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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Horace Mann Elementary School  
**CDS Code:** 1612596001929  
**Principal:** Tammie Adams  
**Date of this revision:** 4/22/25

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: 4/22/2025*

*The District Governing Board approved this revision of the SPSA on: 8/13/2025*

**The District Governing Board approved this revision of the SPSA on:**

**Denise Saddler, Interim Superintendent**

**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Horace Mann Elementary School

**Site Number:** 136

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/22/2025

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

*Principal*

Dale Turner

*SSC Chairperson*

*SELLS Representative (optional)*

Monica Thomas

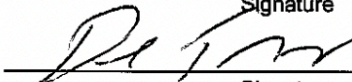
*Network Superintendent*

Lisa Spielman

*Director, Strategic Resource Planning*



Signature



Signature

Signature



Signature



Signature

4/22/2025

Date

4/22/2025

Date

Date

4/23/2025

Date

4/24/25

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/17/2025	SSC	Shared overview of site plan. Elicited a discussion and input from the members about our needs assessment - strengths and challenges.
1/7/2025	ILT	Conducted ILT work session to identify strengths and challenges from the Needs assessment
1/21/2025	ILT	Completed work around the Needs Assessment
1/28/2025	SSC	Completed the Annual Review with SSC member input
2/18/2025	ILT	Evaluation of '24-'25 Strategies
3/25/2025	SSC	Review and approve CCSPP for '25-'26
4/22/2025	SSC	Review and approve budget and strategic actions for '25-'26

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$71,780.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$830,712.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation
	\$0
Title I, Part A Schoolwide Program (#3010)	\$69,840
Title I, Part A Parent & Family Engagement (#3010)	\$1,940
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement	
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$71,780</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$830,712.00</b>

State and Select Local Resources	Allocation
	\$0
LCFF Supplemental (#0002)	\$18,500
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$295,216
Community Schools Grant (CCSPP #6332)	\$295,216
Proposition 28 (Arts & Music in Schools #	
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$758,932</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Horace Mann Elementary School</b>		<b>School ID: 136</b>
<b>CDS Code: 1612596001929</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

#### School Mission and Vision

Our vision for Horace Mann is to uphold a culturally responsive 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 motivate students to be naturally curious about the world they live in, provide students with the skills they need to navigate through high school, college and function as caring, productive, contributing citizens in the world in which we all live.

#### 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, 2023-24

% 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.**

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**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%	35.0%	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%	52.2%	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%	52.9%	not available until fall 2025	70.0%

**English Language Arts Measures & Targets**

Measure <small>*SBAC &amp; CAST exclude 10% penalty, if applicable.</small>	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	-114.2	not available until fall 2025	-80
SBAC ELA Participation	All Students	99.0%	98.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.5%	67.5%	not available until fall 2025	75.0%

**Mathematics/Science Measures & Targets**

Measure <small>*SBAC &amp; CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-120.5	-114.7	not available until fall 2025	-85
SBAC Math Participation	All Students	91.5%	91.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.5%	4.5%	not available until fall 2025	15.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.8%	3.8%	not available until fall 2025	10.0%
California Science Test (CAST) Participation	All Students	97.3%	100.0%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

**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	-149	not available until fall 2025	-80
SBAC ELA Distance from Standard Met	Latino/a Students	-126.1	-129.0	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%	50.0%	not available until fall 2025	35.0%

SBAC Math Distance from Standard Met	Special Education Students	-177.3	-162	not available until fall 2025	-85
SBAC Math Distance from Standard Met	Latino/a Students	-118.3	-126.3	not available until fall 2025	-90.0
<b>Reclassification Measures &amp; Targets</b> *Reference <a href="#">Stages of ELD Data slides</a>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.5%	5.0%	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	33.3%	33.3%	not available until fall 2025	40.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	53.5%	70.4%	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	0.9%	0.0%	not available until fall 2025	40.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	70.7%	37.1%	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	66.7%	42.1%	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
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%	69.9%	not available until fall 2025	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"><li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li><li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li><li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li></ul>	<ul style="list-style-type: none"><li>- School wide differentiated SIPPS for students and 30% of our 1st - 5th graders have tested out of SIPPS.</li><li>- Created a Reading Comprehension group for upper grade students who have tested out of SIPPS and Standards Mastery Tests show that students excel in RL 5.1- 8/30 students scored at grade level.</li><li>- Ignite tutoring that is one on one for students to support them at their level 1-5th</li><li>- Small group instruction in majority of classrooms to support students</li><li>- Student have daily access to grade level text</li><li>- Students have opportunities to turn and talk to a partner to deepen their understanding</li><li>- All teachers are using district provided curriculum</li><li>- ALL Block is used in 3rd - 5th grade to differentiate instruction</li><li>- Students have access to manipulatives to support math learning</li><li>- Students have opportunities to explain their thinking in math</li><li>- Real world applications are used to support learning</li><li>- Teachers are going deeper into the conceptual understanding of math and sharing student solutions</li><li>- Students are practicing multiple representations to solve a problem.</li><li>- Students are sharing their solutions in order to make the lessons more student centered</li></ul>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"><li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li></ul>	<ul style="list-style-type: none"><li>- Small group instruction - by teachers and Early Literacy Tutors</li><li>- Ignite which targets students who are below grade level and provides early morning support</li><li>- Differentiated SIPPS</li><li>- Students also attend 1:1 tutoring during the day with Children Rising</li><li>- Push in support from Student Support Assistant</li><li>-</li></ul>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> <li>- Attendance team meetings regularly</li> <li>- Supporting families with resources that allow students to come to school regularly</li> <li>- Attendance awards and incentives</li> <li>- Restorative justice practices and students have opportunities to repair the harm that is done through Community Service</li> <li>- Students reflect on Toolbox tools that could have been used during the conflict</li> <li>- SART meetings to identify barriers</li> </ul>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> <li>- Diverse staff and representative of our student community</li> <li>- Learning Walks and Peer Observations</li> <li>- Consistently looking at student data to identify next instructional steps</li> <li>- New teachers have an opportunity to observe other teachers from other schools and within our school</li> <li>- Time for teachers to share best practices with one another through the Teacher Spotlight</li> <li>- 1:1 time for coaching, planning and looking at data</li> <li>- Teachers providing input for PD cycles and topics for the scope and sequence.</li> </ul>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<ul style="list-style-type: none"> <li>- Math Pacing was challenging for some of our classrooms.</li> <li>- Scaffolds are kept in place for a long time and student independence is not built</li> <li>- Students are sometimes guided through lessons without enough time for independent work</li> <li>- Opportunities for independent reading is inconsistent across the school</li> <li>- Opportunities for student to work on math problems independently is inconsistent across the school</li> <li>- There is not specific time within the day for differentiated work time in Math and there is no additional support for students.</li> </ul>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<ul style="list-style-type: none"> <li>- scaffolds prevent students from doing the work independently</li> <li>- Lack of modeling for students</li> <li>- Keeping students engaged in the lesson is sometimes a struggle</li> <li>- Supporting students to push even when the work is hard</li> <li>- Students struggle with SEL skills and being able to manage their emotions when the work is hard</li> </ul>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> <li>- Not consistent with the monthly attendance awards</li> <li>- Students are not incentivized enough</li> <li>- Not enough SART meetings are being done on a consistent basis</li> </ul>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> <li>- There is not consistent use of the SEL Standards and explicitly taught to students during morning circle across the school</li> <li>- The plans for a longer PLC with vertically aligned teachers was not able to happen because the library tech could not be alone with students for 30 minutes. This resulted in shorter times with teachers only during 1:1s and teachers were not able to collaborate with one another more often.</li> </ul>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Horace Mann Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

A few of our classes have been able to attend field trips. Students have learned about nutrition and where food comes from and picked their own food to make their lunch. Other students have been able to attend other field trips that are aligned to their science or Language Arts lessons. Teachers have used their time beyond contractual hours to unpack Math and Language Arts modules in order to identify the big idea of the module and calendar lessons working towards those goals. Teachers have also been able to use the time to plan small group lessons that allow them to work with students on a smaller scale in order to attend to their needs. The one staffing change that happened is that we were unable to hire an Academic Tutor. Several candidates applied, then resigned, while others failed to complete the on-boarding process.

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

Translation services have been helpful to support families and help them feel welcomed and included in the decision making process. Due to unpacking the modules to understand the big idea, teachers have been able to plan out lessons and identify the important questions that lead students to the learning targets of each lesson. Teachers are more prepared for their lessons and had time to create anchor charts that will support student learning. The Parent Workshops that teachers facilitate help families to work with their child at home. Many families expressed appreciation for the time to learn how to do math the way we teach it at school. Some families also receive help with how to do homework with their child as well.

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.

One of the changes that will be made to the plan is that we will no longer try to get Academic Mentors. Since we will have both a literacy and math tutor, we will utilize those positions to support student learning. Also, we will limit the site licenses we purchase to only the ones that are being used by the most classes. Those classes that are not utilizing the site licences will not have access to the programs, which will lower the cost of them.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION



<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
<p>This expenditure pays for any student and parent admission fees for field trips.</p>	<p>Student Connectedness to School</p>	<p>Allows students to enter spaces such as the Academy of Science or the Oakland Zoo during a field trip.</p>	<ul style="list-style-type: none"> <li>- Currently 3 field trips have happened and two more have been planned for this year.</li> <li>- 3rd grade students were able to see where food grows, and the lunch they ate was the food they picked from the garden. Students made their own tortillas and learned how the food is made that is delivered to our school.</li> <li>- 3rd grade also went to an optical company that makes glasses - Got to see a high tech company and how it works.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to fund for field trips.</li> <li>- These trips provide opportunities for students to take a trip to see things they have not experienced and they probably would not be able to afford to take these trips and some parents may not be able to pay for some of the admission fees to some of the spaces.</li> </ul>

<p>This expenditure pays for programs that students use on the computer to supplement core instruction.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Pays for each classroom to have access to programs like Starfall, ST Math, Imagine Learning, and RAZ Kids.</p>	<ul style="list-style-type: none"> <li>- Starfall for Kinder and ST Math are great for our students and during Parent Workshop parents are taught how to access the programs at home. Starfall is for letters, math and reading.</li> <li>- Approximately 30% of Kinder parents and 10% of 1st grade parents attend Parent Workshops.</li> <li>- ST Math helps and Imagine Learning is good for students learning English. Raz Kids helps students with practice reading and they have a quiz that students can take to see their comprehension after reading.</li> <li>- In ST Math, students in grades 2nd - 5th are completing on average 5 or more puzzles per week.</li> <li>- In Imagine Learning, the overall pass rate of lessons was 88% and 1st &amp; 5th grade students who are learning English have a pass rate of 100%. Although students are also able to continue to use the program during the summer, many of our students do not.</li> <li>- Students are able to access programs at home and increases their independence and confidence at school.</li> <li>- It is more interesting for students to access the programs on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>- Yes continue to fund because it gives students access at home.</li> </ul>
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<p>This expenditure pays for the rental of busses for student field trips.</p>	<p>Student Connectedness to School</p>	<p>Provides transportation to various field trip sites.</p>	<p>- Getting to field trips, it is safer for students to travel on a bus rather than public transportation. 100% of students have enjoyed attending field trips. The experiences they have had are things they cherish. When they return from the field trip, you can hear and feel the energy and excitement and they can't wait to share what they did. Teachers are excited to share with staff the pictures of the students during the trip. One 3rd grade student who struggles during day school was seen on their field trip picking food from a garden and cooking the food, then experiencing eating the food he cooked!</p> <p>- Charter buses are expensive and schools would not be able to afford other wise.</p>	<p>- Yes, continue to fund to provide transportation to field trips.</p>
<p>This expenditure pays teachers an extended contract rate when they engage in additional work after contractual hours. This amount also includes benefits.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Pays teachers for additional time to plan lessons, analyze student work and make instructional adjustments in order to improve outcomes for students. Planning includes structures for small group instruction for various student subgroups.</p>	<p>- it is encouraging to attend events when teachers are compensated. -Each event, approximately 3/8 different staff members attend the different events. Teachers tend to rotate staying for events. Teachers have shared that it is a great time to connect with families and it's also an opportunity to speak with some of their own families they have not been able to see. It is great to get some extra work time and feels like we are being honored for our time.</p>	<p>- Yes, because it takes extra time to enter data and grading assessments.</p>

<p>This expenditure was to pay for an Academic Mentor to support 3rd - 5th grade in the area of Language Arts and/or Math.</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>Academic Mentors were slated to teach differentiated small group Word Study lessons, push into classrooms to support learning and pull out small groups to support math fluency.</p>	<p>This did not work this year because we had several candidates who applied and accepted the position, but chose not to take the job upon completion of onboarding. Other candidates did not complete the onboarding process.</p>	<p>No, we will not continue to fund this position. We have an Early Literacy Tutor and a Math tutor funded by central this year, so we will not need to have an Academic Mentor.</p>
<p>This expenditure pays for the overtime hours for classified staff for translation services at family events after school hours.</p>	<p>Student Connectedness to School</p>	<p>Ms. Denisse &amp; Ms. Gama provide translation for Spanish speaking families at Family Night Events and School Site Council Meetings to support students and families to feel connected to our school.</p>	<p>- it is helpful to have someone to translate the meetings?</p>	<p>-Yes continue to provide access and let families know they are part of the decision making process.</p>
<p>This expenditure pays teachers an extended contract rate to provide Workshops for parents throughout the year.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Teachers provide Parent Workshops each quarter in Language Arts and/or Math to support learning at home. Parents are taught strategies to use at home with their child and materials are often given to families to take home.</p>	<p>- Parents need help knowing how to help their children at home. The standards are more rigorous and the parents need to know how to help their children to be critical thinkers for math and how to help them read. - It is also a space for parents to get questions answered.</p>	<p>- Yes continue</p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b> Horace Mann Elementary School		<b>SCHOOL ID:</b> 136		
3: SCHOOL STRATEGIES & ACTIVITIES		<a href="#">Click here for guidance on SPSA practices</a>		
LCAP Goal 1: All students graduate college, career, and community ready.				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	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. Use substitutes to provide more time once a month for teachers to work vertically with one another to internalize the module and lessons. Provide extended contract time for teachers to plan outside of contractual time.	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. Admin will work with Lead Liberated to callibrate around coaching and feedback to ensure next steps are followed.	All Students	Academic	Tier 1 - Universal
1-3	K-2 Teachers attend district based PD around new foundational skills curriculum and site based PD to build knowledge, plan lessons, analyze student work, assessments, data and instruction in both ELA/Math. Admin will work with Lead Liberated to support cycles of inquiry through PLCs.	All Students	Academic	Tier 1 - Universal
1-4	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.	Students with Tier 2 academic needs	Academic	Tier 2 - Supplemental
1-5	Math Tutor will push into classrooms for Tier 2 support for students who are 1 year below grade level and pull out students for Tier 3 support to support students who are more than 1 year below.	Students with Tier 2 academic needs	Academic	Tier 2 - Supplemental

1-6	K-2 Teachers will teach differentiated Word Study daily by implementing the SIPPS curriculum with fidelity during small group instruction. 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. K-2 teachers will use new foundational skills curriculum to teach Tier 1 Foundational Skills.	Students with Tier 1 and tier 2 academic needs	Academic	Tier 1 - Universal Tier 2 - Supplemental
1-7	3-5 Teachers will use SIPPS curriculum for students who have not tested out during small group instruction. During protected Word Study time, teachers will do comprehension strategies aligned to reading literature and informational standards with students who have tested out of SIPPS.	Students with Tier 2 academic needs	Academic	Tier 2 - Supplemental
1-8	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
1-9	Outside organizations will provide targeted small group and/or 1:1 instruction in ELA 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
1-10	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	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. Lead Liberator will provide PD to support teachers to calibrate around criteria for mastery and analyzing student work.	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, powerpoints, 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 plan professional development 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
2-1	K-2 Teachers will teach differentiated foundational skills using SIPPS in small groups. 3rd - 5th grade teachers will teach differentiated SIPPS groups during Foundational ALL Block for students who need Tier 2 supports. Early Literacy Tutors will support small group pull out for differentiated groups.	African American Students SPED RSP 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 wil combine push in and/or pull out services to work on specific goals.	Special Education RSP Students	Academic	Tier 2 - Supplemental
2-3	Use data to identify focal students each trimester. Use UED to provide targeted support for students based on data.	Low Income 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 will provide additional small group foundational skills instruction to newcomers in order to build English skills.	English Learner Students	Academic	Tier 2 - Supplemental
2-7	Lead Liberated will provide PD for teachers to build exemplars and create criteria for mastery in order to	Low Income Students	Academic	Tier 1 - Universal
2-8	Instruction Partners will work with Admin to plan PD, support coaching and feedback cycles with teachers in Math	Low Income Students	Academic	Tier 1 - Universal

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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. Student Support Specialist will provide social skills groups in order to build capacity of students to manage their emotions and improve personal relationships with other students during the school day and in the after school program.	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. Community Relations Assistant will provide support and translation for events as needed.	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
3-12	RCSM will lead Attendance Team Meetings in order to support families to identify barriers that prevent students from coming to school and find resources and supports needed. RCSM will also lead COST meetings to triage students who are struggling with academics, behavior, and/or social supports.	All Students	Academic Social Attendance	Tier 2 - Supplemental
3-13	Attendance Clerk will create monthly SART meetings and enter interventions into Aeries in order to reduce chronic absenteeism. Attendance Clerk will also refer severely chronically absent families to SARB.	All Students	Attendance	Tier 2 - Supplemental
3-14	Girls, Inc. will provide additional literacy support and enrichment activities for students after school.	All Students	Academic Enrichment	Tier 1 - Universal

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

<b>School Goal:</b>	By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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. PD will be provided by Lead Liberated to support teachers with this work.	All Students	SEL / Mental Health	Tier 2 - Supplemental
4-5	Teachers will engage in regular practice of analyzing CEA data in order to inform instructional next steps.	All Students	Academic	Tier 1 - Universal

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	ILT conducts a data dive at the end of each module in ELA and Math to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning.	African American	Academic	Tier 1 - Universal
5-3	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	SEL/Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	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 2025-26 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
Girls, Inc. providing after school program for all students. Program leaders will provide additional literacy supports for students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Girls, Inc. will provide additional literacy support and enrichment activities for students after school.	136-1
Student support specialist will provide social skills groups for students who need Tier 2 SEL support. Push into after school program classes to support students as well.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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.	136-2
Media Arts teacher will provide 50 minutes of lessons for students to support Language Arts. Students will create power point presentations, brochures, flyers aligned to EL Ed Modules. Media Arts teacher will collaborate with classroom teachers to create projects aligned to Performance Tasks.	\$30,082	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	293	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			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, powerpoints, brochures, flyers, videos and/or slideshows to allow students to express themselves in a different way.	136-3
This expenditure will support a contract with MOCHA to provide art instruction to students. The MOCHA instructor will align art instruction to the theme of EL Ed Modules.	\$3,550	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			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.	136-4
This expenditure will support a contract with MOCHA to provide art instruction to students. The MOCHA instructor will align art instruction to the theme of EL Ed Modules.	\$6,763	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants	n/a	n/a	n/a			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.	136-5
This expenditure will provide additional time for the Attendance clerk to establish	\$6,031	California Community Schools Partnership Program	2205	Classified Support Salaries	2910	Attendance Specialist	0.1			Attendance Clerk will create monthly SART meetings and enter interventions into Aeries in order to reduce chronic absenteeism. Attendance Clerk will also refer severely chronically absent families to SARB.	136-6

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
This position supports Family Engagement through facilitating the Family Engagement Team Meetings, providing translation support for attendance, parent conferences or family events, as well as connecting families with needed supports.	\$106,603	California Community Schools Partnership Program	2205	Classified Support Salaries	9642	Community Relations Assistant II, Bilingual	1.0			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.	136-7
This position supports facilitation of COST and Attendance Team Meetings. RCSM will also create Peer RJ leaders who will facilitate new student welcome circles, classroom RJ circles and peer repair circles. RCSM will also push into classrooms to support morning circles. RCSM will also enter data into OUSD Force to maintain records for student services provided.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 05	11-Month Community School Manager	0.5			RCSM will lead Attendance Team Meetings in order to support families to identify barriers that prevent students from coming to school and find resources and supports needed. RCSM will also lead COST meetings to triage students who are struggling with academics, behavior, and/or social supports.	136-8
This expenditure will provide refreshments for Family Night events: Math, Literacy, Science, Health.	\$6,208	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			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. Community Relations Assistant will provide support and translation for events as needed.	136-9
This expenditure will pay for contract with Lead Liberator that will support coaching with Admin around PD planning and PLCs. This expenditure will also pay for a contract with Instruction Partners that will support coaching with Admin to improve Math Instruction across the school. Admin will focus on observation and feedback cycles.	\$19,170	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Instruction Partners will work with Admin to plan PD, support coaching and feedback cycles with teachers in Math	136-10
The Early Literacy Tutor will support with Word Study instruction for students in 1st - 2nd grade. The Tutor will also pull small groups and push into classrooms to support students who are struggling with Foundational Skills and Letter ID.	\$43,893	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries	New Position 01	Early Literacy Tutor	0.8			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 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
This expenditure will provide supplies for classrooms and the office that are needed to enhance the student experience.	\$6,372	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			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.	136-12
This expenditure will provide additional art supplies so that students can create projects aligned to EL Ed module themes.	\$4,000	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			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.	136-13
This expenditure will supply refreshments for Principal's Cafe that supports families with ways to help students at home. This will create opportunities for families to work together.	\$794	California Community Schools Partnership Program Carryover	4311	Meeting Refreshments	n/a	n/a	n/a			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. Community Relations Assistant will provide support and translation for events as needed.	136-14
This expenditure will support a contract with Solution Tree to provide a series of PDs for teachers. Topic will include topics around: School transformation, effective instructional practice or effective teams.	\$15,157	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Solution Tree will provide PD for teachers around MTSS, effective teaching practices, school turnaround practices or trauma informed practices	136-15
This expenditure will pay to support Girls, Inc contract and provide enrichment activities through Higher Ground.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Girls, Inc. will provide additional literacy support and enrichment activities for students after school.	136-16
Student support specialist will provide social skills groups for students who need Tier 2 SEL support. Push into after school program classes to support students as well.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	136-17
This expenditure will pay for substitutes to create opportunities for teachers to do schoolwide peer observations in order to align instructional practices across the school.	\$5,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			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.	136-18

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
This expenditure will provide white boards and markers for students to use during SIPPS instruction.	\$5,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			K-2 Teachers will teach differentiated Word Study daily by implementing the SIPPS curriculum with fidelity during small group instruction. 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. K-2 teachers will use new foundational skills curriculum to teach Tier 1 Foundational Skills.	136-19
This expenditure will support the purchase of licenses that will provide additional opportunities for students to access ELA and math online. This will include licenses for Imagine Learning, ST Math, and RAZ Kids.	\$8,500	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Teachers will differentiate instruction by meeting with small groups during ALL Block in which some students work on Imagine Learning, some students work independently and others work with the teacher in order to provide access for newcomers, ELLs, LTELs. Ensure use of Imagine Learning (15 min) Data Protocol at staff meetings or PLCs on regular basis, to analyze students progress and plan next steps / differentiation.	136-20
This expenditure will pay for the Literacy Coach who will conduct observation and feedback cycles, act as testing coordinator for ELPAC and SBAC assessments, model lessons and organize and create SIPPS groups and train and support Early Literacy Tutors.	\$77,763	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	11-Month Teacher on Special Assignment (TSA)	0.5			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.	136-21
This expenditure will support the Early Literacy Tutor to provide differentiated SIPPS groups and push into classrooms or pull out small groups for students who are not passing mastery tests.	\$21,946	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	New Position 02	Early Literacy Tutor	0.4			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.	136-22

**PROPOSED 2025-26 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
This expenditure will provide additional school supplies for classrooms, small group instruction supports for all students.	\$9,029	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a			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. Admin will work with Lead Liberator to calibrate around coaching and feedback to ensure next steps are followed.	136-23
This expenditure will pay for the interprogram supports and costs	\$3,762	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			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.	136-24
This expenditure will pay for a contract with Children Rising who will provide 1:1 tutoring for students who are multiple years below grade level based on iReady data.	\$10,209	Literacy Coaches & Reading Specialists Grant Carryover	5825	Consultants	n/a	n/a	n/a			Outside organizations will provide targeted small group and/or 1:1 instruction in ELA to students who are multiple years below grade level. This will support closing the achievement gap and complete some unfinished instruction.	136-25
This expenditure will pay for the interprogram supports and costs	\$353	Literacy Coaches & Reading Specialists Grant Carryover	7310	Interprogram Support/costs	n/a	n/a	n/a			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.	136-26
This expenditure will provide extended contracts for teachers provide Parent Workshops for families to help their child at home and provide resources for families.	\$1,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	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. Community Relations Assistant will provide support and translation for events as needed.	136-27



**PROPOSED 2025-26 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
This expenditure will pay for overtime for clerical staff to provide translation for family events, Student Success Team Meetings and School Site Council Meetings.	\$940	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a		Student Connectedness to School	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. Community Relations Assistant will provide support and translation for events as needed.	136-28
This expenditure will provide extended contracts for teachers to unpack ELA modules, analyze student data and plan lessons.	\$11,000	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence. Teachers will explicitly teach the RACE strategy in order to provide the structure for students to answer prompts in complete sentence. Admin and TSA will provide observation and coaching cycles to provide feedback to shift instructional practice. Admin will work with Lead Liberator to calibrate around coaching and feedback to ensure next steps are followed.	136-29
This expenditure will provide incentives for students who have perfect attendance, significant growth in their attendance, and prizes for the Jaguar Card Raffle.	\$698	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a		Chronic Absenteeism	Attendance Clerk will create monthly SART meetings and enter interventions into Aeries in order to reduce chronic absenteeism. Attendance Clerk will also refer severely chronically absent families to SARB.	136-30
This expenditure will provide materials for the Math Tutor to use during small group instruction.	\$2,794	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a		i-Ready Math at or above Mid-Grade	Math Tutor will push into classrooms and pull out small groups to work on number fluency and support core instruction.	136-31

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 136

**School:** Horace Mann Elementary School

[illegible]



## **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
- Monthly Parent Newsletters

### **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
- Parent Workshops
- 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
- Home Visit Trainings

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
- 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 21, 2024 and will be in effect for the period of August 12, 2024 through May 29, 2025.

**The school will distribute this policy to all parents on or before September 30, 2024.**

**Name of Principal**

**Tammie Adams**

**Signature of Principal**

*Tammie Adams*

**Executed on Date: August 21, 2024**



## **School-Parent Compact**

### **Horace Mann Elementary School**

### **2024-2025**

*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 2024-25 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 21st, 2024 and will be in effect for the period of the 2024 - 2025 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2024.

**Signature of Principal**

*Tammie Adams*

**Date**

**August 21, 2024**



## Strategic Resource Planning (SRP)



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

## HORACE MANN ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Mr. Lewis
Vice Chairperson:	Mr. Turner
Secretary:	Ms. Hayes

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Ms. Tammie Adams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ms. Chansell Evans-Green	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Dale Turner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Gregvin Lewis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ms. Denisse Calderon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ms. Jamilah Hayes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ms. Azah Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ms. Flor Echeverria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ms. Tomasa Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ms. Norma Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<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:**  
(Day/Month/Time)

4th Tuesday of every month @ 4:15 pm

### SSC Legal Requirements (EC Sections 65000-65001):

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

