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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Horace Mann Elementary School

2026-27 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: 3/26/2026

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


Signature

3/30/26
Date

Jamilah Hayes
SSC Chairperson


Signature

3/30/26
Date

SELLS Representative (optional)

Signature

Date

Monica Thomas
Network Superintendent


Signature

4/1/26
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

4/202/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/8/2026	SSC	Reviewed data and identified school needs
1/20/2026	ILT	Reflected on instructional practices and supports
1/26/2026	Faculty	Facilitated group feedback on SPSA sections
2/6/2026	Other	Discussed proposed expenditures and priorities
1/26/2026	SSC	Conducted mid-year or final SPSA review
3/20/2026	ILT	Reviewed SPSA goals and strategies
3/26/2026	SSC	Reflected on instructional practices and supports
3/23/2026	Other	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,640
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$675,929

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$106,700
Title I Parent & Family Engagement Resource 3010	\$1,940
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$108,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$675,929

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$18,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$112,475
Community Schools Grant (CSPP) Resource 6332	\$243,156
Proposition 28 (Arts & Music in Schools) Resource 6770	\$42,958
SUBTOTAL OF STATE & LOCAL FUNDING:	\$567,289

2026-27 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:	Board Approval Date: 6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
49.0%	17.5%	56.0%	0.0%	10.5%	13.5%	97.5%	47.5%	0.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.0%	4.0%	5.0%	0.5%	2.0%	0.5%	98.0%	19.0%	85.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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
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Identified School Need:	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."
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Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.8%	35.0%	0.0%	50%	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	40.5%	52.2%	44.0%	60%	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	60.7%	52.9%	68.2%	70%	50%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-114.9	-114.2	-109.7	-80.00	-70.0
SBAC ELA Participation	All Students	99.0%	98.9%	100.0%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.5%	67.5%	57.6%	52.8%	50.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-120.5	-114.7	-111.4	-85.0	-70.0
SBAC Math Participation	All Students	91.5%	91.5%	98.9%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.8%	3.8%	6.7%	10.0%	10.0%

California Science Test (CAST) Participation	All Students	97.3%	100.0%	100.0%	95.0%	100.0%
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LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - 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
Identified School Need:	- 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-153.6	-149.0	-134.8	-80.0	-120.0
SBAC ELA Distance from Standard Met	Latino/a Students	-126.1	-129.0	-115.0	-90.0	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	86.7%	50.0%	85.7%	70.4%	63.0%
SBAC Math Distance from Standard Met	Special Education Students	-177.3	-162.0	-164.3	-85.0	-150.0
SBAC Math Distance from Standard Met	Latino/a Students	-118.3	-126.3	-109.5	-90.0	-109.0

Reclassification Measures & Targets

**Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.5%	5.0%	4.0%	10.0%	6.0%
LTEL Reclassification	Long-Term English Learners	33.3%	33.3%	0.0%	40.0%	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.						
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
Identified School Need:	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	2026-27 New Target
Student Connectedness to School	All Students	53.5%	70.4%	48.5%	75.0%	80.0%
Out-of-School Suspensions	All Students	0.9%	0.0%	0.0%	40.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	70.7%	37.1%	30.2%	40.0%	27.0%
Chronic Absenteeism	African American Students	66.7%	42.1%	32.4%	35.0%	27.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal:	By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	70.5%	69.9%	72.9%	90.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<ul style="list-style-type: none"> - K-2 teachers are implementing UFLI with fidelity which helps students with foundational skills. Doing the auditory drill and blending drill is helping our students. Students are taking spelling tests that show what they are learning. Teachers are receiving support from district office to analyze what students are learning and teachers are learning how to correct without giving answers by using the sound wall. - Teachers are discussing scores with students and give students an opportunity to reflect on their practice and take ownership over their learning. Giving students agency over their learning. - Parents can help more with supporting students at home. - Strength in HFW
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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</p>	<ul style="list-style-type: none"> - 27% of AA students have met their typical growth goal for the year on the MOY and 4% have met their stretch growth goal. - On the MOY assessment, the median student has made 68% progress towards their typical growth goal. - 13% of students with IEPs have met their typical growth goals and 6% have also met their stretch growth goals. - 40% of students who are learning English in 3rd grade have met their typical growth goal and 6% of 2nd grade students who are learning English have already met their Stretch growth goals.
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<ul style="list-style-type: none"> - We are currently at 91.1% positive attendance and we are on track to increase our positive attendance by 1%. - We have put a plan in place through the attendance team to lower our attendance rate. We will be reaching out to families in order to identify barriers and supports needed to ensure all students are at school on time everyday. - As a result of restorative practices, suspension rate has been maintained at 0%.

<i>LCAP Goal 4:</i>	By May 2027, 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.	<ul style="list-style-type: none"> - We currently have only 1 2nd year teacher and the supports that have been put in place are: time and opportunities to observe a teacher with the New Teacher coach; support with planning. - PD this year is focused on a Cycle of Inquiry which allows teacher choice and opportunities to focus on their teaching practice. With time to look at student work, teachers are able to identify the teaching practice that supported student learning and identify the instructional shifts that are needed to support learning.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - Supporting students to take their learning seriously. - We as a school able to decrease the % of students scoring at 3+ years below grade level, but we struggle increase the % of students scoring at early on to mid-above grade level. - Vocabulary, comprehension in literature and informational text is a challenge for our school.
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> - 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 	<p>26.9% of our Latino students have made 80+% progress toward their typical growth goals for the mid-year assessment and 30% of Latino students have achieved less than 19% progress toward their typical growth goals.</p> <p>40% of our AA students have made less than 40% progress toward their typical growth goals.</p> <p>6/15 students who have an IEP have only made 19% or less progress toward their typical growth goals.</p>

<i>LCAP Goal 3:</i>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>The attendance team has not been able to meet regularly and chronic absenteeism is growing. There is potential to meet the goal, which means that more SART meetings need to take place as soon as possible to help parents understand the importance of students coming to school daily.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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>	<p>Coaching cycles were halted for a period of time due to absences and extenuating circumstances. Some teachers struggle with planning out weekly lessons and being prepared ahead of time for the day. PLC Cycle of planning and looking at student work is helping teachers to see what students are learning from daily lessons and make adjustments. The consistent cycle of classroom observations slowed down and as a result, teachers are not getting enough feedback to shift their practice.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Horace Mann Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

One shift from the current SPSA is that 3rd-5th grade teachers are not providing differentiated SIPPS to students, that task has been given to Early Literacy Tutors during morning structured Word Study time. Teachers are focused on providing standards aligned Comprehension instruction during this time.

We are not working with Children Rising this year, students are specifically working with Ignite to provide 1:1 Tier 3 intervention every morning.

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

PLCs focused on Cycles of Inquiry improve with each round. Teachers are digging more into identifying the evidence of student learning and making instructional shifts that will support student learning. Substitutes are being used for teachers to do peer observations after a discussion about lesson plans. This gives teachers an opportunity to learn about the context of their partners classroom to provide feedback about evidence in student work. 1:1s give admin and TSA time to meet with every teacher, every week. The time is tight, but it is enough to touch base with every teacher. K-2 teachers have had lots of training, lessons modeled and elbow teaching of new Phonics curriculum.

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.

Teachers are not implementing the Caring schools curriculum during morning meetings so that will shift to using the Sown to Grow lessons to support building the social emotional skills of students.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Providing extended contract for teachers to do additional planning or analyzing student work.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Teachers unpack Language Arts and Math curriculum in order to identify the learning target of the lessons. Teachers take the time to name the criteria for mastery before analyzing student work. 3rd - 5th grade teachers also have time to plan comprehension lessons aligned to specific reading standards.</p>	<p>Teachers need the additional planning time in order to input assessments, review student work and time to plan lessons. When given the time, teachers are able to create needed anchor charts, copy student work and look at assessments. Unpacking Modules is also helpful and in math teachers have time to do the math and prepare for supporting students through the misconceptions. 3/7 teachers consistently took advantage of additional paid planning time.</p>	<p>We will continue to have time for teachers to do planning. One change we will make is to strategically preplan the extended contract dates so they align to the end of the ELA and Math modules.</p>

<p>Providing overtime for the clerical staff to translate Family Engagement events and SSC in Spanish.</p>	<p>Student Connectedness to School</p>	<p>Our Admin Asst. and Community Relations Assistant provide Spanish translation to families, which represent 60% of our community.</p>	<p>Our Spanish/Mam speaking families feel welcome, included and informed because we are able to provide translation. Many of the families feel more comfortable in asking questions or requesting assistance because they are able to express themselves in their native language. Approximately 35–40% of our school families speak Spanish or Mam as their primary language. Providing translation services ensures these families can fully access school information and participate in meetings. This support increases family engagement and allows 100% of participating families to ask questions and request assistance in their native language.</p>	<p>We will continue to use funds for this purpose.</p>
<p>Teachers provide workshops/sessions at Family Math/Literacy Night. Teachers work after contract hours to provide strategies and materials to families to work at home with their children.</p>	<p>Student Connectedness to School</p>	<p>During Family Literacy Night, teachers create stations to teach parents to use strategies at home with their children in the areas of reading comprehension, blending and segmenting words and providing reading comprehension strategies to families.</p>	<p>Family Nights are interactive and the families seem to really enjoy them. They appreciate the materials they get at each event. Parents also enjoy seeing what the students are learning. We hosted 3–4 Family Night events with approximately 40–60 families attending each event. These interactive events provide families with academic materials and information about what students are learning in class. Participation data and parent feedback indicate that families value the opportunity to engage in their students' learning and take home resources to support learning at home.</p>	<p>At the beginning of the year when all of the events are identified, we want teachers to sign up for each event so that teachers take ownership of one of the family nights and the work load is spread evenly across the school.</p>

<p>Classroom supplies for teachers to use to support learning.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Materials and supplies for classrooms like poster boards, poster paper for anchor charts, whiteboard markers for teachers and students to use during math lessons. Other materials like pencils, crayons, construction paper and bulletin board paper was purchased to support students in their learning.</p>	<p>Students can be seen throughout the school using whiteboards and markers during their fluency in math. Students and teachers use materials and supplies to create grade level bulletin boards to showcase student work.</p>	<p>One change we can make is to look at end of module performance tasks and see what materials students need in order to create innovative projects.</p>
<p>Supplies for materials to create take home bags for Family Reading, Math and Science Night.</p>	<p>Student Connectedness to School</p>	<p>Materials like white boards and markers, mini sound boards for family literacy night. Materials like dice and two-sided counters for family math night. Simple materials for science experiments at home.</p>	<p>Students can be seen throughout the school using whiteboards and markers during their fluency in math. Students and teachers use materials and supplies to create grade level bulletin boards to showcase student work. Whiteboards and markers are used daily during math instruction to support all K-5th grade students in all classrooms in writing words during UFLI lessons, practicing math fluency and problem-solving. In addition, teachers and students use classroom materials to create grade-level bulletin boards in all classrooms, showcasing student work and reinforcing key academic concepts.</p>	<p>We will continue to supply families with materials to take home to support student learning.</p>

<p>Contract with HEROs, Inc. to provide 30 minute PE classes for TK-5th grade. This contract also provides structured games during recess for all students. The contractor also provides opportunities for leadership as students are able to be young HEROs to support with the younger students during rainy day recess.</p>	<p>Student Connectedness to School</p>	<p>Coach provides game stations for students during morning and lunch recess. Students are taught the rules for games and learn to play cooperatively with others. As Young Heros, students learn conflict resolution skills and learn to support younger students. During individual class PE time, students learn to play new games with their class.</p>	<p>New games have emerged on the playground and students are excited to play the games. One thing that can be tightened is the Young Hero program. Students have been selected, but they are not being utilized during recess. During the PE time, Admin and Literacy coach are able to meet with teachers to plan lessons, debrief observations, analyze student work, look at data or set goals for students. During recess, approximately 40 3rd - 5th grade students participate in structured playground games, which has increased student engagement and positive peer interaction. While 6-8 students have been selected as Young Heroes, the program has not yet been fully implemented during recess to support playground activities. In addition, scheduled PE time allows administration and the literacy coach to meet with approximately all 8 teachers weekly to plan lessons, debrief observations, analyze student work, review data, and set instructional goals to support student achievement.</p>	<p>We will continue to provide funding for the HEROs contract in order to provide additional PE for students and time for teachers to meet with Admin and Literacy Coach.</p>
<p>This provides funding for buses for field trips.</p>	<p>Student Connectedness to School</p>	<p>This contract pays for outside vendors to provide a bus for classes for field trips aligned to what students are learning in Language Arts or Science or Social Studies.</p>	<p>3/7 classes have been on a field trip this year that required renting a bus.</p>	<p>We will continue to provide funding for buses for field trips. I would like to require that all classes go on at least one field trip.</p>

<p>This provides funding for admission fees for classes to attend field trips.</p>	<p>Student Connectedness to School</p>	<p>This contract pays for the admission fees when classes attend field trips.</p>	<p>2/7 classes have used this fund to pay admission fees for a field trip.</p>	<p>Not all field trips require admission fees, but we will continue to provide the funding as needed.</p>
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Horace Mann Elementary School	SCHOOL ID: 136
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By May 2027, 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
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Identified Need:	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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. Teachers will also have time to plan field experiences aligned to EL Ed Modules and Science lessons.	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 calibrate around coaching and feedback to ensure next steps are followed.	All Students	Academic	Tier 1 - Universal
1-3	K-2 Teachers will implement UFLI foundational skills curriculum with fidelity during a protected block. 3-5th grade teachers will implement Reading Informational and Literature standards during a protected block to teach Comprehension Skills. Admin and TSA will work with ALL Grant partnership to support foundational skills implementation.	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 to provide intervention for students who need Tier 2 support and pull out students for Tier 3 intervention.	Students with Tier 2 academic needs	Academic	Tier 2 - Supplemental
1-6	K-2 Teachers will teach UFLI curriculum with fidelity during small group instruction. Teachers will administer weekly spelling tests and analyze data to determine students' ability to decode and encode based on UFLI lessons.	Students with Tier 1 and tier 2 academic needs	Academic	Tier 1 - Universal Tier 2 - Supplemental
1-7	Early Literacy Tutors will use SIPPS curriculum during small group instruction for 3rd - 5th grade students who need foundational skills support. Tutors will use Mastery Tests to determine student progress.	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 observe colleagues and provide one another feedback based on criteria set in learning walk tools.	All Students	Academic	Tier 1 - Universal
1-9	Ignite will provide targeted 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. 3Ls will also provide 1:1 targeted instruction for students who are multiple years below grade level.	All Students	Academic	Tier 3 - Intensified
1-10	Teachers will use trimester data conferences to determine student groupings for "Read to Grow" block and ALL Block. 3rd - 5th grade teachers will use small group instruction during this time to do additional work with complex text, pre-teach vocabulary to students who are struggling readers or students learning English. K-2nd grade teachers will use Dibels data to determine instructional shifts in Tier 1 instruction.	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 Liberated will work with Administrator to create PD cycles, create protocols to analyze student work and internalize ELA lessons.	All Students	Academic	Tier 1 - Universal
1-10	EEIP Teacher will create lessons that allow students to showcase their learning through presentations aligned to the EL Ed Module themes.	All Students	Academic	Tier 1 - Universal
1-11	Library Tech will provide time for TK-5th grade classes listen to stories and check out books. Tech will also facilitate Book Clubs and/or Literature Circles for small groups of upper grade students.	All Students	Academic	Tier 1 - Universal I

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

School Goal:	By May of 2027 - 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
Identified Need:	- 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

#	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-2 Teachers will teach targeted UFLI lessons during small group instruction based on Dibels data. Early Literacy Tutors will teach differentiated SIPPS for 3rd - 5th grade students during morning Word Study Time. Early Literacy Tutors will also teach small groups focused on foundational skills to Kinder-2nd grade students 4 days per week.	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 Tier 1 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	3Ls 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 analyze student work and determine instructional shifts.	Low Income Students	Academic	Tier 1 - Universal
2-8	3Ls will work with Admin to support coaching and feedback cycles with teachers, improve operational systems throughout the school in the areas of language and literacy.	Low Income Students	Academic	Tier 1 - Universal
2-9	RCSM/ESN SPED teacher and Admin will hold Affinity groups with families of students with IEPs	All SPED		

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		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 or Sown to Grow lessons to implement daily morning meetings 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	RCSM, Student Support Specialist and Admin will use Sown to Grow lessons to build the social skills of students who lack Self-Management, Social Awareness, Relationship Skills or Responsible Decision Making skills. Lessons will be aligned to SEL Standards.	All Students	Academic	Tier 3 - Intensified
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 attend updated training to use Toolbox Tools and positive narration to redirect students to reinforce routines by grounding them in their learning purpose. Teachers will update their classroom culture plans at the beginning of each trimester in order to determine the effectiveness of their plans.	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 showcase celebrations of learning; 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. 3Ls will work with families to support literacy 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
3-12	RCSM will lead Attendance Team Meetings twice per month 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 weekly 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 schedule 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. Program facilitators will also conduct literacy focused small group activities from 2:00-2:45 4 days per week.	All Students	Academic Enrichment	Tier 1 - Universal
3-15	Create a contract with MOCHA to provide weekly art to the students aligned to EL Ed Modules.	All Students	Enrichment	Tier 1 - Universal

3-16	Community Relations Assistant will provide resources of food, clothing for students and families as needed. The CRA will also provide additional resources such as connections to medical and immigration resources to help families feel safe and welcome.	All Students	SEL / Mental Health	Tier 1 - Universal
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By May 2027, 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.
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Identified 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.
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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?
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				
#	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 will calendar and conduct 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	Adademic	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
5-4	Admin, RCSM and Community Relations Assistant will hold Affinity Group Parent meetings to ensure voices and needs of our community is heard.	African American	Social Community Connection	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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 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

6-3	Students who are learning English will take a placement test for Tier 2 small group instruction in order to determine instructional level.	English Learner Students	Academic	Tier 2 - Supplemental
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PROPOSED 2026-27 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
EEIP Teacher will provide media arts instruction to TK-5 students to create presentations to showcase their learning from EL Ed Modules. Students will also learn to code in order to create games.	\$30,260	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	0293	Teacher Education Enhancement	0.20			EEIP Teacher will create lessons that allow students to showcase their learning through presentations aligned to the EL Ed Module themes.	136-1
This expenditure will pay for MOCHA art classes for TK-5 classes to create projects that are aligned to EL Ed Modules.	\$12,698	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Create a contract with MOCHA to provide weekly art to the students aligned to EL Ed Modules.	136-2
This expenditure will pay for our Community Relations Assistant who will provide translation for monthly Principal's Cafe, support families during SART meetings in order to ensure that our families who speak Spanish feel safe, welcome and informed.	\$38,035	California Community Schools Partnership Program	2205	Classified Support Salaries	9642	Community Relations Ast II Bil	0.34			Admin, RCSM and Community Relations Assistant will hold Affinity Group Parent meetings to ensure voices and needs of our community is heard.	136-3
This expenditure will pay for our Restorative CSM who will facilitate COST and Attendance Team meetings. This position will provide support to teachers to hold restorative justice circles and train students to hold Peer RJ circles as well.	\$103,016	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9321	Program Mgr Community School	0.50			RCSM will identify and train students to conduct peer RJ circles.	136-4
This expenditure will pay for supplies that will support teachers to provide materials students need for writing, note taking and showcasing student work on the bulletin boards.	\$3,905	California Community Schools Partnership Program	4310	School Office Supplies			0.00			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.	136-5

PROPOSED 2026-27 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
This expenditure will pay for refreshments for families during Family Night Events: Literacy, Math, Health, Science and Cultural Fair. All families will be able to fellowship together and build community with one another.	\$6,342	California Community Schools Partnership Program	4311	Meeting Refreshments			0.00			For families: Teachers will do showcase celebrations of learning; 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. 3Ls will work with families to support literacy learning at home.	136-6
This expenditure will pay for the Community Relations assistant who will provide resources for families. CRA will get food and clothing for students and families that will help them feel connected to the community and help students feel safe at school.	\$73,832	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	9642	Community Relations Ast II Bil	0.66			Community Relations Assistant will provide resources of food, clothing for students and families as needed. The CRA will also provide additional resources such as connections to medical and immigration resources to help families feel safe and welcome.	136-7
This expenditure will provide supplies to celebrate students with perfect attendance, demonstrating scholar values, and our Jaguar Card raffle prizes.	\$574	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			RCSM will lead Attendance Team Meetings twice per month 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 weekly COST meetings to triage students who are struggling with academics, behavior, and/or social supports.	136-8
This expenditure will pay for contracts associated with the after school program to provide enrichment supports for TK -5 students.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Girls, Inc. will provide additional literacy support and enrichment activities for students after school. Program facilitators will also conduct literacy focused small group activities from 2:00-2:45 4 days per week.	136-9
This expenditure will pay for substitutes that will allow for teachers to do peer observations and also provide additional supports for testing. This will help teachers to push one another's practice and for ILT to also identify the instructional focus of the school based on classroom data.	\$5,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Substitutes will be provided so that teachers can be released to do peer observations. This will allow teachers to observe colleagues and provide one another feedback based on criteria set in learning walk tools.	136-10

PROPOSED 2026-27 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
This expenditure will provide supplies for classroom use and additional supplies for tutors to use with students.	\$5,200	LCFF Supplemental	4310	School Office Supplies			0.00			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
This expenditures will provide additional supports for students to use programs during independent time during small group instruction. 1st - 5th grade students will have access to additional text and supplemental programs to support students who are learning English.	\$8,500	LCFF Supplemental	5846	Licensing Agreements			0.00			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.	136-12
Literacy Coach will support Language Arts implementation with an emphasis on foundational skills. Coach will conduct observations and provide teachers with feedback. Coach will facilitate professional development in order to support teachers with the implementation of UFLI.	\$91,267	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10659	TSA 11Mon 12Pay	0.50			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 Liberated will work with Administrator to create PD cycles, create protocols to analyze student work and internalize ELA lessons.	136-13
This expenditure will pay for our Restorative CSM who will facilitate COST and Attendance Team meetings. This position will provide support to teachers to hold restorative justice circles and train students to hold Peer RJ circles as well.	\$103,016	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9321	Program Mgr Community School	0.50			RCSM will identify and train students to conduct peer RJ circles.	136-14
Literacy Coach will also coordinate all of the administration of district and State assessments including ELPAC, SBAC, iready and Dibels. Coach will also meet with teachers to analyze formative assessments to determine instructional shifts.	\$91,267	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10659	TSA 11Mon 12Pay	0.50			Use data to identify focal students each trimester. Use UED to provide targeted support for students based on data.	136-15
This expenditure will pay for an Early Literacy tutor to provide small group instruction for TK-2 and intervention for 3rd -5th grade students who are below grade level in foundational skills. Tutors will also support Tier 3 intervention.	\$11,985	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	10656	Early Literacy Reading Tutor	0.20			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.	136-16

PROPOSED 2026-27 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
This expenditure will cover the district costs for managing the grant.	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			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 Liberated will work with Administrator to create PD cycles, create protocols to analyze student work and internalize ELA lessons.	136-17
Early Literacy Tutors will also provide support with administration of assessments including Dibels, Letter ID and iReady. The data used from these assessments will identify students for Tier 2 small group instruction.	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			Early Literacy Tutors will use SIPPS curriculum during small group instruction for 3rd - 5th grade students who need foundational skills support. Tutors will use Mastery Tests to determine student progress.	136-18
EEIP teacher will provide structured PE class for TK-5th grade students. Teacher will also administer the PFT for 5th grade students.	\$60,520	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0293	Teacher Education Enhancement	0.40			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.	136-19
Library Tech will provide structured read alouds, time for students to check books out of the library and do literature circles and book clubs with upper grade students in small groups.	\$97,508	Measure G, Library Support	2205	Classified Support Salaries	8380	Library Technician	1.00			Library Tech will provide time for TK-5th grade classes listen to stories and check out books. Tech will also facilitate Book Clubs and/or Literature Circles for small groups of upper grade students.	136-20
EEIP Teacher will provide media arts lessons for TK-5th grade and K-2 ESN class weekly. Students will create presentations aligned to the theme for the EL Ed units.	\$60,520	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	0293	Teacher Education Enhancement	0.40			EEIP Teacher will create lessons that allow students to showcase their learning through presentations aligned to the EL Ed Module themes.	136-21
Teachers will facilitate stations at Family Night Events in order to support families learn to help their child at home. Teachers will receive extended contracts as the family events will be held after contractual hours. This will support families to feel comfortable helping their child at home.	\$940	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Student Connectedness to School	For families: Teachers will do showcase celebrations of learning; 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. 3Ls will work with families to support literacy learning at home.	136-22

PROPOSED 2026-27 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
Teachers will use time outside of contractual hours to backwards plan ELA and Math modules, prepare for unit assessments, score module assessments or plan lessons. Teachers will analyze assessments and student work to determine instructional shifts.	\$10,709	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		i-Ready Reading at or above Mid-Grade	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.	136-23
Early Literacy Tutors will provide Tier 2 small group instruction for Kinder to support letter ID, 1st-2nd grade students to do UFLI lessons and 3rd - 5th grade to do SIPPS to support Foundational Skills.	\$35,955	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	10656	Early Literacy Reading Tutor	0.60		Reading Inventory (RI) Multiple Years Below Grade Level	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.	136-24
This expenditure will provide funding for Attendance Specialist to schedule and send SART letters for families whose attendance is moving towards At Risk or Moderate Chronic Absence.	\$6,099	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	2910	Attendance Specialist	0.10		Chronic Absenteeism	Attendance Clerk will schedule 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.	136-25
This expenditure will provide allow for students to have an additional 30 minutes of structured PE class. It will also support structured recess games and supervision to support the SEL goal of cooperative learning. SEL Standards will also be address during PE classes. This time will also allow Admin to meet with each teacher individually in order to debrief observations, analyze student work, look at data and set goals.	\$45,000	Title I, Part A Schoolwide Program	5825	Consultants			0.00		Student Connectedness to School	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 work with Administrator to create PD cycles, create protocols to analyze student work and internalize ELA lessons.	136-26
This expenditure will provide a bus for students to attend field trips. The bus will provide transportation to and from school.	\$7,000	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.00		Student Connectedness to School	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. Teachers will also have time to plan field experiences aligned to EL Ed Modules and Science lessons.	136-27

PROPOSED 2026-27 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
This expenditure will pay for classes to attend field trips and pay for the admission fees to enter museums and/or parks.	\$1,500	Title I, Part A Schoolwide Program	5829	Admission Fees			0.00		Student Connectedness to School	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. Teachers will also have time to plan field experiences aligned to EL Ed Modules and Science lessons.	136-28
This expenditure will pay for software licenses that provide access to programs that support reading, math and language.	\$437	Title I, Part A Schoolwide Program	5846	Licensing Agreements			0.00		ELL Reclassification	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.	136-29
This expenditure will pay for teachers to plan lessons and look at student work outside of their contractual time.	\$3,172	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	136-30



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 Principal's Cafe

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 Principal's Cafe
- 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 20, 2025 and will be in effect for the period of August 11, 2025 through May 28, 2026.

The school will distribute this policy to all parents on or before September 30, 2025.

Name of Principal

Tammie Adams

Signature of Principal

Tammie Adams

Executed on Date: August 20, 2025



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools. Thinking Students

School-Parent Compact

Horace Mann Elementary School

2025-2026

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 2025-26 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
- Teach with excitement and enthusiasm to engage students.

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.
- Check into the office and get a visitors badge before heading to a classroom
- Ensure that my child reads at home or I will read with my child daily.

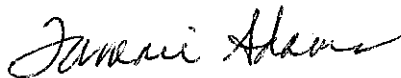
Student Responsibilities

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.
- Remain in class and use the appropriate pass with permission from my teacher.

This Compact was adopted by the Horace Mann Elementary School on August 20th, 2025 and will be in effect for the period of the 2025 - 2026 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, 2025.

Signature of Principal

Tammie Adams

Date

August 20, 2025



Strategic Resource Planning (SRP)

Horace Mann ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Ms. Adrienne Hayes
Vice Chairperson:	Mr. Hector Patty
Secretary:	Mr. Alejandro Palomares

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"/>	1st
Chansell Evans-Green	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Emily Walsh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Denisse Calderon	<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"/>	1st
Hector Patty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Karen Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sukraj Kaur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alejandro Palomares	<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>	4th Thursday of every month at 4:00 pm
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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.

