Horace Mann Elementary School	**School Plan for Student Achievement (SPSA)**	Art Gonzalez
School Year: 2024-25		

San José Unified School District

Horace Mann Elementary School

School Year: 2024-25

Title 1 Status	Schoolwide Title I Program
State Dashboard Status	No Status

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

About this School:

Grades Served:	Pre-K & TK-5th	
Total Students:	332	
Ethnic Breakdown:	White	8%
	Hispanic	80%
	Black	2%
	Other	10%
Free lunch	54%	178
Reduced lunch	13%	42
Total FRPL	66%	220
EL	49%	164
EO	37%	122
Foster Youth	0%	1
Special Education		

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Position:	Principal
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Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffess. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals
LANGUAGE ARTS:
This year's overall ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
MATHEMATICS:
This year's overall Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
ENGLISH LANGUAGE LEARNERS:
50% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

Horace Mann Elementary School	**School Plan for Student Achievement (SPSA)**	Elizabeth Brush
School Year: 2024-25		

Site Based Resource Inequities

San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.

This section will be completed when the staffing sheets are released. Identify the Supplemental FTE priorities based on the comprehensive needs assessment. Our English Language Learner's, Hispanic Males', and Socially Economic Disadvantaged students' scores are improving, but these students are still performing below their general education peers. Teachers will continue to focus on strategic placement of ELs in groups and will provide in class interventions to increase their achievement. We will continue before and after school

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our English Learners, Hispanic Males, and Socially Economic Disadvantaged students' scores are improving, but these students are still performing below their general education peers. Teachers will continue to focus on strategic placement of ELs in groups and will provide in class interventions to increase their acheivement. We will continue with after school intervention classes as we have seen growth in student scores and academic acheivement. Teachers will focus on individual student data and trends that are seen through out the class. Instruction will be adjusted dependent on these factors. We will also continue to use our BGS Recess program to support student social and emotional behaviors through organized play and to support students with conflict resolution stragies to decrease office referrals and improve climate.

Prop 28 School Site Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.

Funds	Horace Mann Elementary School will use an Art teacher to provide a school wide Arts Program to all students in grades TK-5th.
FTE	Arts Education Teacher

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan

If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.

Not applicable for this school.

Describe the consultation with educational partners and the impact the feedback had on the plan.

Not applicable for this school.
Identify the specific actions on the strategies page that will be utilized to improve outcomes for the subgroups or areas listed above.
Not applicable for this school.

Title I Needs Assessment			
Describe the effectiveness of those strategies and any adjustments planned for the current school year to improve student outcomes.			
Identify the use of Title I funds in the 2023-2024 school year		**Impact these funds had on student achievement**	**Keep, Abandon, Adjust for 2024-2025 school year.**
Professional Development			
Positive Climate	Yes	Horace Mann Elementary continues to prioritize a positive school climate and culture by using PBIS best practices and the Second Step program to ensure that students can focus on their learning in an environment conducive to learning. The suspension rate at Horace Mann Elementary School is low. The suspension rate declined from 3.6% of the student population suspended for at least one day to 0.9% of the student population suspended for at least one day. Chronic absenteeism at Horace Mann Elementary School has decreased from 50.9% to 42.3% from the previous year.	Keep
Extended Day or Year Intervention	Yes	Teachers provide targeted small-group instruction after school based on formative and summative results. The after-school interventions support additional learning time to target students to close the gap between current performance and current performance and grade level performance. Horace Mann's School-wide goal is to increase its math goals. The school will use the NWEA Math Assessment scores to target students for after-school intervention two times a week for 6 weeks. The focal subgroups will be the targeted group participating in the after-school intervention. 92% of students in grades 4-5 who participated in the After School Math intervention showed growth as Measured in the NWEA assessment.	Keep
Purchase supplemental resources			
Release for SST, Data Chats, PD			
Additional Learning Experiences			
Parent/ Community Engagement	Yes	The analysis of last year's activities was shared with the staff at the Leadership team meeting in October and with SELAC and SSC in November. All groups asked clarifying questions and made suggestions to improve actions, add additional actions, or change the target populations. Suggestions were made to improve communication and parent engagement. This input was used to create the draft of SPSA with the school leadership team, and the draft was shared with the above groups. The SSC reviewed the final draft and voted to approve the SPSA as written. The SPSA will be monitored by the SSC and SELAC and updated throughout the year when needed.	Keep

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Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the **previous school year.** Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's articulated goal. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. *Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)*

The 2023 dashboard declined by 12.3 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended. During the 23-24 school year, we created action items to support our goal of increasing student acheivement on the ELA SBAC Scores. We allocated site funds to purchase additional and supplemental literacy materials for Early Literacy and Readers Workshop, instructional supplies for for language arts, and classroom materials to support student learning. This provided the teachers with supplemental materials to support their teaching. Students in need of intervention were identified and given the opportunity to participate in after school intervention classes provided by 5 teachers. We will be offering this again next year, as it has proven to be effective in increasing student achievement. Horace Mann did not meet their goal for 2023-2024.

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

-Planning release days for teachers, after school planning sessions (IB), after school tutoring (92% of 4th/5th graders who participated in after school Math intrervention showed growth on the NWEA), teachers will continue to use ISIP Reading Assessment to identify targeted students for intervention.

	Action Steps for the Current School Year	**Owner**	**Timeline**
#1	Teacher will use ISIP Reading Assesment to identify targeted students for intervention		
#2	Planning release days for teachers-focus on ELA planning/PD.		

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 2023 dashboard decreased by 1.4 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended. During the 23-24 school year we focused on increaseing engagement for all students. Five teachers provided after school interventions to support students learning. Our NWEA data demonstrates that we need systematic intervention supports for students in Mathematics to support student growth. Supplemental funds were used to pay teachers to provide after school intervention to targeted students. Horace Mann did not meet their goal for 23-24. Teachers used small group instruction and differentiation strategies to improve Math achievement as by measured by the NWEA. 90% of 4th/5th grade students who participated in the after school intervention program showed growth as measured by NWEA. Teachers in grades 3-5 participated in the Math Institute Training and the Math Cadre visit. The training focused on the components of a Math Block (Lesson). Teachers will continue to offer after school intervention in the area of Math for students in grades 3-5.

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

Planning release days for teachers-focus on Math planning/PD.

	Action Steps for the Current School Year	**Owner**	**Timeline**
#1	Staff will look at NWEA assessment to provide additional intervention for targeted students after school for Math.		
#2	Planning release days for teachers-focus on Math planning and Math PD.		

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	50% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The 2023 dashboard increased 8.6% from the 2022 dashboard, with 41% making progress. Currently on track to implement 2023-24 SPSA as intended. During the 23-24 school year, we created action items to support our goal of increasing student achievement on the ELPAC. Our teachers worked with targeted students in the areas of English Oral Language Development in the areas of guided reading and language arts to provide small group intensive instruction. Students in need of intervention were identified and given the opportunity to participate in after school intervention class taught by our teachers. We will be offering this again next year, as it has proven to be effective in increasing student achievement.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Planning release days for teachers to focus on ELD planning/PD training.

	Action Steps for the Current School Year	Owner	Timeline
#1	Staff will use ISIP Reading assessment to determine targeted group of students who will need additinal support in the areas of ELA.		
#2	Teachers will look at ELPAC assessment to determine levels for systematic ELD instruction.		

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL	
CLIMATE: Strategic Plan Alignment & Content Goals	
SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.
	Did not meet previous year's goal
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.	
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.	
The 2023 dashboard chronic absenteeism declined by 8.6% from the 2022 dashboard, and suspensions declined 2.8%. Currently on track to implement 2023-24 SPSA as intended. During the 23-24 school year, we focused on building positive relationships with our students. Teachers did this in a number of ways: teach SEL Lesson, use of positive reinforcement, trip to the Husky store, teach and reteach PBIS lessons through out the year.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Culture and Climate team meetings (once a month): plan and revisit Expectation lessons through out the school year.	

	Action Steps for the Current School Year	Owner	Timeline
#1	Parent Teacher Conferences, Coffee with the Principal,SSC meetings, SELAC Meetings		
#2	Rehire coach to support recess activities, Husky Heroes on a weekly basis, Attendance challenge biweekly, Monthly IB Awards, classroom visits the Husky store 2x a month, Student Council, Jr. Coaches		

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LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC

Grade Level / Subgroup	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							27%	25%
Grade 3							24%	18%
Grade 4							25%	22%
Grade 5							34%	33%
Hispanic							21%	18%
English Learners							6%	3%
Special Education							9%	0%
Socio economically Disadvantaged							19%	18%
Foster							0%	0%
Homeless							20%	0%

Spring 2023-24 Language Arts: CSA

Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall					N/A	N/A
Grade 3					N/A	N/A
Grade 4					N/A	N/A
Grade 5					N/A	N/A
Hispanic					N/A	N/A
English Learners					N/A	N/A
Special Education					N/A	N/A
Socioeconomically Disadvantaged					N/A	N/A
Foster					N/A	N/A
Homeless					N/A	N/A

Winter 2023-24 English Language Arts: Istation (Level 5)

Grade Level	TK	K	1	2	3	4	5
2023-24 Winter % Stds Above Expectation	N/A	9%	10%	6%	14%	24%	20%

SPRING 2023-24 English WPA

Grade Level	TK	K	1	2	3	4	5
2023-24 % Stds At/Above Grade Level: Spring	N/A	18%	20%	12%	0%	13%	21%

Winter 2023-24 Spanish Language Arts: Istation (Level 5)

Grade Level	TK	K	1	2	3	4	5
2023-24 Winter % Stds Above Expectation	N/A	0%	14%	0%	0%	0%	N/A

SPRING 2023-24 Spanish WPA

Grade Level	TK	K	1	2	3	4	5
2023-24 % Stds At/Above Grade Level: Spring	N/A	N/A	20%	13%	0%	N/A	N/A

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							16%	15%
Grade 3							20%	17%
Grade 4							18%	10%
Grade 5							11%	18%
Hispanic							9%	8%
English Learners							4%	3%
Special Education							4%	0%
Socio economically Disadvantaged							11%	7%
Foster							0%	0%
Homeless							0%	0%

Winter 2023-24 Math NWEA			
Grade Level	3	4	5
2023-24 % Students Predicted to Score 3 or 4 on SBAC	6%	14%	11%

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learner Enrollment							
Grade Level	TK	K	1	2	3	4	5
Number (#) of EL students	14	24	25	29	28	21	25

2023-24 ELPAC Performance Levels by Grade							
Proficiency Level	TK	K	1	2	3	4	5
Level 1							
Level 2							
Level 3							
Level 4							

Reclassification Rates					
2023-24					
Grade Level	1	2	3	4	5
% Students	4%	0%	0%	16%	14%

ELPAC: 3 Year No Performance Level Growth						
Grade Level	K	1	2	3	4	5
Number of students						
% of Students						

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CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)			
Climate Survey Constructs	**3**	**4**	**5**
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		

2023-24 Parent Involvement
Agree
The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.
** Parents take this survey for the youngest SJUSD student in the family*

2023-24 SUSPENSIONS AND EXPULSIONS							
Grade Level	**TK**	**K**	**1**	**2**	**3**	**4**	**5**
Suspension -Students As # Overall							
Suspension - Hispanic Students As # Overall							

2023-24 Chronic Absenteeism							
Student Group	**TK**	**K**	**1**	**2**	**3**	**4**	**5**
School Total							
Hispanic							
English Learners							
Special Education							
Socioeconmically Disadvantaged							
Foster							
Homeless							

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	**Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.**	Technology Supplies: Students will receive appropriate instruction to meet academic needs across ELA. Math, content areas. Headphones will be purchased to support students.	All		Title I Instruction	Equipment	$ 1,500.00
		Funds use for office supplies, classroom supplies, library supplies, extra duty to support the success of a functioning office, classroom and library	All	School Climate	Site Flex	Books and Supplies	$ 8,769.98
2	**Professional Development**	Professional Development and Planning: Due to the need to train teachers in IB, we are allocating money for professional development training in Tahoe during the summer of 2025. (2-4 teachers). We will evaluate the implementation of the IB program via walkthroughs.	All		Supplemental	Travel and Confs	$ 3,568.21
		Professional Development for campus supervisors: Based on a school climate survey by parents and students, we will provide professional development to campus supervisors on building a positive climate at school and how to deal with tier 3 students.	School Climate		Title I Instruction	Classified Extra Duty	$ 200.00
3	**Purchase books and other instructional materials**	Materials and supplies for students that are supplemental to curriculum and PYP units	All	All	Supplemental	Books and Supplies	$ 500.00
4	**Provide release days or time outside of the work calendar/schedule for staff to participate in collaboration and professional learning.**	Professional Development and Planning: Due to the need to blend SJUSD S&S and PYP planners we are allocating money for professional development and planning for teachers during the school year and summer (13 teachers and 1 Instructional Coach). We will assess this strategy by reviewing and implementation of completed PYP planners.	All		Supplemental	Certificated Extra Duty	$ 1,500.00
		Professional Development and Planning: 3 Grade level Release Planning days for teachers to focus on ELA, ELD, Math, IB with PD given by Instructional coach.	All		Supplemental	Certificated Subs	$ 11,700.00
5	**Provide extended day intervention and support for**						

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
5	Intervention and support for students						
6	Additional learning experiences	Field trips and Assemblies: Support field trip attendance by paying for student costs, insurance, transportation, and staff extra duty. Current Science and English Language Development data indicates that students need extra support for academic language growth.	All		Title I Instruction	Other	$ 5,000.00
		Support Science Camp attendance by paying for student cost, insurance, transportation as well as staff extra duty. Current Science and English Language Development data indicates that students need extra support for academic language growth.	All		Title I Instruction	Other	$ 17,703.05
7	Parent and community engagement	Parent Workshop/Coffee: In order to engage parents with the school goals, parents will be invited to participte in parent workshops and monthlly Principal coffees to learn about strategies around Math, Reading, Writing, and English Language Develeopment to better support their student and understand what is happening at the school. Light snacks will be provided as well as resources intended to enhance the effectiveness of the workshops/coffees.	All		Title I Parent Education	Other	$ 756.12
		Classified Employee Extra Duty to support with all program, events, and extra curricular activities.	All		Title I Parent Education	Classified Extra Duty	$ 300.00
8	Positive Climate	Busy Getting Stronger (BGS) Coach: Based on Office Referrals, suspension data, & School climate shows that most of our referrals are for students struggling with social interactions among peers while out at recess. This program provides a positive school environment by empowering the services, which include teaching students about and building character, developing cooperation skills and practicing social interaction skills, and building physical health for strong bodies so students are better able to learn. Research shows that when students are taught specific social skills, their experiences at school are more positive.	School Climate		Supplemental	Service Agreements	$ 17,500.00
		Culture & Climate Materials: Based on parent and staff feedback during SSC and Staff meetings, it is necessary to continue with our weekly student recognition program of the Husky Hero, where we hand out rewards to encourage students to act responsibly in all areas of school life and excel in academic areas. We also have a Husky store where students shop for items with Husky Bucks that are earned for exhibiting the "Husky Way"(Principled, Caring, and a Thinker). Husky bucks are given to students by all staff members. We will use the student climate survey given in January to evaluate the success of this action item. We want at least 80% of our student population to feel part of a caring environment.	School Climate		Title I Instruction	Books and Supplies	$ 2,000.00

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School Year: 2024-25

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
9	Prop 28 Arts and Music in Schools	Art Program: Based on parent and staff input at SSC and Staff meetings, the school will have an Arts Program for all students:TK-5th grades. A certificated teacher will teach the Art Education to all students. Partial funds will be used to pay for supplies needed for the program.	All		Arts and Music	Books and Supplies	$ 6,811.73
		Certificated staffing to provide arts and music education	All		Arts and Music	Certificated Personnel (FTE)	$ 43,113.76

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School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65001 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A school with fewer than 300 pupils may have a SSC with six members. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Servando Perez	Chair
Marivel Mendoza	Vice-Chair
Vanessa Garret	Secretary

Classroom Teachers
Lidia Cisneros
Cinthia Reyes (Alternate)
Other School Personnel
Monserrat Lozano

Principal
Art Gonzalez
Parents/Community Members
Servando Perez
Vanessa Garrett
Marivel Mendoza

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Other School Personnel
Dolores Montez

Principal
Art Gonzalez
Parents/Community Members
Guadalupe Ganoa
Maria Carbajal
Dora Murillo

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
Guadalupe Ganoa	Chair
Maria Carbajal	Vice Chair
Dora Murrillo	Secretary

The SELAC has voted to give governance to the SSC on this date:	05/13/24

The name of the parent SELAC representative to the SSC is:	Guadalupe Ganoa

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

• The School Site Council is correctly constituted and was formed in accordance with board policy and state law. • The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval. • The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan. • This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This plan was adopted by the School Site Council at a public meeting on:	5/13/24

School Principal Name	Signature of School Principal	Date
Art Gonzalez	Art Gonzalez box SIGN 4L289LLK-4Q2PQL9P	5/13/24

SSC Chairperson Name	Signature of SSC Chairperson	Date
Servando Perez	Servando Perez box SIGN 4L289LLK-4Q2PQL9P	5/13/24

SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Guadalupe Ganoa	Maria Ganoa box SIGN 4L289LLK-4Q2PQL9P	5/13/24

Horace Mann Elementary School | **Single Plan for Student Achievement (SPSA)** | Art Gonzalez

School Year: 2024-25

AVAILABLE BUDGET

The dollar amounts below are the resources available to be allocated at your school site.

Horace Mann Elementary School

Resource Name	Resource #	Program #	Budget	Planned For	Available
Site Flex	0002	100	$ 8,769.98	$ 8,769.98	$ -
Supplemental	9110	100	$ 34,768.21	$ 34,768.21	$ -
Title I Instruction	3010	100	$ 26,403.05	$ 26,403.05	$ -
Title I Parent Education	3010	025	$ 1,056.12	$ 1,056.12	$ -
Arts and Music	6770	100	$ 49,925.49	$ 49,925.49	$ (0.00)
Title 1 CSI	3182	100		$ -	$ -

Resource + Object Calculations

Site Flex + Certificated Personnel (FTE)	$ -	Supplemental + Certificated Personnel (FTE)	$ -	Title 1 Instruction + Certificated Personnel (FTE)	$ -		
Site Flex + Certificated Extra Duty	$ -	Supplemental + Certificated Extra Duty	$ 1,500.00	Title 1 Instruction + Certificated Extra Duty	$ -		
Site Flex + Certificated Subs	$ -	Supplemental + Certificated Subs	$ 11,700.00	Title 1 Instruction + Certificated Subs	$ -		
Site Flex + Certificated NR Contract	$ -	Supplemental + Certificated NR Contract	$ -	Title 1 Instruction + Certificated NR Contract	$ -		
Site Flex + Classified Personnel (FTE)	$ -	Supplemental + Classified Personnel (FTE)	$ -	Title 1 Instruction + Classified Personnel (FTE)	$ -		
Site Flex + Classified Extra Duty	$ -	Supplemental + Classified Extra Duty	$ -	Title 1 Instruction + Classified Extra Duty	$ 200.00		
Site Flex + Classified Subs	$ -	Supplemental + Classified Subs	$ -	Title 1 Instruction + Classified Subs	$ -		
Site Flex + Classified NR Contract	$ -	Supplemental + Classified NR Contract	$ -	Title 1 Instruction + Classified NR Contract	$ -		
Site Flex + Books and Supplies	$ 8,769.98	Supplemental + Books and Supplies	$ 500.00	Title 1 Instruction + Books and Supplies	$ 2,000.00		
Site Flex + Equipment	$ -	Supplemental + Equipment	$ -	Title 1 Instruction + Equipment	$ 1,500.00		
Site Flex + Ind. Contracted Services	$ -	Supplemental + Ind. Contracted Services	$ -	Title 1 Instruction + Ind. Contracted Services	$ -		
Site Flex + Software Licenses	$ -	Supplemental + Software Licenses	$ -	Title 1 Instruction + Software Licenses	$ -		
Site Flex + Travel and Confs	$ -	Supplemental + Travel and Confs	$ 3,568.21	Title 1 Instruction + Travel and Confs	$ -		
Site Flex + Postage	$ -	Supplemental + Postage	$ -	Title 1 Instruction + Postage	$ -		
Site Flex + Bulk Mailing	$ -	Supplemental + Bulk Mailing	$ -	Title 1 Instruction + Bulk Mailing	$ -		
Site Flex + Rentals, Leases, & Repair	$ -	Supplemental + Rentals, Leases, & Repair	$ -	Title 1 Instruction + Rentals, Leases, & Repair	$ -		
Site Flex + Transportation	$ -	Supplemental + Transportation	$ -	Title 1 Instruction + Transportation	$ -		
Site Flex + Custodial Expense	$ -	Supplemental + Custodial Expense	$ -	Title 1 Instruction + Custodial Expense	$ -		
Site Flex + Transfer of Direct Costs	$ -	Supplemental + Transfer of Direct Costs	$ -	Title 1 Instruction + Transfer of Direct Costs	$ -		
Site Flex + Other	$ -	Supplemental + Other	$ -	Title 1 Instruction + Other	$ 22,703.05		
Site Flex Total	$ 8,769.98	Supplemental Total	$ 17,268.21	Title I Instruction Total	$ 26,403.05		

Title I Parent Education + Certificated Personnel (FTE)	$ -	Arts and Music + Certificated Personnel (FTE)	$ 43,113.76	Title 1 CSI + Certificated Personnel (FTE)	$ -		
Title I Parent Education + Certificated Extra Duty	$ -	Arts and Music + Certificated Extra Duty	$ -	Title 1 CSI + Certificated Extra Duty	$ -		
Title I Parent Education + Certificated Subs	$ -	Arts and Music + Certificated Subs	$ -	Title 1 CSI + Certificated Subs	$ -		
Title I Parent Education + Certificated NR Contract	$ -	Arts and Music + Certificated NR Contract	$ -	Title 1 CSI + Certificated NR Contract	$ -		
Title I Parent Education + Classified Personnel (FTE)	$ -	Arts and Music + Classified Personnel (FTE)	$ -	Title 1 CSI + Classified Personnel (FTE)	$ -		
Title I Parent Education + Classified Extra Duty	$ 300.00	Arts and Music + Classified Extra Duty	$ -	Title 1 CSI + Classified Extra Duty	$ -		
Title I Parent Education + Classified Subs	$ -	Arts and Music + Classified Subs	$ -	Title 1 CSI + Classified Subs	$ -		
Title I Parent Education + Classified NR Contract	$ -	Arts and Music + Classified NR Contract	$ -	Title 1 CSI + Classified NR Contract	$ -		
Title I Parent Education + Books and Supplies	$ -	Arts and Music + Books and Supplies	$ 6,811.73	Title 1 CSI + Books and Supplies	$ -		
Title I Parent Education + Equipment	$ -	Arts and Music + Equipment	$ -	Title 1 CSI + Equipment	$ -		
Title I Parent Education + Ind. Contracted Services	$ -	Arts and Music + Ind. Contracted Services	$ -	Title 1 CSI + Ind. Contracted Services	$ -		
Title I Parent Education + Software Licenses	$ -	Arts and Music + Software Licenses	$ -	Title 1 CSI + Software Licenses	$ -		
Title I Parent Education + Travel and Confs	$ -	Arts and Music + Travel and Confs	$ -	Title 1 CSI + Travel and Confs	$ -		
Title I Parent Education + Postage	$ -	Arts and Music + Postage	$ -	Title 1 CSI + Postage	$ -		
Title I Parent Education + Bulk Mailing	$ -	Arts and Music + Bulk Mailing	$ -	Title 1 CSI + Bulk Mailing	$ -		
Title I Parent Education + Rentals, Leases, & Repair	$ -	Arts and Music + Rentals, Leases, & Repair	$ -	Title 1 CSI + Rentals, Leases, & Repair	$ -		
Title I Parent Education + Transportation	$ -	Arts and Music + Transportation	$ -	Title 1 CSI + Transportation	$ -		
Title I Parent Education + Custodial Expense	$ -	Arts and Music + Custodial Expense	$ -	Title 1 CSI + Custodial Expense	$ -		
Title I Parent Education + Transfer of Direct Costs	$ -	Arts and Music + Transfer of Direct Costs	$ -	Title 1 CSI + Transfer of Direct Costs	$ -		
Title I Parent Education + Other	$ 756.12	Arts and Music + Other	$ -	Title 1 CSI + Other	$ -		
Title I Parent Education Total	$ 1,056.12	Arts and Music Total	$ 49,925.49	Title I CSI Total	$ -		

Horace Mann Elementary School					**School Plan for Student Achievement (SPSA)**								Art Gonzalez
School Year: 2024-25													

Instructions
The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description
Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.
The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
[This section meets the requirements for TSI and ATSI.]
[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.
[This section meets the requirements for CSI and ATSI.]

Goals, Strategies, Expenditures, & Annual Review
In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.
[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]
[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.
[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review
In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary
A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.
- A school receiving federal funds for CSI should complete the Budget Summary as follows:
  - Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]