OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

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Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy.

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

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

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

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

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2022-2023 School Plan for Student Achievement (SPSA)

School: **Lockwood STEAM Academy**

CDS Code: 1612590115576

Principal: Nehseem Ratchford

Date of this revision: 5/19/20

Board Office Use: Legislative File Info.
File ID Number: 22-1705
Introduction Date: 8/24/2022
Enactment Number: 22-1477
Enactment Date: 8-24-2022 CJH

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

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

Contact: Nehseem Ratchford **Position:** Principal

Address: 6701 International Blvd. **Telephone:** 510-636-0520

Oakland, CA 94621 **Email:** nehseem.ratchford@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Lockwood STEAM Academy   **Site Number:** 160

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

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

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

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

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

   Date(s) plan was approved: **5/19/2022**

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

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

Signatures:

Nehseem Ratchford	*Nehseem Ratchford*	5/20/2022
Principal	Signature	Date
Maria Tovar	*Maria Tovar*	5/20/2022
SSC Chairperson	Signature	Date
Leroy Gaines	*Leroy Gaines*	5/25/2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/26/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Lockwood STEAM Academy   **Site Number:** 160

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/2021	SSC & SELLs	Shared rationale and overview of site plan.
1/10/2022	ILT	Reviewed Budget Timeline and changes in funded for the 2022-23 SY Staff provided priorities for budget decisions
1/11/2022	SSC	Plan was reviewed and SSC voted on Title I and Title IV funds to support our plan
2/15/2022	ILT	Staff priorities for 2022-23 SY were reviewed and work session was held to work on SPSA and next year's budget
5/19/2022	SSC & SELLS	Review and approve 2022-23 SY SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$211,970.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,191,875.79

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$193,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$34,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$5,170.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$440,385.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$12,925.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$301,877.02	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$211,970.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$979,905.79**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$1,191,875.79**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Lockwood STEAM Academy	**School ID:** 160

School Description

Lockwood STEAM Academy is a school that is founded on four building blocks: A Rigorous Academic Core, a STEAM Focus, Student Self-Advocacy and Support, and Families as Learning Partners. Each of these building blocks ensures that students have access and success in rigorous learning, by supporting the development of the whole child in partnerships with families. We honor our surrounding community by embracing the home languages spoken around us, invest in culturally responsive curriculum and empower scholars to engage with learning by building a strong academic discussion model across all grade levels. We are a PBIS (Positive Behavior Interventions and Support) school, we encourage students to get involved in planning their learning and enhancing their school experience through Student Council, and we build our SEL competencies through the Toolbox curriculum. Families are always welcome on our campus and in our classrooms, during our Family Engagement Days, Math, Literacy or STEAM Workshops or simply to observe instruction. On Fridays, we celebrate our accomplishments in attendance, PBIS, Toolbox and academics during our Town Hall assemblies.

School Mission and Vision

The mission of Lockwood STEAM Academy is to engage scholars in rigorous, standards-aligned, culturally relevant instruction as delivered by skilled, caring professional educators to prepare them for college and career readiness. We strive to foster a safe and nurturing environment for our scholars through an appreciation for diversity, acts of social justice and consistent family engagement. Our vision is to ensure all students become successful leaders in their local and global communities. Our core values are: Integrity, community, respect, responsibility and Service to others.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	35%	*not available until Fall 2022*	45%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	9%	*not available until Fall 2022*	19%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	5%	*not available until Fall 2022*	15%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-104.2	n/a	*not available until Fall 2022*	-90.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	4%	*not available until Fall 2022*	25%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-100.4	n/a	*not available until Fall 2022*	-80
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	20%
CAST (Science) at or above Standard	All Students	4%	n/a	*not available until Fall 2022*	20%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-148.8	n/a	*not available until Fall 2022*	-100.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-120	n/a	*not available until Fall 2022*	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	*not available until Fall 2022*	20%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-124.8	n/a	*not available until Fall 2022*	20.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-113.6	n/a	*not available until Fall 2022*	-80.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

ELL Reclassification	English Learners	3%	2%	*not available until Fall 2022*	15%
LTEL Reclassification	Long-Term English Learners	0%	6%	*not available until Fall 2022*	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	60%	72%	*not available until Fall 2022*	85%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	2%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	14%	16%	*not available until Fall 2022*	10%
Chronic Absenteeism	African American Students	26%	44%	*not available until Fall 2022*	15%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	2021-2022 SY i-Ready Diagnostic 3% growth for students at or above grade level, 12% for students at 1 grade level below, -9% students 2 grade level below and -10% for students 3 or more grades levels below from Fall to Spring Kindergarten to College Program, College/Career Week, Community Reading events, access to library, Family/Teacher Data Conferences	Targeted teacher training in Common Core State Standards and their progression across grade levels. Sitewide commitment to prioritizing Professional Learning Communities, Professional Development and planning blocks.
LCAP Goal 2: Focal Student Supports	LLI and SIPPs (reading intervention), Reading Partners, Newcomer Group (intervention), CICO, SMARTe Goal-setting at the beginning of the year, SEL curicculum (Toolbox) and Boys and Girl SEL groups, counseling	Use of data to determine student needs which in turn helps prioritize where we put resources, Early Lit Tutors, Intervention TSA (.2 FTE)
LCAP Goal 3: Student/Family Supports	COST, Social Worker, Culture/Climate Plans for each classroom, Parent Workshops (Reclassification, Literacy, STEAM), SSC, SST, Staff and Parent Newsletters, Translation Support (Arabic and Spanish) and Monthly Coffee with Admin	Highly engaged School Site Council, systematic intervention through COST/SSTs, consistency, protected time for teachers to engage with families
LCAP Goal 4: Staff Supports	Weekly PLCs, Professional Development, Staff Collaboration, Wellness Wednesdays, Data Summits, Universal Screeners/PBIS, Translation Supports, SMARTe Goal-setting at the beginning of the year, No-Nonsense Nurturing 4 step model training and coaching and New Teacher Cohort/Training	ILT w/ grade-level leads, coaches, AP and Principal to plan PLCs. Grade level teacher leaders hold PLC, Data summits each trimester, coaches to support new teachers, TK-2 Early Lit and Grades 3-5.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College/Career Readiness	Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY Opportunities for extended staff training	New curriculum, time to collaborate and plan, cronic absences
LCAP Goal 2: Focal Student Supports	Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups	Attendance, transient housing and lack of access to community resources, specifically. Building collaboration, and consistency/rigor in classroom instruction.
LCAP Goal 3: Student/Family Supports	Transient housing,too many messages going out to families, attendance, limited Mam support, technology gaps, Parent Square	Highly chronic absent students and absences due to COVID miss critical lessons and have difficulty maintaining growth over time and access to technology to join Workshops
LCAP Goal 4: Staff Supports	Staff retention/training, time to collaborate, time to plan, staff attendance, culturally relevant curriculum and new curriculum	Virtual PDs and setting up an environment for focused PD time, training and PD for new adopted curriculum

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

The inequity our school suffers from most is access to effective and experienced teachers, which results in our students not always having the academic opportunities of their peers in different schools across our city. Site and district leadership are then required to focus on putting resources and support into developing teachers who may still be in credential programs, which takes time away from students learning at a high level. Further, our families generally do not have the time or financial resources to support the school with an official PTA, which in turn, makes our school completely dependent on state, federal and district funding for everything.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Lockwood STEAM Academy	**SPSA Year Reviewed:** 2021-22
	SPSA Link: [2021-22 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.

In addition to continued implementation of PBIS strategies, there has been deeper implementation of the Toolbox Social Emotional Learning curriculum, along with professional development to support the entire staff and families in their use on campus.

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

Students have demonstrated a deeper understanding of schoolwide expectations and Toolbox tools. There is an overall decrease in URFs for disrespectful behavior. Families have named Toolbox workshops as a positive addition to schoolwide culture/climate.

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.

In addition to professional development focused on PBIS, and Toolbox, a cuririculum that explicityly aligns with the SEL competencies, teachers will have the additional opportunity to participate in Real Time Coaching using the No Nonsense Nuturer model, which will support teachers and students with holding communication and behavior expectations at the forefront.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	**Target Addressed by Expenditure**	**Actions/Activities** *(e.g., what does this person or program do?)*	**What is working? Why? What is not working? Why not?**	**Based on this evaluation, what will you change, continue, or discontinue? Why?**
TSA	SBAC ELA Distance from Standard Met	Teacher coaching, lead Professional Development, plan PLCs, support new teachers	Having a TSA focused on instruction and teacher coaching has been very effective in supporting teacher growth. Due to staff absences, our TSA has spent a majority of their time covering classes this year.	Continue
Library Technician	Student Connectedness to School	We have a full time librarian and all classes visit the library one a week or once every other week. The librarian supports students with selecting books and fostering a love for reading.	Students and staff love the library and joy for reading has grown	Discontinue paying out of Title I funds, will continue to have a full time librarian

CSM	Chronic Absenteeism	Community Schools Manager to support the coordination of community partners, lead COST and support with improving attendance	This year there are many students with learning and SEL needs and having someone hold a systematic way to align resounses (COST) and provide families/community with resources is very beneficial.	Continue
Intervention (extended contract)	ELL Reclassification	Before school and after school Newcomer groups	English Language Development of students is extremely important and a big need, especially in upper grades. Consistency with staff this year has made it difficult to meet as regularly as needed.	Discontinue- No funds available
Early Literacy Reading Tutor	i-Ready Reading at or above Mid-Grade	SIPPs intervention	Having a full time Early Lit Tutor instead of part time has helped the overall success of students. There is still more need than available tutors but for the individuals who have participated it has made a difference.	Discontinue- No funds available

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Lockwood STEAM Academy	**School ID:** 160

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Chronic Absenteeism/Attendance
School Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	Toolbox Calendar for the year, observation notes, Professional Development Agendas, COST triage supports, CICO		

#					
1-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans

CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices | Schedule of Teacher and Parent Meetings, Notes from Weekly COST meetings, agendas from Staff PD | Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level

Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups | Tier 1 |

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Mathematics
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Standards for Mathematical Practice (SMPs) are used.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Walkthrough notes from Coaches and Administrootrs with Targeted Feedback	Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY Opportunities for extended staff training	Tier 1
2-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently, we have a Literacy Nights, Math Night,Attendance Celebrations, Town Hall Rallies, Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently, we have a Literacy Nights, Math Night,Attendance Celebrations, Town Hall Rallies, and BACR After School Academy and BACR After School Academy.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Schedule of Teacher and Parent Meetings, Notes from Weekly COST meetings, agendas from Staff PD		

2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	PLC and PD agendas/notes, walkthrough notes, Data Summit folder		
2-4	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.	Teacher small group schedules, grade-level data analysis, 6-12 week cycle plans with next steps for different tiers, PLC agendas/notes		
2-5	Include the Standards for Mathematical Practice (SMPs)	Schools provide a schedule for regular planning time for each grade level	End of Unit assessments. i-Ready assessment data		

#					
2-6	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.	PLC schedules. Students increased participation (percentage) per assessment.		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum					
School Priority:	Implement Core Curriculum				
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI). If teachers hold ELA small groups, students will recieve instruction at their levek that will increase their reading levels.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	All Students				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Walkthrough Notes, Data Summits, PLC Notes	Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY Opportunities for extended staff training	Tier 1

3-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with our Pre-K Summer class and Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Literacy Familt Engagement, Targeted (Tier 2 and 3) Literacy Support for Families	Transient housing, too many messages going out to families, attendance, limited Mam support, technology gaps, Parent Square	Tier 1
3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.

(e.g. learning walks, gallery walks, videos, book study) | Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. | Profesional Development Agendas, PLC Notes, Early Literacy PDs | Staff retention/training, time to collaborate, time to plan, staff attendance, culturally relevant curriculum and new curriculum | Tier 1 |
| 3-4 | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students. | Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities. | Data Summit, 6-12 week instrustional plan | | |

| 3-5 | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. | Principal and Leadership Team provide training and review data to support teachers | Teacher Schedules, Data Summit Agendas | Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY

Opportunities for extended staff training | Tier 2 |

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority:	Professional Development
School Theory of Change:	If we create conditions to support adult learning by focusing on the systems of supports which include providing differentiated coaching, professional development and opportunities for teachers to regularly collaborate in professional learning communities (PLCs) by using assessment data to engage in cycles of inquiry, THEN teacher efficacy, instructional practices and student learning will increase.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Walkthrough notes, PLC Notes, ILT Agenda	Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY Opportunities for extended staff training	Tier 1
4-2	Teachers use data- informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	6-12 week instructional plans,	Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY Opportunities for extended staff training	Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-3	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	PLC Agenda/Notes	Minimal growth on i-Ready Standards Mastery Math and ELA for grades 3-5 for the 2021-22 SY Opportunities for extended staff training	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Culturally Responsive Teaching and Learning
School Theory of Change:	If teachers implement conceptual mathematics instruction using culturally sustaining engagement strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives …then Black students will have a positive math identity, and become the owners of mathematics. If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students … then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks. If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement. Increase in i-Ready Standards Mastery and Diagnostic Proficiency
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Data Summit Notes, Small group schedules	Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups	Tier 1
5-2	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Hopes and Dream Conversation Notes, Family/Teacher Conferences, Data Conferences	Transient housing, too many messages going out to families, attendance, limited Mam support, technology gaps, Parent Square	Tier 2
5-3	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	Reclassification
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

	Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
	Students to be served by these actions:	*English Language Learners*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
6-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated and designated ELD	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Classroom schedules, feedback on ELD, training for ELD	Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups	Tier 1

6-2	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments with our EL in mind	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	PLC notes, grade level planning for ELD	Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level

Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups | Tier 2 |
| 6-3 | Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.

(e.g. learning walks, gallery walks, videos, book study) | Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. | Lesosn plans, agendas Notes from Observations | Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level

Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups | Tier 2 |

6-4	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Academic discussions - progress monitor using iReady phonemic awareness and phonics. Extension: ask students if they recognize the work, define, make an association, and use it in a sentence.	Single digit growth for our African American students on i-Ready Diagnostic for student at or above grade level and 10% growth for students 1 grade below grade-level Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELP AC across all groups	Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 160

School: Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	$15,155	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7557	10-Month Classroom TSA	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities.	160-1
11-Month Teacher on Special Assignment (TSA)	$125,045	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	6130	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-2
11-Month Teacher on Special Assignment (TSA)	$134,970	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	6128	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	160-3
11-Month Teacher on Special Assignment (TSA)	$130,036	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4959	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments with our EL in mind	160-4

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 160   **School:** Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist	$52,154	LCFF Supplemental	2205	Classified Support Salaries	3361	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-5
Bilingual Teacher	$86,254	LCFF Supplemental	1105	Certificated Teachers' Salaries	4686	Teacher Bilingual	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	160-6
Books	$354	Measure G: Library	4200	Books other than Textbooks	n/a			Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Standards for Mathematical Practice (SMPs) are used.	160-7
Certificated Pupil Support Salary	$110,976	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	4662	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	160-8
Classified Instructional Aide salaries	$39,394	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8683	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Principal and Leadership Team provide training and review data to support teachers	160-9

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 160   **School:** Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Classified Instructional Aide salaries	$32,637	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8684	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments with our EL in mind	160-10
Community School Manager	$40,464	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7900	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Principal and Leadership Team provide training and review data to support teachers	160-11
Copier Maintenance	$9,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	160-12
Extended Contracts, Certificated	$3,692	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments with our EL in mind	160-13
Extended Contracts, Certificated	$10,852	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	160-14
Extra Time for Classified	$4,000	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	160-15

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 160   **School:** Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	$10,584	LCFF Supplemental	2205	Classified Support Salaries	7171	Library Technician	0.13	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices	160-16
Library Technician	$71,646	Measure G: Library	2205	Classified Support Salaries	7171	Library Technician	0.88	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	160-17
Noon Supervisor	$33,727	LCFF Supplemental	2905	Other Classified Salaries	1718	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	160-18
Noon Supervisor	$51,719	LCFF Supplemental	2905	Other Classified Salaries	1691	Noon Supervisor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	160-19
Prep/Enrichment Teacher	$73,848	LCFF Supplemental	1105	Certificated Teachers' Salaries	4619	Teacher Education Enhancement	0.90	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	160-20
Refreshments	$1,500	General Purpose Discretionary	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	160-21

PROPOSED 2022-23 SCHOOL SITE BUDGET Site Number: 160 School: Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Refreshments	$500	Title I: Parent Participation	4311	Meeting Refreshments	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	160-22
Social Emotional Learning	$3,000	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-23
STEAM Program	$9,925	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a			Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-24
Substitute Teacher Incentive Plan (STIP) Teacher	$38,170	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	2182	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated and designated ELD	160-25

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 160   **School:** Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	$74,208	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8775	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	160-26
Substitute Teacher Incentive Plan (STIP) Teacher	$38,170	LCFF Supplemental	1105	Certificated Teachers' Salaries	2182	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	160-27
Substitute Teacher Incentive Plan (STIP) Teacher	$66,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	8904	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	160-28
Supplies	$20,000	General Purpose Discretionary	4310	School Office Supplies	n/a			Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	160-29
Supplies	$8,220	Title I: Basic	4310	School Office Supplies	n/a			Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	160-30

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 160   **School:** Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Substitutes	$10,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	160-31
Tech Licenses	$7,000	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	160-32
Translation	$2,500	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices	160-33
Workshops, Extra Time Certificated	$2,170	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices	160-34

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.

Lockwood STEAM Academy

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:
   ■ Conducting 2 Academic Parent-Teacher Teams (APTT)

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:
   ■ Providing monthly School Site Council meetings and School Improvement Grant community meetings

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.
   ■ Providing a monthly newsletter with important family engagement events

   ■ Conducting 2 Academic Parent-Teacher Teams (APTT)

The school communicates to families about the school's Title I, Part A programs by:
   ■ Conducting a yearly Title I meeting

   ■ Monthly SSC meetings

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:

- During our monthly SSC meetings

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 newsletter

- Parent Square message

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:
- Guiding parents through the process of becoming a registered OUSD volunteer

- Establishing volunteer jobs and responsibilities

- Establish expectations for all volunteers & code of conduct

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:
- Academic Parent-Teacher Teams (APPT) opportunities including supplies needed to continue the activity at home

- Teachers are made available to meet with parents one-on-one

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:
- Parents are a key in creating the SPSA

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:

- Parents are encouraged to stop by the main office and schedule a parent-teacher meeting to discuss academic support for their student

- Meetings are available in the morning & evening

- SSC meeting

- SELL's meeting

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:
- Monthly newsletter with ongoing family engagement opportunities clearly listed

- Monthly SSC meetings

- Parent/Teacher conferences

- Academic Parent-Teacher Teams (APPT)

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:
- Translation is provided in both Spanish and Arabic

- All documents are translated into Spanish

- Translation of documents into Arabic provided upon request

- Building has wheelchair access and disability parking space

The school provides support for parent and family engagement activities requested by parents by:
- Parent workshops (APTT, Reclassification, SELL's,)

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:
- Partnership with Oakland Housing Authority

- Monthly food bank opportunity provided by Alameda County Food Bank

- Attendance & Community Office (on-site)

Adoption

This policy was adopted by **Lockwood STEAM Academy** on **August 23, 2021,** and will be in effect for the period of **August 23, 2021- May 25, 2022.**

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal   Nehseem Ratchford

Signature of Principal   *Nehseem Ratchford*

Date: August 23, 2021

Attached is the School-Parent Compact

School-Parent Compact

School-Parent Compact

Lockwood STEAM Academy
2021-2022

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 2021-22 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.**
   ● Provide teachers and students with aligned, standards-based curriculum.
   ● Prioritize adult and student learning through Professional Learning Communities.
   ● Focus on student growth through small group instruction.
2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   ● Make student work available during the conference for parent review
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.**

   ● Behavior report
   ● Academic report (Parent Square, academic report sent home)
4) **Provide parents reasonable access to staff.**
   ● Meet with parents as requested with parents taking into account both parties availability
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.**

   ● Connect parents with OUSD volunteer department
   ● Translators at every parent/teacher meeting

- Building is accessible to all who suffer a physical disability
6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

   - Our Academic Parent Teacher Teams provide all the materials a parent will need and ensure they are easy to understand & use at home
   - Teachers will be available to answer questions on any at-home activity requested by the school

educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners

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.**

   - Schedule Family Engagement times for families and school communities to learn about opportunities to partner in education and Social Emotional Learning.
   - Provide workshops focused on attendance, reclassification, reading, math and social emotional learning.
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.**
   - Provide written information in English, Spanish and Arabic to families.
   - Ensure that interpreters are provided for Spanish and Arabic speakers at meetings.
   - Use Parent Square to text families in their home language.

Teacher Responsibilities

- 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
- Schedule parent/teacher conference

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.
- Work with school staff to be accessible to support students educational needs
  - Return phone call or text messages
  - Work with school staff to schedule a meeting in support of your students education

Student Responsibilities
- Be safe, Be Respectful, Be Responsible, Always Persevere
- Complete classroom assignments
- Follow school rules

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by **Lockwood STEAM** on **August 23, 2021**, and will be in effect for a period of one 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, 2021.

Signature of Principal:

Nehseem Ratchford   *08/27/2021*

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Lockwood STEAM ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Maria Tovar
Vice Chairperson:	Tanisha Rounds
Secretary:	Roberto Lascon

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
Tanisha Rounds	☐	☐	☐	☑
Natay Traylor	☐	☐	☐	☑
Maria Tovar	☐	☐	☐	☑
Marwah Almohseni	☐	☐	☐	☑
Nadiah Al Faisali	☐	☐	☐	☑
Alicia Martinez	☐	☑	☐	☐
Jason Joseph- **Alternate**	☐	☑	☐	☐
Robert Noriega	☐	☑	☐	☐
Michael Herrera	☐	☑	☐	☐
Roberto Lascon	☐	☐	☑	☐
Nehseem Ratchford	☑	☐	☐	☐
	☐	☐	☐	☐

SSC Meeting Schedule: (Day/Month/Time)	9/14, 9/28/, 10/12, 11/9, 12/14. 1/11/22, 2/8, 3/84/12, 5/10 all meetings will be at 3:30 pm

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community

Members