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 14, 2024

Subject 2024-2025 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 2024-2025 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)
- 2024-2025 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- ☑ Title I Schoolwide Program
- ☐ Title I Targeted Assistance Program
- ☐ Comprehensive Support & Improvement (CSI) Grant
- ☐ Local Control Funding Formula Equity Multiplier

- ☑ Additional Targeted Support & Improvement
- ☑ After School Education & Safety Program (ASES)
- ☑ Local Control Funding Formula (LCFF) Base
- ☑ LCFF Supplemental

- ☐ 21st Century Community Learning Centers
- ☑ California Community Schools Partnership Program
- ☑ Title IV Student Support & Academic Enrichment
- ☐

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.

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

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

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

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

    Date(s) plan was approved: **5/1/2024**

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:

Name	Signature		Date
Nehseem Ratchford	*Nehseem Ratchford*	Benjamin Davis 8/15/2024 President, Board of Education	4/28/2024
Principal	Signature		Date
Elham Omar	*Elham Omar*	Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	4/28/2024
SSC Chairperson	Signature		Date
Leroy Gaines	*Leroy Gaines*		5/23/24
Network Superintendent	Signature		Date
Lisa Spielman	*Lisa Spielman*		5/23/24
Director, Strategic Resource Planning	Signature		Date

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: **Lockwood STEAM Academy**

CDS Code: 1612590115576

Principal: Nehseem Ratchford

Date of this revision: 5/1/2024

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

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

Contact: 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: **5/1/2024**

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

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	SSC & SELLs	Shared rationale and overview of site plan. Reviewed student data.
	Faculty	Reviewed Budget Timeline and changes in funded for the 2024-25 SY Staff provided priorities for budget decisions
1/17/2024	SSC & SELLs	Title I, Title I Parent and Title IV Funds Evaluation and Approval
4/10/2024	SSC	Review 2023-24 SY SPSA
4/11/2024	ILT	Staff priorities for 2024-25 SY were reviewed and work session was held to work on SPSA and next year's budget
5/1/2023	SSC	Approved 2024-25 SY SPSA
5/1/2024	ILT	CCSPP Plan and approval

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$249,245.00
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	$1,271,474.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	$227,160	LCFF Discretionary (General Purpose Discretionary #0000)	$34,700
Title I, Part A Parent & Family Engagement (Title I #3010)	$6,310	LCFF Supplemental (LCFF Supplemental #0002)	$466,425
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	$0	Local Control Funding Formula Equity Multiplier (#7399)	$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	$15,775	After School Education & Safety (ASES) (ASES #6010)	$133,270
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	$0	California Community Schools Partnership Program (CCSPP #6332)	$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	$117,834
		Measure H (Measure H #9339)	$0
		Measure G1 (Measure G1 #9332)	$0
SUBTOTAL OF FEDERAL FUNDING:	**$249,245**		**$1,022,229**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$1,271,474.00**

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

CDS Code: 1612590115576	**SSC Approval Date:** 5/1/2024	**Board Approval Date:** 8/14/2024

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.

Purpose of this Plan

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

• Additional Targeted Support & Improvement   for the following groups: Black/African American Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.3%	19.7%	66.7%	0.3%	2.7%	11.5%	99.7%	65.9%	1.4%

% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.7%	1.1%	5.4%	0.0%	0.0%	0.3%	98.4%	14.0%	85.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis and lesson planning & facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.
Identified School Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 10%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10%. Increase the number of students who recieve the biliteracy stamp by 10% (for students in our Dual Language Pathway)

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	24.4%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	52.4%	not available until fall 2024	not available until fall 2025	62.4%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	43.4%	not available until fall 2024	not available until fall 2025	53.4%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-116.1	not available until fall 2024	not available until fall 2025	-100.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.1%	not available until fall 2024	not available until fall 2025	61.1%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-112.4	not available until fall 2024	not available until fall 2025	-100.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	3.8%	not available until fall 2024	not available until fall 2025	18.8%

California Science Test (CAST) Standard Met or Exceeded	All Students	7.3%	not available until fall 2024	not available until fall 2025	17.3%

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

School Goal:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African American students a nd Special Education Studentson ELA formative and summative assessments (i-Ready and SBAC).
Identified School Need:	Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10% or more for our African American Students and Special Education Students.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-164.4	not available until fall 2024	not available until fall 2025	-150.0
SBAC ELA Distance from Standard Met	African American Students	-111.2	not available until fall 2024	not available until fall 2025	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.0%	not available until fall 2024	not available until fall 2025	72.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.9	not available until fall 2024	not available until fall 2025	-130.0
SBAC Math Distance from Standard Met	African American Students	-116.5	not available until fall 2024	not available until fall 2025	-100.0

Reclassification Measures & Targets   *Complete Part 1 of ELD Reflection*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	9.8%	not available until fall 2024	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	40.0%	not available until fall 2024	not available until fall 2025	50.0%

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

School Goal:	Students and famlies feel welcomed and a part of the school community through consistent family engaements, student celebrations and daily Social Emotional Learning and weekly check-ins for students in the classrooms.
Identified School Need:	- Reduce chronic absenteeism by 10% for all students and 15% for African American students. -Increase student well-being as evidence by Sown to Grow and CHKS by 15%. -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.7%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	2.0%	not available until fall 2024	not available until fall 2025	1.0
Out-of-School Suspensions	Special Education Students	1.0%	not available until fall 2024	not available until fall 2025	0.0
Chronic Absenteeism	All Students	66.8%	not available until fall 2024	not available until fall 2025	45.0%
Chronic Absenteeism	African American Students	77.9%	not available until fall 2024	not available until fall 2025	60.0%

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

School Goal:	Deepen our schoool's supports to development and retain early career teachers who make up ~35-40% of our overall teaching staff
Identified School Need:	Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. - Foster a school culture and climate where teachers feel supported and are provided the necessary tools and training to be succesful in the classroom.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	65.0%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	*If we provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis and lesson planning & facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.*	-Standards aligned curriculum -Weekly PLCS -100% of scholars have access to Chrombooks for differentiated i-Ready reading and math lessons - Intentional focus on small group instruction in reading - Newcomer interventions and support - Well resourced library and Librarian -Setting goals with students and providing incentives for reaching goals -teacher assigned I-ready lessons aligned with curriculum pacing -

LCAP Goal 2:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African American students a nd Special Education Studentson ELA formative and summative assessments (i-Ready and SBAC).	- Coaching and data collected to increase student engagement - Weekly COST Meetings - Check-In/Check-out (CICO) -Small group guided reading instruction -Tutors through outside organizations such as Children's Rising and Reading Partners - Social Worker to support students with peer relationships and creating joyful schools for our African American, Special Education, and ELL students - SEL curicculum (Caring School COmmunity and Toolbox) -Boys and Girl SEL groups
LCAP Goal 3:	Students and famlies feel welcomed and a part of the school community through consistent family engaements, student celebrations and daily Social Emotional Learning and weekly check-ins for students in the classrooms.	Weekly COST Parent Workshops (Early Literacy, STEAM) Family Engagement events Monthly SSC SST Process is in place Staff (Weekly) Parent Newsletters (Monthly) Translation Support (for all Meetings in Arabic and Spanish) Monthly Coffee with Admin Sown to Grow weekly check-ins and Caring School Community lessons happening in classrooms Adult Literacy English class for families

LCAP Goal 4:	Deepen our schoool's supports to development and retain early career teachers who make up ~35-40% of our overall teaching staff	- Weekly PLCs and Staff Collaboration - Translation Supports -No-Nonsense Nurturing 4 step model training and coaching and New Teacher Cohort/Training - ILT w/ grade-level leads - Staff participate in committees including: ILT, Culture and Climate Team, Safety, Faculty Council - School Site Council and SELLS
Goal Area:	**School Goal:**	**Priority Challenges**
LCAP Goal 1:	If we provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis and lesson planning & facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.	Students meeting ""typical"" growth goals, but not ""stretch"" goals at freqency desired. Results not approaching schoolwide prirotiy goals for the year based on midyear results. 2023-2024 i-Ready growth Beginning of Year to Middle of Year Grades 1-5: Math: Early or At Grade Level +4% One Grade Level Below +14% Two Grades Levels Below - 8% Three Grades Levels Below - 10% Reading: Early or At Grade Level +6% One Grade Level Below +7% Two Grades Levels Below -7% Three Grade Levels Below -6% Time to plan well with variety of topics (i.e math, ELA/SLA, ELD, writing, etc) Student and staff absences students in dual language have less opportunities to be on I-ready in class due to time constraints in class

LCAP Goal 2:	*If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African American students a nd Special Education Studentson ELA formative and summative assessments (i-Ready and SBAC).*	Chronically absenteeism Low school conectiveness High needs for student language development Staffing to support Newcomers Technology gaps/inequities Understanding the importance of reclassification/ELPAC across all groups students out of class for extra resources
LCAP Goal 3:	*Students and famlies feel welcomed and a part of the school community through consistent family engaements, student celebrations and daily Social Emotional Learning and weekly check-ins for students in the classrooms.*	Transient housing school conectiveness limited staffing to communicate with families limited capacity to provide after school/before school care lack of Mam translation (high need) lack of engagement from Black families
LCAP Goal 4:	*Deepen our schoool's supports to development and retain early career teachers who make up ~35-40% of our overall teaching staff*	Staff retention has been a concern- a large number of staff turn over Out of the new teachers hired without experience each year, some demonstrate the ability to serve in a high need population and others struggles given challenges of serving in a Title 1 school time for new teachers to unpack the curriculum/understand what they are teaching New teachers beginning work without training or previous experience in a classroom One consistent message for new teachers beginning of the year support for setting up classrooms

ATSI Target Student Groups and Metrics					
Measure	**Target Student Group**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
		Baseline	**Outcome**	**Outcome**	**Target**
Chronic Absenteeism	Special Education Students	86.1%	not available until fall 2024	not available until fall 2025	43.1%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Lockwood STEAM Academy   **SPSA Year Reviewed:** 2023-24

SPSA Link: 2023-24 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Teachers meet in groups with two grade-levels for PLCs weekly with a coach.
Parent Teacher Meetings occur twice a year and are focused on data. We hold minimum days to facilitate these meetings.
Standards Based Instruction is a focus through the implementation of our Core Curriculum in Math (Eureka) and ELA (El Education and Benchmark Ed) and is supported TSA Coaching and Weekly Learning Walks.
STIP substitues covered classes to allow teachers to meet with families of their teir 3 students for SSTs. They also covered classes to allow teachers to observe their grade-level teachers.

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

PLCs have been effective in ensuring calloboration amongst grade levels. Through time to analyze data and determine next instructional steps during PLC, instruction is more focused and intentional based on students' needs. Also, planning in teams has allowed for grade-levels to stay closer to the required pacing for math and ELA/SLA.
Parent Teacher Meetings have allowed parents to understand where their child/children are and ways to increase their academic achievment.
Through ensuirng Standards Based Instruction is happening in all classrooms, students have access to grade-level content. We also found that ensuring there is a clear understanding of scaffolds to support all learners at different levels.

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.

Use Curriculum Embedded Assessment to serve to assess the standards students are learning through curriculum and provide actionable data for teachers to provide timely feedback to students, adjust instructional practices/supports, and build investment and expertise in curriculum.
Implement individual recognition for academic growth and proficiency using i-Ready data.
Celebrate students based on lessons passed on i-ready math and Reading.
Participate in or continue school wide events/programs such as the Oratorical Festival, Student Council, enrichment classes, reading intervention and tutoring
Have schedules that ensure SEL curriculum (Caring School Community) and English Language Development are taught daily
Increase teacher support through coaching, collaboration and planning time
Systems to ensure school environment to reflect learning (i.e Bulletin boards to display relevant student art/work)

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Refreshments	Student Connectedness to School	Snacks and coffee for Parent Meeting	This is working and help families feel cared for and connected to the school. Based on Principal observation, we have seen an increase in parent engagement as a result of providing refreshments when possible.	Continue
Contract (Translation)	Student Connectedness to School	Translation for all parent meetings	Having translation for our Arabic and Spanish speaking families is very important. Based on observation, families are far more active than previous years on the SSC and attend meetings more frequently because translation will be provided.	Continue - we want to contiue to provide translation for our families in the lanuages needed
STIP Teacher	i-Ready Reading at or above Mid-Grade	Support academic growth by releasing teachers for academic conferences, release time, peer observations. Gather academic data and administer assessments.	STIP teachers cover classrooms during data summits (2 days this year 8:30am-1pm, 7 teachers per day were released from classes to look at data with coaches to prepare for family conferences) STIP teacher took over SIPPs intervention group when SIPPs tutor left mid year before a replacement was hired	We will partially fund a STIP position for the 2024-25 SY.
11-Month Classroom Teacher on Special Assignment (TSA)	SBAC Math Distance from Standard Met	TSA to support teacher professional development, observations and professional learning communities, instructional innovation in Math and ELA	i-Ready growth Beginning of Year to middle of Year Grades 1-5: Math: Early or At Grade Level +4% 1 Grade Level Below +14% 2 Grade Levels Below - 8% 3 Grade Levels Below - 10% Data shows growth and there is a lot of room for more growth.	Continue

To be allocated in Fall 2023.	i-Ready Reading at or above Mid-Grade	Extended Contracts for teachers to strengthen Teir 1 instruction	Reading: Early or At Grade Level +6% 1 Grade Level Below +7% 2 Grade Levels Below -7% 3 Grade Levels Below -6%	No fundiung. If there is fall revision Title 1 dollars, we will continue
Books Other Than Textbooks	i-Ready Reading at or above Mid-Grade	Student books purchased to increase student reading skills and love for reading	All 670 studnets select a book monthly Students and teachers report students joy for reading has increased	We will continue for the 2024-25 SY.
Field Trips	College/Career Readiness	One grade-level will attend an academic field trip	Students have shared that field trips are memorable and a valuable learning experience. If funding allowed, we would provide more opportunities for more grade-levels to attend field trips.	Continue

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

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

3: SCHOOL STRATEGIES & ACTIONS	

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis and lesson planning & facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all stuents.
Identified Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 10%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10%. Increase the number of students who recieve the biliteracy stamp by 10% (for students in our Dual Language Pathway)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-2	Monitor and support the implemention of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental
1-4	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 : Universal

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

School Goal:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African American students a nd Special Education Studentson ELA formative and summative assessments (i-Ready and SBAC).
Identified Need:	Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10% or more for our African American Students and Special Education Students.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers/staff hold Foundational Reading Small Groups for students in Grades K-2 and students below grade-level in Grades 3-5	African American Students	Academic	Tier 1 - Universal
2-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American Students	Academic	Tier 1 - Universal
2-3	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education Students	Academic	Tier 2 - Supplemental
2-4	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Special Education Students	Academic	Tier 3 - Intensified

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

School Goal:	Students and famlies feel welcomed and a part of the school community through consistent family engaements, student celebrations and daily Social Emotional Learning and weekly check-ins for students in the classrooms.
Identified Need:	- Reduce chronic absenteeism by 10% for all students and 15% for African American students. -Increase student well-being as evidence by Sown to Grow and CHKS by 15%. -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Time provided during Staff Meeting, for Professional Learning on Caring School Community. Leaders elect an SEL Teacher Leader to participate in 'Lead by Learning' PD. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarden)	African American & SPED students	Academic	Tier 1 - Universal
3-3	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	Academic	Tier 1 - Universal
3-4	Every classroom will use Sown to Grow to allow all students the opportunity to share how they are doing at least once a week. Our Social Worker, CSM, coaches & Admin will review the school data. Groups/mentorship will be used to address any high needs.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:	Deepen our schoool's supports to development and retain early career teachers who make up ~35-40% of our overall teaching staff
Identified Need:	Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. - Foster a school culture and climate where teachers feel supported and are provided the necessary tools and training to be succesful in the classroom.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with a coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Behavioral	Tier 1 - Universal
4-3	Grade-level teams will work togther to calloborate, unpack curriculum, analyze student work and backward map from common assessments. This will provide support and allow teachers to grow in their profession.	All Students	Academic	Tier 1 - Universal
4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS *Instructions & resources*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-2	Teachers/staff 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. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS *Stages of ELD Implementation Self-Assessment*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal
6-2	Establish time for designated ELD in daily schedule for all ELL students TK-5. Provide foundational PD on D-ELD curriculum (OUSD-created ELEd D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	$3,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Grade-level teams will work togther to calloborate, unpack curriculum, analyze student work and backward map from common assessments. This will provide support and allow teachers to grow in their profession.	160-1
5610 - Equip Maintenance & Repairs	$8,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-2
4310 - Materials and Supplies	$23,700	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-3
Noon Supervisor	$34,389	LCFF Supplemental	2905	Other Classified Salaries	1718	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	160-4
Teacher STIP	$40,599	LCFF Supplemental	1105	Certificated Teachers' Salaries	9699	STIP Teacher	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	160-5

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	$67,988	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	160-6
Noon Supervisor	$74,397	LCFF Supplemental	2905	Other Classified Salaries	1691	Noon Supervisor	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarden)	160-7
Teacher STIP	$90,364	LCFF Supplemental	1105	Certificated Teachers' Salaries	9794	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	160-8
TSA Classroom 11Mos	$158,689	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4959	11-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implemention of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	160-9
4399 - Unallocated	$3,898	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	ELL Reclassification	All new teachers attend foundational curriculum training.	160-10
Teacher STIP	$60,898	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9699	STIP Teacher	0.6	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-11

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 11Mos	$162,364	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	6130	11-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Monitor and support the implemention of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	160-12
4310 - Materials and Supplies	$310	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	160-13
4311 - Meeting Refreshments	$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarden)	160-14
5825 - Consultants	$5,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	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. We will gather participation data to ensure an increase in our Aferican American parent participation in school events and parent teacher conferences.	160-15

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5826 - Prof-Services Non-Contract	$5,775	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	160-16
5825 - Consultants	$10,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	160-17
5825 - Consultants	$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarden)	160-18
5100 - Subagreements For Services	$108,270	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers/staff 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. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	160-19

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	$12,564	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers/staff hold Foundational Reading Small Groups for students in Grades K-2 and students below grade-level in Grades 3-5	160-20
TSA Classroom 11Mos	$165,767	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	6128	11-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	160-21
1120 - Teachers Salaries Stipends	$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Grade-level teams will work togther to calloborate, unpack curriculum, analyze student work and backward map from common assessments. This will provide support and allow teachers to grow in their profession.	160-22
TSA Classroom 10Mos	$21,411	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	7557	10-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implemention of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	160-23
Early Literacy Reading Tutor	$37,729	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8684	Early Literacy Tutor	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers/staff hold Foundational Reading Small Groups for students in Grades K-2 and students below grade-level in Grades 3-5	160-24
5825 - Consultants	$79,048	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers/staff 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. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	160-25

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Social Worker	$131,812	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	4662	Social Worker	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Every classroom will use Sown to Grow to allow all students the opportunity to share how they are doing at least once a week. Our Social Worker, CSM, coaches & Admin will review the school data. Groups/mentorship will be used to adress any high needs.	160-26
1120 - Teachers Salaries Stipends	$17,799	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	160-27
4310 - Materials & Supplies	$23,567	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	160-28
Teacher Education Enhancement	$76,468	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.6	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-29
Library Technician	$97,649	Measure G, Library Support	2205	Classified Support Salaries	7171	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-30

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact
Lockwood STEAM Academy
2023-24

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2023-24 school year.

School Responsibilities
The school agrees to carry out the following responsibilities to the best of their ability:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

   Curriculum selected is culturally relevant and meets all California State Standards. The learning environment supports the diverse needs of all students and teachers hold high expectations while ensuring students' needs are met.

   a) Standards-based instruction across all content areas. This includes whole class and small group instruction across literacy, math, and science
   b) Targeted Small group instruction
   c) Blended Learning across all content areas
   d) Strategic English Language Development

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

   a) Lockwood STEAM Academy is committed to frequent 2-way communication with families about student learning. This includes check-ins and frequent communication through Parent Square.
   b) In addition to informal meetings by parent/teacher requests, we offer additional family engagement events. These family engagement activities will take place virtually or in-person, depending on health guidelines.

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.**

   a) During report card conferences and meetings with the classroom teacher, staff will share updates on progress, and how to monitor and improve achievement.
   b) During the school year, the teacher will regularly communicate the learning goals and foci with families.

4) **Provide parents reasonable access to staff.**

   a) In addition to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, notes to the teacher, principal or staff member are available in the front office when we return to school, and during distance learning, families are encouraged to email the principal and/or use the school number to send text messages and/or leave a message. Families are also encouraged to continue to message their teacher through Parent Square.

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.**

   a) **For example, at Lockwood STEAM, we offer many ways for families to engage our learning community:**
      i) Coffee with the Admin: Principal reports on school-wide functions in an open forum for parents.
      ii) School Site Council: Parents and Teachers working to improve overall school operations.
      iii) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
      iv) Classroom Volunteers: When allowed, families will support the learning in classrooms.

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

   a) During family engagement meetings, parents receive materials and training on ways to support their child at home. The staff will share the student's academic level (in literacy and math)

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.**

a) All staff members participate in Professional Development that outlines Lockwood's expectations for family engagement as well as planning time for family engagement events.

b) All staff members are encouraged to continue constant communication while in distance learning through the use of Parent Square and text/calls.

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.**

a) Lockwood staff utilizes the Parent Square app, which translates the message to the student's home language. When speaking on the phone or in person, Lockwood staff utilizes Language Link for interpretation.

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.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Student Responsibilities

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

- Attend in-person instruction on time every day and 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 Academy on August 16, 2023, and will be in effect for the period of August 9, 2023 to May 25, 2024.

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, 2022.

Principal's Name	**Signature of Principal**	**Date:**
Nehseem Ratchford	*Nehseem Ratchford*	8/16/2023

Title I, Part A School Parent and Family Engagement Policy

2023-2024

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:
- Sharing students' scores on assessments and how how parents can support at home

- Providing families with a continuum of California State Standards for grades TK-5.

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:
- Holding family engagement opportunities where teachers show students' current levels and discuss methods of reaching or exceeding grade level expectations.

- Providing families with concrete strategies to support learning at home.

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 the School Parent and Family Engagement Policy to all families.

The school communicates to families about the school's Title I, Part A programs by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Holding school wide Back to School Night where grade level teams share grade level assessments.

- Teachers will share data and student progress via parent/teacher conferences and throughout the school year.

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:
- Sending messages through an online platform that automatically translates to selected home languages.

- Using translation services during in person meetings and parent programs.

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:
- Inviting families to be a part of school engagement activities.

- We are hoping to have more families cleared through Oakland Ed Fund volunteers to support in classrooms.

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:
- Hosting family engagement activities that teach strategies to improve their children's achievement.

- Connecting families with technology services to support at home learning.

- Have consistent Reading Challenges with incentives

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:
- Contract with Family Engagement Specialist to train/support teachers with holding high expectations for family engagement

- Have a family leadership team to focus on improving students' reading levels

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:
- Family engagement events are held in the evening.

- All information will be sent out to families for any family engagement that takes place during the day

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 SSC meetings are held

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:

- Inviting members of the community to translate into multiple languages.

- Providing differentiated opportunities to participate in ways that they feel comfortable.

The school provides support for parent and family engagement activities requested by parents by:
- Inviting parents to help plan and facilitate family engagement activities.

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:
- Engaging families in academic focused workshops and encouraging them to volunteer

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the Lockwood STEAM Academy on August 16th, 2023 and will be in effect for the period August 8th, 2023 through May 25th, 2024.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal

Nehseem Ratchford

Signature of Principal

Nehseem Ratchford

Date: 8/16/2023

Please attach the School-Parent Compact to this document.

Strategic Resource Planning (SRP)

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Lockwood STEAM ELEMENTARY SCHOOL
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Elham Omar
Vice Chairperson:	Marla Hylton
Secretary:	Rose Chardak

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Nehseem Ratchford	☑	☐	☐	☐	
Jose Arriaga	☐	☑	☐	☐	**2**
Martha Balasubramanian	☐	☑	☐	☐	**2**
Marla Hylton	☐	☑	☐	☐	**1**
Rose Chardak	☐	☐	☑	☐	**1**
Elham Omar	☐	☐	☐	☑	**2**
Maryam alkaifi	☐	☐	☐	☑	**2**
Uloma Anyasodo	☐	☐	☐	☑	**1**
Alex Retherford	☐	☐	☐	☑	**1**
Roxana Bonilla	☐	☐	☐	☑	**1**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesday @ 9am

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