase their work. * Students always performing at the events in order to get more parents. * Use the songs or chants from CSC * Students create special projects to share with families.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Horace Mann Elementary School	**School ID:** 136

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	Mathematics - Math Curriculum Implementation
School Theory of Change:	If teachers focus on making connections between the Fluency Launch, Learn and Land sections within Eureka2, plan lessons to address the aspect of rigor across the sections, and provide opportunities for students to engage in academic discussions, then students will make connections between multiple representations/solution methods using precise math language As a result, students will improve their scores on iReady math diagnostic and math IABs.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Use PLC time to unpack Eureka at the module and lesson level to also include calendaring unit assessments.	Admin will use pre-service week to provide time for teachers to unpack standards by trimester/unit. Throughout the year, admin will use extended contracts to provide additional time for teachers to unpack other modules.	Grade level calendars Pacing checks halfway through each unit.		Tier 1
1-2	All Teachers attend district professional development	Admin will schedule and advise all teachers of the summer professional development opportunities	Teacher attendance		Tier 1

1-3	Teachers attend weekly PD and participate in regular collaboration time in PLCs to build knowledge, plan lessons, analyze student work, assessments, data and instruction.	Admin will work with Instruction Partners to create PD cycles and provide a cyclical structure for teachers to plan lessons, analyze student work, determine next instructional steps during PLCs.	PD Feedback Lesson plans Student work analysis form		Tier 1
1-4	3rd - 5th grade teachers will backwards map Math IAB's to identify the concepts and standards to be taught in Eureka2. Provide time for students to take the Pre/Post assessment. Use data from assessments to set goals for the next trimester.	Admin will provide time during PD/PLC at the beginning of each trimester to allow teachers to take and unpack IAB's. Admin will conduct data conferences with teachers during their Heros PE time.	Backwards Map and calendared lessons template Reflection forms from teachers after unpacking IABs. Goal setting documents		
1-5	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	Admin will provide time for teachers to connect with Computer teacher to determine standards/concepts addressed in online programs.	iready instruction path data	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 1

1-6	Academic Mentors will provide support for students below grade level to learn basic multiplication and addition facts.	Admin and teachers will use data to identify students close to proficiency. Admin and Academic Mentor will use a tracker to monitor student progress in order to create new groups as needed.	IAB Data iReady Math Data Student Recording Sheet		Tier 2
1-7	Teachers will identify the aspect of rigor within each math lesson and ensure the math is clear through the use of explanations, representations or examples.	Admin will review and define the aspect of rigor during PD. Admin will observe math lessons and provide teachers with feedback. During 1:1's with teachers, admin will review math lessons and student work	PD Feedback Ongoing meeting log with teachers Observation tracker		Tier 1
1-8	Teachers will do peer observations in order to share best practices and support teacher learning.	Admin and TSA will create a schedule to allow STIP Sub to cover classes to provide time for teachers to observe colleagues and debrief observations. During PLC, teachers will share patterns and trends observed across the school.	STIP Sub Schedule Teacher observation notes PLC notes on patterns and trends Teacher feedback on next steps		Tier 1
1-9	Teachers will provide parent workshops to assist families as they support their children with math.	Help families sign up for the online supports so they have access. Schedule monthly time for parents to attend Parent Workshops. Community Relations Assistant will connect with families in order to support communication and increase parent attendance.	Parent Sign up sheets Feedback forms from parents		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:	Building reading comprehension through direct explicit instruction of Word Recognition and Language Comprehension				
School Theory of Change:	If teachers attend to Foundational Skills through consistent implementation and progress monitoring of SIPPS instruction; provide students with access to grade level complex text while explicitly teaching Tier 2 vocabulary; provide students with opportunites to engage in academic discussions about the text and cite evidence from the text, then higher percentaes of students will show significant gains in: * iReady Diagnostic, IAB and SBAC * Students will apply learning from designated ELD to their writing in EL Ed. * Students will increase their accuracy in reading in order to improve their reading comprehension.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. Teachers will explicitly teach the RACE strategy in order to provide the structure for students to answer prompts in complete sentence.	*Admin and TSA will provide weekly professional development. *Admin and TSA will conduct weekly walkthroughs with a focus connected to the PD and provide feedback to teachers and look for implementation of feedback the following week. *Work with central office ELA Coordinator to assist with PD and walkthroughs	*Use of observation tracker to allow leadership to notate observations as well as feedback given to teachers and name shifts in instruction observed. * PD Feedback will help to identify the needs of teachers. *Teacher schedules that show times for EL Ed lessons 4/5 days per week.		Tier 1

2-2	Teachers will use PLC time to analyze student writing in order to determine the extent to which the objective of the lesson/unit was achieved. Teachers will describe next steps to build on student learning, address student misunderstandings, or enhance a teaching practice that was tried.	Principal and TSA will create cycles of inquiry for PLCs that allows teachers to consistently plan lessons, analyze student work, monitor and adjust instructional practices. Teachers will use Think Alone time to sort student work by proficiency level and collaborate with partner to name the instructional shifts needed to assist students in meeting objectives.	*Student work analysis protocol template *Feedback form *Observation and feedback of PLCs		Tier 1
2-3	During PLCs, teachers will plan EL Ed lessons by unpacking focal standards and learning targets, will identify Tier 2 vocabulary to explicitly teach within the lesson, determine the criteria for mastery aligned to lesson learning targets and determine opportunities for students to engage in conversations in order to deepen their understanding of the text.	Principal and TSA will provide a lesson plan template for teachers to use during PLC. Upon completion, Principal and/or TSA will provide feedback to teachers about lesson plans.	*Lesson plans *Teacher feedback from PD/PLC *Feeback given to teachers after reviewing lesson plans *Observation tracker to name noticings, wonderings, shifts and shared with teachers.		Tier 1

2-4	Teachers will use trimester data conferences to determine student groupings for ALL Block. Teachers will use small group instruction during ALL Block to do additional work with complex text, work on foundational skills and/or pre-teach vocabulary to struggling students or students learning English.	Admin will use Heros PE time for 1:1 conferences with teachers to review ALL Block small group instruction. Admin and TSA will observe ALL Block and provide feedback to teachers.	*Ongoing 1:1 notes to review student work and feedback given * Observation tracker *Student work produced during small group instruction		Tier 2
2-5	Teachers will analyze unit and module assessments, IAB data during end of trimester data conferences with the principal and TSA. We will monitor progress, reflect on best practices, adjust instruction to support, ELLs, newcomers, strugging and GATE students accordingly. Teachers will determine the best format for intervention: whole group, small group or individual conferring.	The Instructional Leadership Team (ILT) will meet to synthesize data from grade level academic accountability conferences. The ILT will use data to set cycle goals, identify focal standards, name targeted instructional practice teachers will use in order to improve student outcomes. ILT will identify school-wide trends of strengths and trends of concerns in addition to analyzing root causes for each trend and use that information to plan next steps for professional learning, coaching, and intervention.TSA will provide template for synthesizing data at a PLC. Instructional Leadership Team (ILT) will meet bi-monthly to plan the next six-week cycle.	Principal and TSA will monitor and document meetings. ILT agendas and notes. PD cycle plan including topics for each week and the coaching schedule for observations and feedback.		Tier 1

2-6	K-5 Teachers will teach Word Study daily by implementing the SIPPS curriculum with fidelity. Teachers will administer Mastery Tests and analyze data to determine areas of concern for students who do not pass their Mastery Test more than once. Teachers will ensure that all components of SIPPS lessons are taught daily.	TSA, Early Literacy Lead Teacher will provide PD for teachers around implementing SIPPS & Heggerty curriculum and administering assessments to record data. Admin and Early Literacy Central coach will conduct walkthroughs using SIPPS rubric and provide teachers with feedback to adjust instruction. TSA and Admin will provide time during PLC for K-3 teachers to analyze data and adjust groupings.			
2-7	Teachers will analyze grade level complex text from EL Ed Curriculum to identify challenging words and figurative language. 4th & 5th grade teachers will create lessons that focus on vocabulary acquisition and use. Teachers will use PLC time to analyze student work and determine next instructional steps. Teachers will identify focal students to include subgroups of AA, ELLs, Foster Youth	Early Literacy Coach will create SIPPS groups based on Placement and Mastery Test data. Coach will observe and provide feedback to teachers in order to ensure lessons are taught with fidelity and model lessons as needed. Admin and Coach will meet to review data and determine effectiveness of lessons to make adjustments as needed.	*SIPPS data analysis *Observation and feedback *Google form from teachers naming students who passed mastery tests and those who did not pass.		Tier 2
2-8	STIP Sub Schedule Teacher observation notes PLC notes on patterns and trends Teacher feedback on next steps	STIP Sub Schedule Teacher observation notes PLC notes on patterns and trends Teacher feedback on next steps	STIP Sub Schedule Teacher observation notes PLC notes on patterns and trends Teacher feedback on next steps		Tier 1

					Tier 1
2-9	Computer teacher will provide supplemental support for core program to allow additional practice through online programs. Teachers will analyze iReady instruction path for students to determine if lessons are appropriate for students or adjustments need to be made based on student data.	Admin will provide time for teachers to connect with Computer teacher to determine standards/concepts addressed in online programs. Admin/TSA will provide teachers with data reports to analyze and support with instructional decisions.	Observation of computer teacher lessons and feedback.		

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority:	Strengthen adult SEL competency and capacity to foster a culture of community and create a safe learning environment.
School Theory of Change:	**If** teachers use the Caring Schools Community curriculum for daily morning circles in collaboration with the Toolbox Tools, and classroom expectations, routines and procedures are explicitly taught and monitored and the Restorative Community Schools Manager supports teachers to facilitate restorative circles, welcoming circles and/or repair circles **Then**, teachers will build community and create an intellectually safe environment for students. **As a result**, students will feel connected to one another, their classroom and the school, which will foster a love for school and increase attendance and decrease bullying.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will use CSC curriculum to implement daily morning meetings while incorporating Toolbox Tools in order to build relationships and create a sense of community among the students. Teachers will conduct peer observations to share best practices around routines and procedures and share patterns and trends during PLC.	Admin will provide PD for teachers to spotlight best practices and unpack SEL standards. SEL program manager and admin will conduct ongoing walkthroughs and provide feedback of morning circles for teachers. Admin will use the curriculum to guide the focus of morning meetings through schoolwide announcements each morning.	Classroom observations using Classroom Expectation Look Fors Observation tracker Classroom Culture Self-Assessment Tool		Tier 1
3-2	Teachers will facilitate repair, harm and welcome circles for students as needed. RCSM will support teachers to facilitate and co-lead circles as needed.	RCSM will provide PD for teachers on repair, harm and welcome circles. RCSM will support and reinforce best practices taught during PD. RCSM will push into classrooms to montior RJ circles. Facilitator will use site observation tracker and provide feedback to teachers and follow up to monitor implementation.	Notes from the observation tracker and data put into the RJ dashboard. Feedback forms from PD.		Tier 2

3-3	Teachers will explicitly model and teach expected behaviors in each of the common areas. Review each area daily for the first month of school. Teachers will include pictures of expected behaviors to provide access for students learning English. Teachers will make a home/school connection by creating a homework project that demonstrates the expected behaviors with their families. Teachers will repeat expectation rotations after each long vacation.	Culture & Equity Team and admin will create a rotation schedule and provide teachers with example lesson plans for each common area. Team will model and provide time for teachers to practice lessons and receive feedback during PD. Admin will introduce the expectations to families during Back to School Night.	Classroom Culture Plans Rotation Schedule Sign Up Sheet Google slides for Back to School night with expectations		Tier 1
	PE teacher will provide explicit instruction for students around maintaining a healthy body by engaging in physical exercise, teaching students to work collaboratively in games and build SEL skills.	Admin and PE teacher will work collaboratively to identify the social skills students need to manage their own emotions.	SEL Self-Assessment Pre/Post Teacher lesson plans	*95% of students will feel connected to the school *Out of school suspensions will be reduced to 0% for all groups * Chronic Absenteeism will be reduced to 20% for all groups	Tier 1

3-4	Teachers will introduce Tier 1 monthly attendance incentives through school wide attendance challenges. Teachers will communicate the attendance challenge to families at the beginning of each month. Provide incentives for classes that maintain the highest attendance rate.	Attendance Team will share monthly challenges with teachers in order to monitor Tier 1 attendance. Community Relations Assistant will contact families in order to support attendance goals. Team will meet bi-monthly in order to identify at risk classrooms as well as specific students. A team member will communicate the monthly challenge winning classrooms to families. Monthly SART meetings will take place for families who have missed between 11-20 days of school.	*SART Agendas *Notes from bi-monthly attendance team meetings * Call logs with family contacts	*95% of students will feel connected to the school *Out of school suspensions will be reduced to 0% for all groups * Chronic Absenteeism will be reduced to 20% for all groups	Tier 2
3-5	Teachers will host Family Engagement Nights covering topics including: Math Night, Literacy Night, Health Night, and Science Night. Teachers will facilitate stations to support family learning acorss content areas. Families will engage with activities, enjoy dinner and take home materials to support student learning at home. Teachers will also use the time to have homework help for families.	Family Engagement Team will organize engagement nights, including creating agendas, organizing materials and creating fliers. Community Relations Assistant will support events by inviting members of the community to support the event.	Agendas Family Engagement Team meeting agendas and notes Feedback forms from families		Tier 1

3-6	Teachers will create classroom culture plans that include routines and procedures that are clear, effective and culturally responsive in order to interrupt racist outcomes and maximize instructional time. Teachers will use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose.	Admin will conduct walkthroughs. Culture & Equity Team will monitor Classroom Culture Plans and analyze the data of classroom referrals. Admin will provide PD for teachers to build a shared understanding to identify racist practices within classroom routines and procedures and interrupt them so that the cultural background of students are seen as strengths and assets.	PBIS Tier 1 fidelity assessment Observation Tracker Classroom Culture Plans		Tier 1
3-7	Teachers will use first two weeks of school to conduct virtual or in-person home visits to build relationships with families and learn more about students. Teachers will collect and use data about students to help determine groupings in class.	Leadership will provide minimum days to allow teachers time to conduct conferences. Provide sample questions teachers can use to build relationships with families. Admin will set up a school wide meet and greet on the first day of school so that families can register for home visits.	Parent Conference/Virtual Home Visit Sign up Sheet Completed Classroom Information Sheet		Tier 1
3-8	Teachers will take students on Field Trips that will support core instruction in Science and the Arts.	Admin will provide funding for busses and collaborate with teachers to create art or writing projects that connect to the field trip.	Field Trip Information Student work student feedback from the field trip		Tier 1
3-9	RCSM will identify and train students to conduct peer RJ circles.	RCSM will provide PD for teachers about Peer RJ in order to help them identify students.	Feedback from PD Student feedback from training		Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Priority:	Building Capacity for a Strong Professional Learning Community to promote an Anti-Racist Learning Culture				
School Theory of Change:	If administration: * sets expectations and conditions for what a collaborative culture of teaching and learning looks like, * grounds the work in collaborative norms and informed by professional standards, * builds the capacity of ILT to lead collaborative spaces focused on student and professional growth, then: * teachers will engage in individual and collective professional learning that results in continuous improvement and high performance.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers work collaboratively to build relational trust by articulating how individual contributions lead to the collective success of the school. Teachers create and decide upon PLC agreements that determine how to work collaboratively.	Admin provide time and space during pre-service days to build community with staff. Use a range of communication and systems that allow teachers to participate as an individual, in partnerships, small group and whole group.	CSC Faculty Questionairre Community Building feedback PLC Agreements	90% of non-consolicated staff will retain their positon	Tier 1

4-2	Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, data and effective classroom practices, and engage in public learning protocols.	Admin and ILT will collectively assess and revise peer learning systems in order to ensure they support teachers to improve practice. Leadership will provide time for teachers to independently reflect on student outcomes, then have time to work with grade level partner(s).	Student Work Analysis Template Pre-Post PLC self-assessment rubric Lesson Planning Template	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 1
4-3	Teachers will focus on data points that are predictable by race and use an anti-racist lens to make adjustments to practices. Teachers will participate in peer observations to learn from colleagues and use observation notes to support instructional alignment across the school.	Use Heros PE time for teacher, admin and TSA to observe across grade levels. Teacher will debrief with Admin and TSA Provide feedback to observed teacher ILT will lead PLCs through protocols that use an anti-racist lens for analyzing data and supporting focal student groups	Feedback notes Debrief Notes Observation notes PLC Agendas and meeting notes ILT Agendas and meeting notes Focal student data	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 1

4-4	Teachers will shift away from a focus on teaching to a focus on learning and away from a focus on covering content to a focus on demonstrating proficiency by consistently establishing a criteria for mastery and identifying the learning students are demonstrating as evidenced by student work samples.	Admin and TSA will consistently provide feedback and ask probing questions to determine student learning towards learning targets. Admin and/or TSA will use Heros PE time to meet with teachers 1:1 to analyze student learning and determine instructional shifts needed.	Rubrics/Criteria for Mastery Ongoing teacher meeting logs Feedback from PLCs	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	All Black students feel safe and sense of belonging at school. All Black Students are physically and emotionally healthy, academically prepared and families/students are empowered and engaged daily.
School Theory of Change:	If teachers conduct virtual home visits to build relationships with Black families to learn about the strengths of students, and teachers include the interests of students in the planning of lessons then students will feel a sense of belonging, which will decrease chronic absence and increase feelings of connectedness at to the staff and the school. Leadership will provide PD around characteristics of white supremacy culture and the difference between discourse 1 and 2 so that all staff create an anti-racist learning enviornment for all.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Admin will provide two weeks of minimum days so that teachers have enough time to meet with all families.	Teacher Home Visit Logs Feedback from families	*95% of students will feel connected to the school *Out of school suspensions will be reduced to 0% for all groups * Chronic Absenteeism will be reduced to 20% for all groups	Tier 1
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	PD Agendas Feedback from teachers	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 1

5-3	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	PLC Agreements Liberated Leadership Goals Ongoing 1:1 meeting notes	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All ELs will have access to at least 120 minutes weekly designated ELD instruction focused on explicitly teaching both langauge forms and vocabulary of English, via district-recommended Newcomer and other ELD curricula, EL Ed Language Dives, sentence patterning charts, sentence unpacking, or other designated ELD-appropriate instructional strategies.	Principal, TSA, and/or Intervention teacher will provide support in the form of scheduling and curriculum materials access. Provide PD focusing on Designated ELD curricula and strategies. Provide feedback on designated ELD curriculum decisions through lesson plans and/or weekly learning walks using relevant portions of an ELD observation tool.	Quantitative evidence of schoolwide structures: Weekly implementation of ELD observable in special every-day-of-the-week diagnostic learnign walk. Qualitative evidence of growth in use of best practices in curriculum and strategy selection via review of lesson plans or learning walk notes.	*Increase reclassification rate to 8% by the end of the year. * 30% of focal group students will score at/above grade level on ELA/Math iReady * Students learning English will score --130 on Math/ELA SBAC	Tier 1
6-2	Teachers will use Language Dives from EL Ed Modules to teach Designated ELD. These will include the deconstruction, reconstruction and application of language features from one sentence from the grade level complex text. Teachers will focus on the language features of the language dives in order to support students with the writing task in the ELA curriculum.	Admin and ELLMA Specialist will provide PD for teachers to learn to code sentences for language features and support teachers to create language objectives. Admin and ELLMA specialist will learning walks in order to support implementation of Language Dives and provide teachers with feedback.	ELL Site Review data PD Feedback Academic Discussion feedback	*Increase reclassification rate to 8% by the end of the year. * 30% of focal group students will score at/above grade level on ELA/Math iReady * Students learning English will score --130 on Math/ELA SBAC	Tier 1

6-3	Teachers will differentiate instruction by meeting with small groups during ALL Block in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs. Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	TSA and Tech lead will provide training on data analysis of Imagine Learning, observe ALL Block and provide feedback . Monitor weekly use of Imagine Learning.	Weekly Clever report Provide feedback to teachers about use of Imagine Learning and student progress Observation Tracker	*Increase reclassification rate to 8% by the end of the year. * 30% of focal group students will score at/above grade level on ELA/Math iReady * Students learning English will score --130 on Math/ELA SBAC	Tier 2
6-4	Teachers will assess students who are learning English using SIPPS placement test to determine instructional needs in Phonics. Students will be placed in appropriate level based on score.	Admin and Early Literacy Coach will analyze data and make groups for instruction. Teachers will be provided time to administer SIPPS Mastery tests and analyze data. Early Lit Coach will provide homeroom teachers with data and progress reports for ELLs.	SIPPS Mastery tests Improved Phonics, Phonemic Awareness and High Frequency word test scores	* 30% of K-5 will score at/above Early-Mid Grade on ELA/Math iReady * 3rd - 5th grade students will score -115 DFS on ELA SBAC * 3rd - 5th grade students will score -105 DFS on Math SBAC * 15% of 5th grade students will score at/above on CAST	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 136   **School:** Horace Mann Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Girls Inc. After School Program	$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	K-5 Teachers will teach Word Study daily by implementing the SIPPS curriculum with fidelity. Teachers will administer Mastery Tests and analyze data to determine areas of concern for students who do not pass their Mastery Test more than once. Teachers will ensure that all components of SIPPS lessons are taught daily.	136-1
Girls Inc. After School Program	$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. Teachers will explicitly teach the RACE strategy in order to provide the structure for students to answer prompts in complete sentence.	136-2
Extended contract to provide time for teachers to attend a Retreat at the beginning of the school year to collaborate and plan.	$18,000	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	136-3
Community Relations Assistant will support with the Family Engagement Team, Family events and communicate with families to support re-design planning.	$89,363	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Community Relations Assistant II, Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Help families sign up for the online supports so they have access. Schedule monthly time for parents to attend Parent Workshops. Community Relations Assistant will connect with families in order to support communication and increase parent attendance.	136-4

12-Month Community School Manager: RCSM will support with our COST process and Attendance Team meeetings.	$112,202	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9321	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Attendance Team will share monthly challenges with teachers in order to monitor Tier 1 attendance. Community Relations Assistant will contact families in order to support attendance goals. Team will meet bi-monthly in order to identify at risk classrooms as well as specific students. A team member will communicate the monthly challenge winning classrooms to families. Monthly SART meetings will take place for families who have missed between 11-20 days of school.	136-5
Academic Mentors will provide additional acceleration for 3rd - 5th grade students in ELA and Math. They will target students who are scoring at approaching grade level in cycles.	$32,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Academic Mentors will provide support for students below grade level to learn basic multiplication and addition facts.	136-6
Teachers and Family Engagement Team will create take home kits for families for each of the Family Night Events. Parents will receive materials to work with their child at home.	$5,000	California Community Schools Partnership Program	4314	Student Incentives	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will host Family Engagement Nights covering topics including: Math Night, Literacy Night, Health Night, and Science Night. Teachers will facilitate stations to support family learning acorss content areas. Families will engage with activities, enjoy dinner and take home materials to support student learning at home.	136-7
Staff Planning Retreat	$10,435	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Math at or above Mid-Grade	Teachers will identify the aspect of rigor within each math lesson and ensure the math is clear through the use of explanations, representations or examples.	136-8
Provide assemblies for students to enjoy the arts	$3,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Culture & Equity Team and admin will create a rotation schedule and provide teachers with example lesson plans for each common area. Team will model and provide time for teachers to practice lessons and receive feedback during PD. Admin will introduce the expectations to families during Back to School Night.	136-9

Supplemental Tutoring Program	$5,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers will identify the aspect of rigor within each math lesson and ensure the math is clear through the use of explanations, representations or examples.	136-10
11-Month Classroom Teacher on Special Assignment (TSA): Early Literacy Coach will create and monitor Word Study cycles; coach teachers; conduct observations and provide feedback; model instruction.	$176,145	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7375	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Admin and Early Literacy Coach will analyze data and make groups for instruction. Teachers will be provided time to administer SIPPS Mastery tests and analyze data. Early Lit Coach will provide homeroom teachers with data and progress reports for ELLs.	136-11
K-2 teachers will have an opportunity outside of contractual hours to collaborate and plan small group instruction and unpack EL Ed modules	$3,967	Early Literacy Support Block (ELSB) Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Principal and TSA will provide a lesson plan template for teachers to use during PLC. Upon completion, Principal and/or TSA will provide feedback to teachers about lesson plans.	136-12
Contract with Instruction Partners to support math instruction and improve teacher practice and student outcomes.	$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Math at or above Mid-Grade	Teachers will identify the aspect of rigor within each math lesson and ensure the math is clear through the use of explanations, representations or examples.	136-13
STIP Teacher	$87,289	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8677	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will analyze grade level complex text from EL Ed Curriculum to identify challenging words and figurative language. 4th & 5th grade teachers will create lessons that focus on vocabulary acquisition and use. Teachers will use PLC time to analyze student work and determine next instructional steps. Teachers will identify focal students to include subgroups of AA, ELLs, Foster Youth	136-14
Early Literacy Tutor	$32,035	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	4311	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-5 Teachers will teach Word Study daily by implementing the SIPPS curriculum with fidelity. Teachers will administer Mastery Tests and analyze data to determine areas of concern for students who do not pass their Mastery Test more than once. Teachers will ensure that all components of SIPPS lessons are taught daily.	136-15

Early Literacy Tutor	$35,130	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7997	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-5 Teachers will teach Word Study daily by implementing the SIPPS curriculum with fidelity. Teachers will administer Mastery Tests and analyze data to determine areas of concern for students who do not pass their Mastery Test more than once. Teachers will ensure that all components of SIPPS lessons are taught daily.	136-16
Classroom supplies. This will provide teachers with materials and supplies to use in classrooms. All students will benefit from the supplies.	$4,826	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. Teachers will explicitly teach the RACE strategy in order to provide the structure for students to answer prompts in complete sentence.	136-17
Updated computers for the office staff. Computers will be used to conduct Zoom meetings for trainings and contacting families to hold SART meetings to support attendance goals.	$2,834	LCFF Discretionary	4420	Computer < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Attendance Team will share monthly challenges with teachers in order to monitor Tier 1 attendance. Community Relations Assistant will contact families in order to support attendance goals. Team will meet bi-monthly in order to identify at risk classrooms as well as specific students. A team member will communicate the monthly challenge winning classrooms to families. Monthly SART meetings will take place for families who have missed between 11-20 days of school.	136-18
Maintenance for copy machines. All students will benefit as the copy machines will provide student work in order to meet ELA and Math goals.	$2,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will differentiate instruction by meeting with small groups during ALL Block in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs. Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	136-19

PE instructor for classes for students in order to meet the required number of minutes per week. All students will participate in PE. This will prepare 5th grade students for the Physical Fitness Test in the Spring.	$78,017	LCFF Supplemental	1105	Certificated Teachers' Salaries	293	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	PE teacher will provide explicit instruction for students around maintaining a healthy body by engaging in physical exercise, teaching students to work collaboratively in games and build SEL skills.	136-20
Additional weekly PE classes for students and facilitation of stations at recess.	$40,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers will use trimester data conferences to determine student groupings for ALL Block. Teachers will use small group instruction during ALL Block to do additional work with complex text, work on foundational skills and/or pre-teach vocabulary to struggling students or students learning English.	136-21
Site licenses to support supplemental learning for students in the content area of ELD, ELA, and Math.	$6,798	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	136-22
Library Technician	$85,409	Measure G, Library Support	2205	Classified Support Salaries	8380	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will analyze grade level complex text from EL Ed Curriculum to identify challenging words and figurative language. 4th & 5th grade teachers will create lessons that focus on vocabulary acquisition and use. Teachers will use PLC time to analyze student work and determine next instructional steps. Teachers will identify focal students to include subgroups of AA, ELLs, Foster Youth	136-23
Early Literacy Tutor	$4,576	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4311	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-5 Teachers will teach Word Study daily by implementing the SIPPS curriculum with fidelity. Teachers will administer Mastery Tests and analyze data to determine areas of concern for students who do not pass their Mastery Test more than once. Teachers will ensure that all components of SIPPS lessons are taught daily.	136-24

Early Literacy Tutor	$5,019	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7997	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-5 Teachers will teach Word Study daily by implementing the SIPPS curriculum with fidelity. Teachers will administer Mastery Tests and analyze data to determine areas of concern for students who do not pass their Mastery Test more than once. Teachers will ensure that all components of SIPPS lessons are taught daily.	136-25
Teacher Facilitated Parent Workshops: Using extended contracts, teachers will provide after school Workshops for parents to support learning at home in core content areas.	$1,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide parent workshops to assist families as they support their children with math.	136-26
Translation for parent meetings: Admin Assistant will provide translation for family events and Parent meetings	$910	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family Engagement Team will organize engagement nights, including creating agendas, organizing materials and creating fliers. Community Relations Assistant will support events by inviting members of the community to support the event.	136-27
Prep teacher to provide supplemental ELA/Math support using computer software programs. ST Math, Flocabulary, Imagine Learning, RAZ kids all support core instruction.	$23,405	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	293	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Computer teacher will provide supplemental support for core program to allow additional practice through online programs.	136-28
Provide additional time outside of contractual hours for teachers to analyze data, plan lessons. and look at student work.	$13,220	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Use PLC time to unpack Eureka at the module and lesson level to also include calendaring unit assessments.	136-29

Attendance Incentives: Admin and CSM will provide incentives for individual students and classes that improve or have good attendance.	$15,000	Title I, Part A Schoolwide Program	4314	Student Incentives	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Attendance Team will share monthly challenges with teachers in order to monitor Tier 1 attendance. Community Relations Assistant will contact families in order to support attendance goals. Team will meet bi-monthly in order to identify at risk classrooms as well as specific students. A team member will communicate the monthly challenge winning classrooms to families. Monthly SART meetings will take place for families who have missed between 11-20 days of school.	136-30
Field Trips: Students will have experiences outside of the classroom to enhance classroom experiences.	$20,000	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers will take students on Field Trips that will support core instruction in Science and the Arts.	136-31
To be allocated in Fall 2023.	$4,775	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	136-32

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Horace Mann Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
- Providing monthly Parent Workshops
- Trimester Data Dives
- Beginning of the year Home Visit/Parent Connection Check Ins
- Monthly Parent Cafes with the Principal

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Family Literacy, Math, Health and Science Nights
- Trimester Parent Teacher Report Card Conferences
- Mid-Trimester Open Houses

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Back to School Night
- Monthly Parent Workshops
- Report Card Conferences in November and March

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Monthly Parent Calendars through Parent Square

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Conducting a Parent Volunteer Training
- Provide Oakland ED Fund website information for clearance to volunteer

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Conducting monthly Parent Cafe's
- School Site Council

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Providing professional development for teachers through our Seneca Partners

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Monthly Parent Workshops
- Trimester Data Dives
- School Site Council Meetings
- California Community School Partnership Committee Meetings

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Conducting School Site Council meetings monthly

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Conducting Family Literacy Night, Family Science Night, Family Math Night, Family Health Night
- SELLS meetings are part of monthly SSC meetings

The school provides support for parent and family engagement activities requested by parents by:
- Conducting family surveys

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:
- Conducting Parent Workshops through Girls Inc and Seneca
- Opening the Parent Center
- Weekend event to provide information for services available to families

Adoption
Parents had time for input, questions and suggestions during our Annual Title 1 Meeting. This policy was adopted by the Horace Mann Elementary School on August 24, 2022 and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, 2023.

Name of Principal
    Tammie Adams

Signature of Principal
Tammie Adams

Date: August 29, 2022

School-Parent Compact

Horace Mann Elementary School

2022-23

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in 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 of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities
The school agrees to carry out the following responsibilities to the best of their ability:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   - Students will have access to grade level complex text through Shared and Close Reading which includes answering text dependent questions.
   - Students will use Science FOSS kits which are aligned to the Next Generation Science Standards.
   - In math, students will have opportunities to engage in discussions to explain their thinking.
2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Report card parent conferences in November and March.
   - Beginning of the year Parent Connections or Home Visits during minimum days.
   - Mid-Trimester Open Houses to discuss student progress and set goals for the remainder of the trimester.
3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

   - Providing parents with Standards aligned report cards.
   - During parent conferences, review assessments and provide resources and strategies to use at home with students.
4) **Provide parents reasonable access to staff.**

- Teachers use Parent Square, which allows two way communication between parents and teachers in their home language.
- Parents are allowed to sign in to the office and visit a classroom at any time, as COVID guidelines allow.

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Parents are encouraged to register as volunteers through the Oakland Ed Fund in an on-going basis.
- Upon signing into the office, all parents are able to visit classrooms, as COVID guidelines allow.

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

- Parents are invited to monthly Parent Cafes where they can receive training on ways to support their child with reading and math.
- Parents are invited to attend Family Literacy, Math, Health and Science night where they receive strategies to assist their child at home.

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Teachers receive professional development from our Seneca partners to identify ways to leverage parents as partners.
- Family Engagement Dept. will begin to support Family Liaison to provide affinity group meetings for African American parents.

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Teachers and parents have access to engage in two-way communication through the messaging app "Parent Square." All messages and posts are sent to parents in their home language.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Teach grade level skills and concepts
- Treat parents and students with respect and appreciate the diversity they bring
- Provide opportunities for differentiated instruction

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *[limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- Provide a quiet space for my child to complete homework.
- When on campus, wearing a mask is strongly recommended

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Follow The Horace Mann Way of being safe, responsible, & respectful

This Compact was adopted by the Horace Mann Elementary School on August 24th, 2022 and will be in effect for the period of the 2022 - 2023 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

Signature of Principal

Tammie Adams

Date

August 29, 2022

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Template ELEMENTARY SCHOOL
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Hector Patty
Vice Chairperson:	Dale Turner
Secretary:	Jamilah Hayes

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Tammie Adams	☑	☐	☐	☐	
Dale Turner	☐	☑	☐	☐	**1st**
Chansell Evans-Green	☐	☑	☐	☐	**1st**
Ishara Beliso	☐	☑	☐	☐	**1st**
Fanny Gonzalez	☐	☐	☐	☑	**2nd**
Denisse Albarran	☐	☐	☑	☐	**1st**
Hector Patty	☐	☐	☐	☑	**1st**
Ms. Flor Echeverria	☐	☐	☐	☑	**1st**
Maria Mendoza	☐	☐	☐	☑	**1st**
Jamilah Hayes	☐	☐	☐	☑	**1st**

SSC Meeting Schedule: (Day/Month/Time)	1st Thursday of every month at 4:00 pm on Zoom https://ousd.zoom.us/j/83051460260?pwd=b0cwQVFORmVBOGovYUttUUxQSVoxQT09

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members