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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: Horace Mann Elementary School
CDS Code: 1612596001929
Principal: Tammie Adams
Date of this revision: 4/25/2024

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 Oakland, CA 94601	Telephone: 510-879-1360 Email: tammie.adams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | |

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:

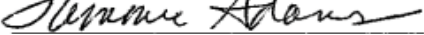

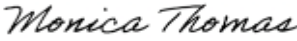

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 4/25/2024

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

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

Signatures:

Tammie Adams <hr style="border: 0.5px solid black;"/> <i>Principal</i> Flor Echeverria <hr style="border: 0.5px solid black;"/> <i>SSC Chairperson</i> Monica Thomas <hr style="border: 0.5px solid black;"/> <i>Network Superintendent</i> Lisa Spielman <hr style="border: 0.5px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0.5px solid black;"/>  <hr style="border: 0.5px solid black;"/> Signature  <hr style="border: 0.5px solid black;"/> Signature  <hr style="border: 0.5px solid black;"/> Signature	<hr style="border: 0.5px solid black;"/> 4/25/2024 <hr style="border: 0.5px solid black;"/> Date 4/25/2024 <hr style="border: 0.5px solid black;"/> Date 4/29/2024 <hr style="border: 0.5px solid black;"/> Date 5/20/24 <hr style="border: 0.5px solid black;"/> Date
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2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/21/2023	SSC	Identified budget priorities for Title 1 Student, Title 1 Parent, Title 4 and Community Schools Grant. Reviewed 23-24 Budget expenditures and mid-year data.
1/9/2024	ILT	Conducted ILT work session to flesh out strategic actions aligned to LCAP Goals
1/25/2024	SSC	Review 24-25 Budget Worksheet including base allocations and categorical funding.
12/11/2023	Staff Meeting	Review 23-24 Strategic actions to determine what to keep, stop or start
3/7/2024	SSC	Reviewed the Needs Assessment and Annual Review. SSC Members provided suggestions of things to change, keep or take out.
3/28/2024	SSC	Shared the SPSA presentation with SSC to review the strategic actions and community school implementation plan for 24-25 pieces only.
4/25/2024	SSC	Share the entire SPSA presentation including the budget expenditures and members voted to approve the school site plan.
4.11.24	General Public	Shared the entire SPSA presentation to the public for viewing on Parent Square and added to the website.

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,520.00
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	\$385,084.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$63,360	LCFF Discretionary (General Purpose Discretionary #0000)	\$10,150
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,760	LCFF Supplemental (LCFF Supplemental #0002)	\$136,350
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$4,400	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$36,581
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$69,520		\$315,564

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$385,084.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Horace Mann Elementary School

School ID: 136

CDS Code: 1612596001929

SSC Approval Date: 4/25/2024

Board Approval Date: 8/14/2024

School Mission and Vision

Our vision for Horace Mann is to create an anti-racist learning environment. We include opportunities for all stakeholders including administration, coaches, certificated and classified staff, students and families to engage in learning across differences for the purpose of supporting and improving outcomes for all students. The knowledge we gain as adults will be used to help students become naturally curious about the world they live in, provide students with the skills they need to navigate through high school, college and eventually become caring, productive, contributing citizens in the world in which they live.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

*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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
44.3%	25.5%	55.2%	1.6%	2.6%	7.3%	100.0%	46.4%	1.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
55.7%	5.7%	5.2%	0.0%	1.0%	0.5%	99.5%	13.5%	82.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If leaders provide time for teachers to unpack ELA/Math modules and assessments, plan individual lessons and analyze student work during PLCs and during additional paid planning time; admin and coach will create cycles of observation and feedback with support from Instruction Partners; provide subs that will allow teachers to observe colleagues; then teachers will plan with the end assessment in mind, facilitate rigorous common core aligned tasks focused on student led dialogue and make instructional shifts based on data; so that students build their capacity to take ownership of their learning, self-assess their learning based on the objective of the lesson, increase their ability to engage in a discussion about math and/or grade level complex text.
Identified School Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math iReady by 15%+ (minimally) from BOY 75% of K-5 students will meet their typical growth target at EOY in ELA from BOY 60% of K-5 students will meet their typical growth target at EOY in Math from BOY Decrease distance from standard SBAC ELA 3rd - 5th grade by 20 points Decrease distance from standard SBAC Math 3rd-5th grade by 15 points

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.8%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	40.5%	not available until fall 2024	not available until fall 2025	60.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	60.7%	not available until fall 2024	not available until fall 2025	70.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-114.9	not available until fall 2024	not available until fall 2025	-80.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.5%	not available until fall 2024	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-120.5	not available until fall 2024	not available until fall 2025	-85.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.5%	not available until fall 2024	not available until fall 2025	15.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.8%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	If leaders provide time for teachers to analyze data and create small groups for targeted and differentiated instruction; provide professional development around Tier 2 instruction; work collaboratively with an outside organization for pull out supports; then teachers will focus on providing targeted instruction for newcomers specifically and students learning English at large and 2COACHU will focus on AA students in order to improve student outcomes and accelerate growth.
Identified School Need:	Increase the % of students who reclassify in the spring by 10%. Newcomer students pass 8 SIPPS Mastery tests by the Spring. Increase the % of AA students scoring mid/above on iReady reading by 10% on EOY from BOY

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-153.6	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	Latino/a Students	-126.1	not available until fall 2024	not available until fall 2025	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	86.7%	not available until fall 2024	not available until fall 2025	35.0%
SBAC Math Distance from Standard Met	Special Education Students	-177.3	not available until fall 2024	not available until fall 2025	-130.0
SBAC Math Distance from Standard Met	Latino/a Students	-118.3	not available until fall 2024	not available until fall 2025	-90.0
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.5%	not available until fall 2024	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	33.3%	not available until fall 2024	not available until fall 2025	40.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Goal:	If admin provides professional development around strong Tier 1 routines and procedures; observe and provide feedback around implementation of Caring School Community curriculum and Toolbox Tools; provide professional development around home visits; create minimum days for teachers to build relationships with families; provide Tier 2 supports through social skills groups, then teachers will build relationships with families through home visits or parent check ins; and teachers will create warm, inviting and safe classroom environments so that students feel connected to the staff and school; regularly attend school and use tools to manage their emotions and create strong peer relationships.
Identified School Need:	-Increase positive attendance by 15%, and reduce chronic absenteeism by 10%. -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	53.5%	not available until fall 2024	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	0.9%	not available until fall 2024	not available until fall 2025	40.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	70.7%	not available until fall 2024	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	66.7%	not available until fall 2024	not available until fall 2025	35.0%

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

School Goal:	<p>If administration:</p> <ul style="list-style-type: none"> * 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, * provide opportunities for teachers to create liberated leadership goals that interrupt characteristics of white supremacy culture * create new teacher boot camp to support early career teachers. <p>then teachers will:</p> <ul style="list-style-type: none"> * engage in individual and collective professional learning that results in continuous improvement and high performance * share strategies with one another through teacher spotlight that push teacher practice * use professional learning communities to analyze student work and make instructional shifts to improve student outcomes
Identified School Need:	<ul style="list-style-type: none"> - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Early career teachers will feel supported, connected and welcomed - Teachers will implement culturally responsive and trauma informed practices that allow all students to feel connected and safe.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.5%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>If leaders provide time for teachers to unpack ELA/Math modules and assessments, plan individual lessons and analyze student work during PLCs and during additional paid planning time; admin and coach will create cycles of observation and feedback with support from Instruction Partners; provide subs that will allow teachers to observe colleagues; then teachers will plan with the end assessment in mind, facilitate rigorous common core aligned tasks focused on student led dialogue and make instructional shifts based on data; so that students build their capacity to take ownership of their learning, self-assess their learning based on the objective of the lesson, increase their ability to engage in a discussion about math and/or grade level complex text.</i>	<ul style="list-style-type: none"> - Consistently provided time for planning during PLCs and refined that process to make more beneficial for teachers. - Planning focused on supporting teachers to internalize the lessons. - Time to analyze data in order to see evidence of student learning. - Provide time for teachers to think about one next action step for students who scored below, approaching and at gradelevel. - Teachers focusing on one instructional shift to implement in classrooms immediately. - Unpacking the modules and were able to look at some of the assessments so that teachers can plan with the end in mind. - Some cycles of observation and feedback done by coach and admin. - Teachers are more focused on the aspect of rigor math and identify questions within the lesson that are aligned to the big idea. - All classrooms provide some opportunities for students to engage in academic discussions.

<p><i>LCAP Goal 2:</i></p>	<p><i>If leaders provide time for teachers to analyze data and create small groups for targeted and differentiated instruction; provide professional development around Tier 2 instruction; work collaboratively with an outside organization for pull out supports; then teachers will focus on providing targeted instruction for newcomers specifically and students learning English at large and 2COACHU will focus on AA students in order to improve student outcomes and accelerate growth.</i></p>	<ul style="list-style-type: none"> - <i>Time to look ahead into lessons and plan one and time to pick the upcoming standards within the module.</i> - <i>Time to collaborate with a colleague and share plans is helpful.</i> - <i>Word Study program that provides daily time for differentiated learning for students.</i> - <i>Newcomers are moving through the SIPPS mastery tests</i> - <i>D-ELD is happening throughout more classrooms through the language dives</i> - <i>Some time was provided for teachers to think about the language development of students and how to apply to their writing.</i> - <i>Early Literacy Tutors and Academic Mentor is providing small group instruction for students who are not passing SIPPS Mastery Tests</i>
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<p>LCAP Goal 3:</p>	<p><i>If admin provides professional development around strong Tier 1 routines and procedures; observe and provide feedback around implementation of Caring School Community curriculum and Toolbox Tools; provide professional development around home visits; create minimum days for teachers to build relationships with families; provide Tier 2 supports through social skills groups, then teachers will build relationships with families through home visits or parent check ins; and teachers will create warm, inviting and safe classroom environments so that students feel connected to the staff and school; regularly attend school and use tools to manage their emotions and create strong peer relationships.</i></p>	<ul style="list-style-type: none"> - <i>Provided training for teachers around the SEL program Sown to Grow that measures the emotional temperature of students.</i> - <i>Admin announcing the % of students who are feeling awesome, good, ok, awful.</i> - <i>Creating space at the start of the year to welcome families back to the new school year.</i> - <i>Hiring a Student Support Specialist to conduct social skills small groups.</i> - <i>A variety of Family Engagement events happen within each trimester that provide supplies and materials for families to work at home with their child.</i> - <i>Creating opportunities for families to learn about the culture and customs of others.</i> - <i>Students feel connected other staff.</i> - <i>Trimester Parent Teacher Conferences to provide updates to families about student progress.</i> - <i>Monthly Parent Cafe's provide time for parents to learn strategies to use at home with their child.</i>
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<p>LCAP Goal 4:</p>	<p><i>If administration:</i></p> <ul style="list-style-type: none"> <i>* sets expectations and conditions for what a collaborative culture of teaching and learning looks like,</i> <i>* grounds the work in collaborative norms and informed by professional standards,</i> <i>* builds the capacity of ILT to lead collaborative spaces focused on student and professional growth,</i> <i>* provide opportunities for teachers to create liberated leadership goals that interrupt characteristics of white supremacy culture</i> <i>* create new teacher boot camp to support early career teachers.</i> <p><i>then teachers will:</i></p> <ul style="list-style-type: none"> <i>* engage in individual and collective professional learning that results in continuous improvement and high performance</i> <i>* share strategies with one another through teacher spotlight that push teacher practice</i> <i>* use professional learning communities to analyze student work and make instructional shifts to improve student outcomes</i> 	<ul style="list-style-type: none"> <i>- ILT members had opportunities to lead professional learning communities (PLC)</i> <i>- Teachers were able to share best practices with colleagues</i> <i>- ILT members were able to observe teaching across the school in order to support school wide instructional decisions.</i> <i>- Teachers collectively created norms for professional learning communities</i> <i>- Teachers created liberated leadership goals to interrupt characteristics of white supremacy culture</i> <i>- PLCs were held regularly and maintained a cadence of plan and internalize a math/ELA lesson and bring back student work to analyze and make instructional shifts</i>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>If leaders provide time for teachers to unpack ELA/Math modules and assessments, plan individual lessons and analyze student work during PLCs and during additional paid planning time; admin and coach will create cycles of observation and feedback with support from Instruction Partners; provide subs that will allow teachers to observe colleagues; then teachers will plan with the end assessment in mind, facilitate rigorous common core aligned tasks focused on student led dialogue and make instructional shifts based on data; so that students build their capacity to take ownership of their learning, self-assess their learning based on the objective of the lesson, increase their ability to engage in a discussion about math and/or grade level complex text.</i></p>	<ul style="list-style-type: none"> - Not enough time and staff to provide to teachers to do peer observations. - Different pacing does not allow school wide unpacking of modules or data analysis of curriculum embedded assessments. - Increase the student ownership of learning. - Students do have opportunities for academic discussions, but students

<p><i>LCAP Goal 2:</i></p>	<p><i>If leaders provide time for teachers to analyze data and create small groups for targeted and differentiated instruction; provide professional development around Tier 2 instruction; work collaboratively with an outside organization for pull out supports; then teachers will focus on providing targeted instruction for newcomers specifically and students learning English at large and 2COACHU will focus on AA students in order to improve student outcomes and accelerate growth.</i></p>	<ul style="list-style-type: none"> <i>- Inconsistent implementation of Language Dives for students learning English.</i> <i>- Providing opportunities for the students learning English to do the majority of the speaking during D-ELD</i> <i>- Provide more time for teachers to unpack the language needed for ELA modules</i>
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<p>LCAP Goal 3:</p>	<p><i>If admin provides professional development around strong Tier 1 routines and procedures; observe and provide feedback around implementation of Caring School Community curriculum and Toolbox Tools; provide professional development around home visits; create minimum days for teachers to build relationships with families; provide Tier 2 supports through social skills groups, then teachers will build relationships with families through home visits or parent check ins; and teachers will create warm, inviting and safe classroom environments so that students feel connected to the staff and school; regularly attend school and use tools to manage their emotions and create strong peer relationships.</i></p>	<p><i>-Inconsistent implementation of Sown to Grow</i></p> <ul style="list-style-type: none"> <i>- Create a system for teachers to be able to respond to students in STG</i> <i>- Systems to support teachers to continue to implement the curriculum</i> <i>-</i>
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<p>LCAP Goal 4:</p>	<p><i>If administration:</i></p> <ul style="list-style-type: none"> <i>* sets expectations and conditions for what a collaborative culture of teaching and learning looks like,</i> <i>* grounds the work in collaborative norms and informed by professional standards,</i> <i>* builds the capacity of ILT to lead collaborative spaces focused on student and professional growth,</i> <i>* provide opportunities for teachers to create liberated leadership goals that interrupt characteristics of white supremacy culture</i> <i>* create new teacher boot camp to support early career teachers. then teachers will:</i> <i>* engage in individual and collective professional learning that results in continuous improvement and high performance</i> <i>* share strategies with one another through teacher spotlight that push teacher practice</i> <i>* use professional learning communities to analyze student work and make instructional shifts to improve student outcomes</i> 	<ul style="list-style-type: none"> <i>- Supports for new teachers were inconsistent</i> <i>- Cycles of three weeks for each content area were too choppy</i> <i>- Peer Observations did not happen consistently</i> <i>- Anti-racist learning culture work was inconsistent</i> <i>- Work to address liberated leadership goals was not revisited on a consistent basis</i>
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Horace Mann Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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 main change to our staffing is that we added a Community Relations Assistant as a new position this year, but we were not able to experience this role fulfilled as our person in this capacity went out on Maternity Leave for the year in September. We will continue this role for next year and hope we are able to get more parent involvement next year. Our focus this year was on Tier 1 instruction for ELA, Math, and Foundational Skills. SIPPS instruction was protected this year and we saw our Kinder students make the most growth which really sets us up for success in the years to come.

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

Providing time for teachers to not only plan lessons, but internalize them to be able to build their capacity to determine the big idea of each and every lesson plan. The ability to identify success of student learning based on the teachers' knowledge of the assessment in mind has been helpful to shift teacher practice. From BOY to MOY, we saw a 25% decrease of students scoring multiple years below grade level. 25/28 students have mastered letter ID and 42% of our Kinders have passed at least 2 mastery tests so far this year.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

The only changes that will take place is deepening our work. We will continue to work on Tier 1 instruction and create systems for Tier 2 instruction, which will be located as part of our LCAP Goal 1 and 3. We will make our restorative practices more clear to both students and families so that they feel safe and informed at all times.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contracts to pay for Teachers facilitating Parent workshops and hosting Family Night Events.	Student Connectedness to School	Provide strategies and materials to families to support learning at home.	Working: Parents were given materials to take home and parent participation increased from 16 to 40 parents across the year. Not Working: Not enough parents are able to attend and not always having translation in language other than Spanish available.	Change: Provide the option for parents to attend remotely and send materials home. Continue: provide monthly parent workshops through Principal Cafe or Family Events as many parents learned about ways to support their child. Change: Create an availability form for parents to complete at registration.
Translation services for Parent Meetings, School Site Council Meetings and Parent Teacher conferences.	Student Connectedness to School	Translate Parent/Teacher conferences, Family Events, School Site Council and Title 1 Meetings	Working: Parents who speak Spanish were able to participate in 100% of the SSC Meetings. We saw an 20% increase in parent participation in family night events as evidenced by the sign in sheets. Not Working: Having translation in all languages at every event	Identify a parent who can support translation in Arabic at all functions.
Prep teacher to provide supplemental ELA/Math support using computer software programs. ST Math, Flocabulary, Imagine Learning, RAZ kids all support core instruction. Prep teacher will also provide Tier 2 small group instruction in SIPPS.	i-Ready Reading at or above Mid-Grade	Provide computer instruction to supplement the core curriculum in ELA / Math Provide targeted small group foundational skills instruction to students	Working: Each class is provided with 50 minutes of supplemental instruction each week which decreased students scoring 2 or more years below grade level by 30% from beginning to mid year assessment. Not working: Computer work is not always aligned to classroom instruction.	Change: Computer class is shifting into a media arts program.

Provide additional time outside of contractual hours for teachers to analyze data, plan lessons. and look at student work.	Staff Participation in Foundational Professional Learning	Weekly professional learning communities focused on lesson internalization and analyzing student work.	Working: Weekly PLC focused on ELA/Math with 100% of classroom teachers bringing student work to analyze each week. Not working: not enough time for teachers to plan	Change: Create specific dates ahead of time for teachers to unpack modules and analyze assessments based on pacing.
Attendance Incentives: Admin and CSM will provide incentives for individual students and classes that improve or have good attendance.	Chronic Absenteeism	Providing class trophies for the class with the highest attendance rate and perfect attendance each month for students with zero absences.	- Being consistent with celebrating students and classrooms for attendance as evidenced by a decrease in severe chronic absenteeism across the months.	- The shift will be that Student Council can support with distributing attendance certificates.
Field Trips: Students will have experiences outside of the classroom to enhance classroom experiences.	Student Connectedness to School	Classes being able to attend off campus excursions to extend learning.	Students are enjoying experiences outside of the school. 3/7 classes have experienced a field trip by the end of Trimester 2.	No changes - provide time during the school day for teachers to prepare for field trips.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Horace Mann Elementary School

SCHOOL ID: 136

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Goal:

If leaders provide time for teachers to unpack ELA/Math modules and assessments, plan individual lessons and analyze student work during PLCs and during additional paid planning time; admin and coach will create cycles of observation and feedback with support from Instruction Partners; provide subs that will allow teachers to observe colleagues; then teachers will plan with the end assessment in mind, facilitate rigorous common core aligned tasks focused on student led dialogue and make instructional shifts based on data; so that students build their capacity to take ownership of their learning, self-assess their learning based on the objective of the lesson, increase their ability to engage in a discussion about math and/or grade level complex text.

Identified Need:

Increase in % of K-5 students scoring mid/above at EOY in ELA and Math iReady by 15%+ (minimally) from BOY
 75% of K-5 students will meet their typical growth target at EOY in ELA from BOY
 60% of K-5 students will meet their typical growth target at EOY in Math from BOY

 Decrease distance from standard SBAC ELA 3rd - 5th grade by 20 points
 Decrease distance form standard SBAC Math 3rd-5th grade by 15 points

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use PLC time to unpack Eureka at the module and lesson level to also include calendaring unit assessments.	All Students	Academic	Tier 1 - Universal
1-2	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 observation and coaching cycles to provide feedback to shift instructional practice.	All Students	Academic	Tier 1 - Universal

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 in both ELA/Math.	All Students	Academic	Tier 1 - Universal
1-4	Academic Mentors & Early Literacy Tutors will provide small group instruction based on fall data for students who are scoring below grade level or inconsistently passing SIPPS mastery tests.	All Students	Academic	Tier 2 - Supplemental
1-5	K-5 Teachers will teach differentiated 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.	All Students	Academic	Tier 2 - Supplemental
1-6	Substitutes will be provided so that teachers can be released to do peer observations. This will allow teachers to share best practices and push instruction in order to improve pacing and student outcomes.	All Students	Academic	Tier 1 - Universal
1-7	Outside organizations will provide targeted small group and/or 1:1 instruction in ELA and/or Math to students who are multiple years below grade level. This will support closing the achievement gap and complete some unfinished instruction.	All Students	Academic	Tier 3 - Intensified
1-8	Teachers will use trimester data conferences to determine student groupings for foundational skills block and ALL Block. Teachers will use small group instruction during this time to do additional work with complex text, work on foundational skills and/or pre-teach vocabulary to struggling students or students learning English.	English Learner Students	Academic	Tier 2 - Supplemental
1-9	Teachers will do the work of math and ELA curriculum embedded assessments in order to determine the end of module learning goal. Admin and coach will use 1:1 coaching sessions, while students are at PE with Heros, Inc., to analyze student work and identify next instructional shifts.	All Students	Academic	Tier 1 - Universal

1-10	Visual and performing arts prep teacher will provide instruction aligned to EL Ed units that allow students to develop a creative side to the work of their module. Students will create various digital media projects through posters, websites, brochures, flyers, videos and/or slideshows to allow students to express themselves in a different way.	All Students	Academic	Tier 1 - Universal
1-11	Admin will work with Instruction Partners to provide professional development for teachers in math to support teachers to strategically share students representations and/or solution methods and connect those solutions to the learning goal of the lesson so that students are able to display their thinking and ask and answer questions about each other's thinking to improve their own mathematical understanding.	All Students	Academic	Tier 1 - Universal
1-12	Contract with MOCHA to provide art instruction for students aligned to EL Ed Modules as a culminating project. Invite families to end of module showcase to allow students to demonstrate their learning.	All Students	Academic	Tier 1 - Universal

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

School Goal: If leaders provide time for teachers to analyze data and create small groups for targeted and differentiated instruction; provide professional development around Tier 2 instruction; work collaboratively with an outside organization for pull out supports; then teachers will focus on providing targeted instruction for newcomers specifically and students learning English at large and 2COACHU will focus on AA students in order to improve student outcomes and accelerate growth.

Identified Need: Increase the % of students who reclassify in the spring by 10%.
Newcomer students pass 8 SIPPS Mastery tests by the Spring.
Increase the % of AA students scoring mid/above on iReady reading by 10% on EOY from BOY

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	K-5 Teachers will teach differentiated 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.	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Resource teacher will work collaboratively with general ed teachers to identify ways students can reach their IEP goals through whole class instruction. Teacher and Para will combine push in and pull out services to work on specific goals.	Special Education Students	Academic	Tier 2 - Supplemental
2-3	Use data to identify focal students each trimester. Use UED to provide additional support for students.	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Use contract with 2COACHU to provide targeted instruction for small groups based on data. Work collaboratively with teachers to provide additional supports with CORE Curriculum.	African American Students	Academic	Tier 2 - Supplemental
2-5	Children Rising will provide 1:1 tutoring support to students who are scoring below grade level on iReady. Tutors will support foundational skills with phonics, phonemic awareness, sight word and fluency instruction.	Low Income Students	Academic	Tier 3 - Intensified

2-6	Early Literacy Tutors and Academic mentors will provide additional small group foundational skills instruction to newcomers in order to build English skills.	English Learner Students	Academic	Tier 2 - Supplemental
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	If admin provides professional development around strong Tier 1 routines and procedures; observe and provide feedback around implementation of Caring School Community curriculum and Toolbox Tools; provide professional development around home visits; create minimum days for teachers to build relationships with families; provide Tier 2 supports through social skills groups, then teachers will build relationships with families through home visits or parent check ins; and teachers will create warm, inviting and safe classroom environments so that students feel connected to the staff and school; regularly attend school and use tools to manage their emotions and create strong peer relationships.
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Identified Need:	-Increase positive attendance by 15%, and reduce chronic absenteeism by 10%. -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES 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.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	PE teacher and Hero PE Coach 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.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	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.	All Students	SEL / Mental Health	Tier 1 - Universal

3-4	Use Sown to Grow data and COST referrals to create small social skills groups in order to support students who are struggling with SEL Skills. Wellness coach will provide social skills groups in order to build capacity of students to manage their emotions and improve personal relationships with other students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Teachers will take students on Field Trips that will support core instruction in Science and the Arts.	All Students	Academic	Tier 1 - Universal
3-6	RCSM will identify and train students to conduct peer RJ circles.	All Students	Behavioral	Tier 1 - Universal
3-7	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.	All Students	Behavioral	Tier 1 - Universal
3-8	Teachers will receive professional development around trauma informed practices and de-escalation in order to support students behavior and implement restorative practices in service of student learning.	All Students	Behavioral	Tier 2 - Supplemental
3-9	Admin will use school wide trimester assemblies to review behavioral expectations and discipline matrix with students. Teachers will use trimester rotation stations to teach students about behavioral expectations in common areas.	All Students	Behavioral	Tier 1 - Universal
3-10	For families: Teachers will do mid-trimester open houses; family events in math, ELA, science and health; parent workshops; Admin will do monthly Principal Cafe - all to provide families with the ability to learn strategies to support learning at home.	All Students	Academic	Tier 1 - Universal
3-11	Partner with Seneca to provide a Student Support Assistant who will conduct social skills groups for students who have been identified through COST as needing support. The assistant will also hold Check In-Check Out for students.	All Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal:	<p>If administration:</p> <ul style="list-style-type: none"> * 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, * provide opportunities for teachers to create liberated leadership goals that interrupt characteristics of white supremacy culture * create new teacher boot camp to support early career teachers. <p>then teachers will:</p> <ul style="list-style-type: none"> * engage in individual and collective professional learning that results in continuous improvement and high performance * share strategies with one another through teacher spotlight that push teacher practice * use professional learning communities to analyze student work and make instructional shifts to improve student outcomes
Identified Need:	<ul style="list-style-type: none"> - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Early career teachers will feel supported, connected and welcomed - Teachers will implement culturally responsive and trauma informed practices that allow all students to feel connected and safe.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES 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.	All Students	SEL / Mental Health	Tier 1 - Universal
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.	All Students	Academic	Tier 1 - Universal

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.	All Students	Academic	Tier 2 - Supplemental
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.	All Students	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Use restorative justice practices in classrooms and across the school in order to interrupt racist characteristics of white supremacy culture in our systems and structures. Share school wide practices with families during home visits and parent conferences.	African American	Behavioral	Tier 1 - Universal
5-2	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices in order to leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	Behavioral	Tier 1 - Universal
5-3	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Behavioral	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	All ELs will have access to at least 120 minutes weekly designated ELD instruction focused on explicitly teaching both language 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.	English Learner Students	Academic	Tier 1 - Universal
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.	English Learner Students	Academic	Tier 1 - Universal
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.	English Learner Students	Academic	Tier 2 - Supplemental
6-4	TSA 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.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	136-1
4310 - Materials and Supplies	\$8,150	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		K-5 Teachers will teach differentiated 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.	136-2
5846 - Licensing Agreements	\$4,099	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Visual and performing arts prep teacher will provide instruction aligned to EL Ed units that allow students to develop a creative side to the work of their module. Students will create various digital media projects through posters, websites, brochures, flyers, videos and/or slideshows to allow students to express themselves in a different way.	136-3
4304 - Classroom Supplies	\$8,861	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Early Literacy Tutors and Academic mentors will provide additional small group foundational skills instruction to newcomers in order to build English skills.	136-4
5825 - Consultants	\$41,200	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Use contract with 2COACHU to provide targeted instruction for small groups based on data. Work collaboratively with teachers to provide additional supports with CORE Curriculum.	136-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 11Mos	\$82,190	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7375	11-Month Classroom Teacher on Special Assignment (TSA)	0.45	Goal 1: All students graduate college, career, and community ready.		TSA 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.	136-6
5829 - Admission Fees	\$4,000	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will take students on Field Trips that will support core instruction in Science and the Arts.	136-7
Site Licenses	\$7,834	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	All ELs will have access to at least 120 minutes weekly designated ELD instruction focused on explicitly teaching both language 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.	136-8
Bus for Field Trips	\$10,000	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will take students on Field Trips that will support core instruction in Science and the Arts.	136-9
1122 - Teachers Salaries Extra Comp	\$16,526	Title I, Part A Schoolwide 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	Use PLC time to unpack Eureka at the module and lesson level to also include calendaring unit assessments.	136-10
2928 - Otherclass Salaries Hourly	\$25,000	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Academic Mentors & Early Literacy Tutors will provide small group instruction based on fall data for students who are scoring below grade level or inconsistently passing SIPPS mastery tests.	136-11

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Translation/Class Overtime	\$760	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 in joyful schools.	Chronic Absenteeism	For families: Teachers will do mid-trimester open houses; family events in math, ELA, science and health; parent workshops; Admin will do monthly Principal Cafe - all to provide families with the ability to learn strategies to support learning at home.	136-12
1122 - Teachers Salaries Extra Comp	\$1,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	136-13
Classroom books not text	\$4,400	Title IV, Part A Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use data to identify focal students each trimester. Use UED to provide additional support for students.	136-14
5825 - Consultants	\$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 in joyful schools.		Use Sown to Grow data and COST referrals to create small social skills groups in order to support students who are struggling with SEL Skills. Wellness coach will provide social skills groups in order to build capacity of students to manage their emotions and improve personal relationships with other students.	136-15
5100 - Subagreements For Services	\$107,483	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 in joyful schools.		Use data to identify focal students each trimester. Use UED to provide additional support for students.	136-16

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
7310 - Indirect Cost	\$4,212	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		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 observation and coaching cycles to provide feedback to shift instructional practice.	136-17
Classroom Supplies	\$7,833	Literacy Coaches & Reading Specialists Grant	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will do the work of math and ELA curriculum embedded assessments in order to determine the end of module learning goal. Admin and coach will use 1:1 coaching sessions, while students are at PE with Heros, Inc., to analyze student work and identify next instructional shifts.	136-18
TSA Classroom 11Mos	\$100,454	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7375	11-Month Classroom Teacher on Special Assignment (TSA)	0.55	Goal 1: All students graduate college, career, and community ready.		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 observation and coaching cycles to provide feedback to shift instructional practice.	136-19

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$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.		Admin will work with Instruction Partners to provide professional development for teachers in math to support teachers to strategically share student representations and/or solution methods and connect those solutions to the learning goal of the lesson so that students are able to display their thinking and ask and answer questions about each other's thinking to improve their own mathematical understanding.	136-20
Meeting Refreshments	\$3,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For families: Teachers will do mid-trimester open houses; family events in math, ELA, science and health; parent workshops; Admin will do monthly Principal Cafe - all to provide families with the ability to learn strategies to support learning at home.	136-21
Classroom Supplies	\$3,610	California Community Schools Partnership Program	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Use PLC time to unpack Eureka at the module and lesson level to also include calendaring unit assessments.	136-22
4314 - Student Incentives	\$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 in joyful schools.		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.	136-23
5825-SEL/Academic Assemblies	\$10,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	136-24

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2928 - Academic Mentor	\$28,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Academic Mentors & Early Literacy Tutors will provide small group instruction based on fall data for students who are scoring below grade level or inconsistently passing SIPPS mastery tests.	136-25
5825 - Consultants	\$43,785	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Children Rising will provide 1:1 tutoring support to students who are scoring below grade level on iReady. Tutors will support foundational skills with phonics, phonemic awareness, sight word and fluency instruction.	136-26
Community Relations Ast II Bil	\$102,162	California Community Schools Partnership Program	2205	Classified Support Salaries	9642	Community Relations Assistant II, Bilingual	1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		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.	136-27
Program Mgr Community School	\$119,443	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9321	12-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Use Sown to Grow data and COST referrals to create small social skills groups in order to support students who are struggling with SEL Skills. Wellness coach will provide social skills groups in order to build capacity of students to manage their emotions and improve personal relationships with other students.	136-28
Mocha Contract	\$6,055	Proposition 28 (Arts & Music in Schools)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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 observation and coaching cycles to provide feedback to shift instructional practice.	136-29

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$30,526	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	293	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Visual and performing arts prep teacher will provide instruction aligned to EL Ed units that allow students to develop a creative side to the work of their module. Students will create various digital media projects through posters, websites, brochures, flyers, videos and/or slideshows to allow students to express themselves in a different way.	136-30
Library Technician	\$90,089	Measure G, Library Support	2205	Classified Support Salaries	8380	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		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 observation and coaching cycles to provide feedback to shift instructional practice.	136-31



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 16, 2023 and will be in effect for the period of August 7, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before September 29, 2023.

Name of Principal
Tammie Adams

Signature of Principal
Tammie Adams

Executed on Date: August 18, 2023



School-Parent Compact

Horace Mann Elementary School

2023-24

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 2023-24 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 if they want to be a consistent volunteer.
- Upon signing into the office and receiving a visitors badge, 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.
- Community Relations Assistant will support with Family Engagement.
- 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 optional
- Check into the office and get a visitors badge before heading to a classroom

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 as scheduled.
- 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 16th, 2023 and will be in effect for the period of the 2023 - 2024 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 29, 2023.

Signature of Principal

Tammie Adams

Date

August 18, 2023



Horace Mann Elementary School

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Flor Echeverria
Vice Chairperson:	Britani Appleby
Secretary:	Raquel Sanchez

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dale Turner*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Emily Walsh*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Chansell Evans-Green*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Denisse Albarran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Adrienne Hayes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Flor Echeverria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Fanny Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Britani Appleby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Raquel Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	1st Thursday of every month at 4:30pm on Zoom
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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.

