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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> 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: 4/26/2023

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|---|

Signatures:

Nehseem Ratchford

Principal

Nehseem Ratchford

 Signature

4/25/2023

 Date

Natay Traylor

SSC Chairperson

Natay Traylor

 Signature

4/25/2023

 Date

Leroy Gaines

Network Superintendent

Leroy Gaines

 Signature

5/17/2023

 Date



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Lockwood STEAM Academy
CDS Code: 1612590115576
Principal: Nehseem Ratchford
Date of this revision:

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. Oakland, CA 94621	Telephone: 510-636-0520 Email: nehseem.ratchford@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/26/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/4/2023	SSC & SELLS	Shared rationale and overview of site plan.
1/26/2022	Faculty	Reviewed Budget Timeline and changes in funded for the 2023-24 SY Staff provided priorities for budget decisions
3/9/2023	SSC & SELLS	Plan was reviewed and SSC voted on Title I and Title IV funds to support our plan
2/16/2023	ILT	Staff priorities for 2023-24 SY were reviewed and work session was held to work on SPSA and next year's budget
5/25/2023	SSC	Review and approve 2023-24 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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$249,690.00
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	\$1,224,932.99

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)	\$228,375	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$38,940	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$6,090	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$502,400	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$132,026	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$15,225	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$301,877	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$249,690	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$975,243	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,224,933
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.5%	48.6%	66.1%	17.2%	1.9%	0.3%	94.7%	12.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
19.4%	3.6%	68.3%	3.8%	0.3%	0.0%	0.0%	1.4%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: We will increase students at standrad met or exceeded by 10% on SBAC math and ELA in grades 3-5, our new goal for ELA will be 22.5% and 18.2% for math. We will also increase students reading at grade-level by at least 10% in K-2 as indicated by iReady Diagnostic.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	34.8%	8.2%	<i>not available until Fall 2023</i>	20.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	9.4%	9.1%	<i>not available until Fall 2023</i>	20.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4.6%	9.9%	<i>not available until Fall 2023</i>	20.00%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-104.2	n/a	-115.3	<i>not available until Fall 2023</i>	-90.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	4.1%	3.7%	<i>not available until Fall 2023</i>	15.0%

-100

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-100.4	n/a	-125.4	<i>not available until Fall 2023</i>	-100.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	3.2%	<i>not available until Fall 2023</i>	15.0%

CAST (Science) at or above Standard	All Students	4.1%	n/a	7.4%	<i>not available until Fall 2023</i>	20.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: We will decrease the distance from standard met by 20 points for our ELLs on ELA SBAC

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-148.8	n/a	-148.3	<i>not available until Fall 2023</i>	-125.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-120	n/a	-128.9	<i>not available until Fall 2023</i>	-100.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	2.1%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-124.8	n/a	-172.0	<i>not available until Fall 2023</i>	-150%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-113.6	n/a	-135.6	<i>not available until Fall 2023</i>	-115.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	2.9%	2.1%	9.4%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	6.3%	45.5%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family We will decrease the % of African American students who are chronically Engagement: absent to 15%.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	59.6%	72.4%	79.8%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.3%	n/a	0.6%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	2.3%	n/a	0.6%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.6%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	13.7%	15.9%	59.2%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	25.7%	43.8%	77.9%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: We will increase the rate of teacher retention to 70%						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	n/a	66.2%	57.4%	<i>not available until Fall 2023</i>	70.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Letter Name Data Growth (BOY to MidYear) Kindergraten: +17.5% (all 26 letters)</p> <p>i-Ready 2022-2023 Proficiency Growth (BOY to MidYear) 1st Grade: + 8.7% 2nd Grade: + 4.4% 3rd Grade: + 1% 4th Grade: + 6.5% 5th Grade: + 2.8%</p>	<p>Sitewide commitment to prioritizing Professional Learning Communities, Professional Development and planning blocks</p> <p>Strong systems for foundational literacy to support reading in grades K-2</p> <p>Earlt Literacy Tutors</p> <p>Tier 2 Reading Intervention</p> <p>Newcomer interventions and support</p> <p>Literacy intervention in the form of SIPPS</p> <p>Well resourced library and Librarian</p> <p>Monthly Reading Challenges to increase reading at home and build a love of reading</p> <p>Book Trust - students get to select books</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Data for ELL is similar to school wide data</p> <p>Growth in ELL on i-Ready LLI and SIPPs (reading intervention) Reading Partners Newcomer Group (intervention) CICO SMARTe Goal-setting at the beginning of the year SEL curriculum (Toolbox) Boys and Girl SEL groups</p>	<p>Use of data to determine student needs which in turn helps prioritize where we put resources, Early Lit Tutors, Intervention TSA (.2 FTE)</p>

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Weekly COST, Social Worker Out Reach has increased, 3 Parent Workshops (Reclassification, Literacy, STEAM), Monthly SSC, SST Process is in place, Staff (Weekly) and Parent Newsletters (Monthly), Translation Support (for all Meetings in Arabic and Spanish) and Monthly Coffee with Admin</p>	<p>School now has a strong Family Literacy Leadership Team School has regular and highly attended Parent meetings around student data School Site Council is a working committee with input Systematic intervention are happening through COST/SSTs Hold consistent, protected time for teachers to engage with families</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>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</p>	<p>ILT w/ grade-level leads, coaches, AP, CSM and Principal to plan PLCs. Grade level teacher leaders hold PLC, Data summits each trimester, coaches to support new teachers, Early Literacy Tutors.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>iReady 2022-2023 Percentage of Students Not Proficient: Kinder: 81.6% 1st Grade: 80.2% 2nd Grade: 90.6% 3rd Grade: 83% 4th Grade: 86.6% 5th Grade: 89%</p> <p>ELA SBAC Percent Not Proficient last SY 2021-2022: 3rd: 93% 4th: 84.7% 5th: 82.6%</p> <p>Math SBAC Percent Not Proficient last SY 2021-2022: 3rd: 92.8% 4th: 89.7% 5th: 93.5%</p>	<p>Developing new teachers' capacity through coaching with limited staffing Consistent time for data analysis and lesson development Students at different academic levels - newcomers, ELLs, IEP, etc Large needs at many different acadmeic levels Chronic absences Many newcomers with different needs Families/students who struggle economically, have a great deal of trauma, limited resources and limited English</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>English Language Learners 2021-2022 SBAC:</p> <p>ELA SBAC Not Proficient: 89.9% Math SBAC Not Proficient: 95.9%</p>	<p>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</p>

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Transient housing, school conectiveness, limited staffing to communicate with families, limited capacity to provide after school/before school care</p>	<p>Negative past experiences with school Lack the trust necessary to form close partnerships with teachers and other members of staff Language needs/barriers Trauma that our students and families suffer from often times exceeds our capacity to support High need/not enough respources or staffing</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>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</p>	<p>High expectations of teachers along with lack of resources Teach for America - teachers fillful their 2 year commitment and leave the school Price of living- teachers move out of Oakland Misconceptions of what it takes to be an effective educator</p>

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Lockwood STEAM Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

Teacher meet in grade-level PLCs weekly for 50 minutes lead by ILT member.
 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.

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

PLCs have been effective in ensuring collaboration 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.
 Parent Teacher Meetings have allowed parents to understand where their child/children are and ways to increase their academic achievement.
 Through ensuring 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.

In addition to our focus on PLCs, Parent Teacher Meetings and Standards Base Instruction we will also focus on English Language Development and supports for our Newcomer. We will also build out our Dual Language Program through having a TSA focus on this language pathway.

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/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?
10-Month Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	This TSA is .2 FTE and supports with intervention for 4th and 5th grade students who are below grade level	It is helpful to have someone with a great deal of experience who can support our intervention in the upper grades. 4th Grade: + 6.5% 5th Grade: + 2.8%	We will continue but will use a different funding source

11-Month Teacher on Special Assignment (TSA)	SBAC ELA Distance from Standard Met	1 FTE TSA coaches teachers, plans and facilitates Professional Development and supports creating a positive climate and culture	Letter Name Data Growth (BOY to MidYear) Kindergraten: +17.5% (all 26 letters) i-Ready 2022-2023 Proficiency Growth (BOY to MidYear) 1st Grade: + 8.7% 2nd Grade: + 4.4% 3rd Grade: + 1% 4th Grade: + 6.5% 5th Grade: + 2.8%	Continue
Community School Manager	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 resources (COST) and provide families/community with resources is very beneficial. This has led to a decrease in chronic absenteeism and increase in connectedness to school and student achievement.	Discontinue - provided through base
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 specifically providing a Coffe with the Principal.	Continue
Supplies	College/Career Readiness	Supplies for students	Students having supplies support their learning in the classroom. As a result of supplemental supplies in the classrooms, Teachers have observed a increase in academic achievement specifically in literacy rates as seen in row 17.	Discontinue

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
Workshops, Extra Time Certificated	Student Connectedness to School	Workshops for parents	Providing families with startegies to best support their child at home. Based on teacher observation, communication with parents who attend workshops has improved.	We will continue but will use a different funding source

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Lockwood STEAM Academy

School ID: 160

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority: Mathematics

School Theory of Change:

If teachers develop a deep understanding of the mathematical practices, 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.

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 complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Observation Cycle Notes Walkthrough Feedback	We will increase students at standard met or exceeded by 10% on SBAC math and ELA in grades 3-5, our new goal for ELA will be 22.5% and 18.2% for math. We will also increase students reading at grade-level by at least 10% in K-2 as indicated by iReady Diagnostic.	Tier 1

1-2	Teachers will engage in professional learning opportunities which will allow them to increase their knowledge in the core content areas	<p>Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.</p> <p>Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.</p>	We will maintain PLC agendas and review and adjust lesson plans as needed	<p>We will increase students at standrad met or exceeded by 10% on SBAC math and ELA in grades 3-5, our new goal for ELA will be 22.5% and 18.2% for math.</p> <p>We will also increase students reading at grade-level by at least 10% in K-2 as indicated by iReady Diagnostic.</p>	Tier 1
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
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 receive instruction at their level that will increase their reading levels.
Students to be served by these actions:	<i>All Students</i>

#	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	<p>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.</p>	<p>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</p>	<p>Collect data on the number of families participating and set goals to increase participation at whole school events and teacher conferences</p>	<p>We will decrease the % of African American students who are chronically absent to 15%.</p>	<p>Tier 1</p>
2-2	<p>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <p>(e.g. learning walks, gallery walks, videos, book study)</p>	<p>Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>Professional development plans will be adjusted as needed and we will retain feedback surveys on the professional learning sessions</p>	<p>We will decrease the distance from standard met by 20 points for our ELLs on ELA SBAC</p>	<p>Tier 1</p>

2-3	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.	Cycle data will be analyzed 3 times a year and we will adjust instruction accordingly	We will decrease the distance from standard met by 20 points for our ELLs on ELA SBAC	Tier 1
2-4	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	PLC agendas will include time to plan for differentiation	We will increase students at standrad met or exceeded by 10% on SBAC math and ELA in grades 3-5, our new goal for ELA will be 22.5% and 18.2% for math. We will also increase students reading at grade-level by at least 10% in K-2 as indicated by iReady Diagnostic.	Tier 2



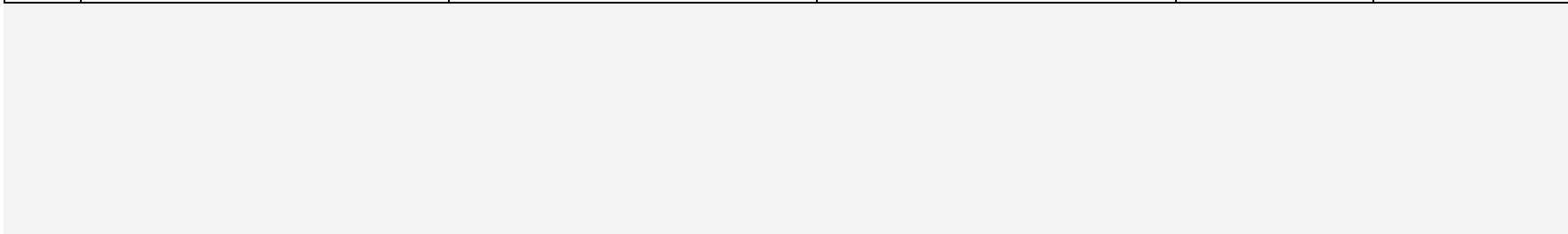
LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		Chronic Absenteeism/Attendance			
School Theory of Change:		If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches 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.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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 .	We will collect SEL implementation at the beginning of year and the mid year SEL "reset"	We will decrease the % of African American students who are chronically absent to 15%.	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. 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	We will collect family engagement data from conferences and analyze the data from our CHKS data.	We will decrease the % of African American students who are chronically absent to 15%.	Tier 2

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

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.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	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.	We will create cycles of inquiry with the leadership team's guidance and we will analyze teacher survey data from CHKS and from professional learning feedback surveys	We will increase the rate of teacher retention to 70%	Tier 1
4-2	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.	We will analyze teacher survey data from CHKS and from professional learning feedback surveys	We will increase the rate of teacher retention to 70%	Tier 1



CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Culturally Responsive Teaching and Learning
School Theory of Change:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Increase in i-Ready Standards Mastery and Diagnostic Proficiency</p>
Related Goals:	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:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	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 keep parent contact logs and increase parent participation in school events and parent teacher conferences	We will decrease the % of African American students who are chronically absent to 15%.	Tier 1
5-2	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	We will analyze feedback from the professional learning sessions	We will decrease the % of African American students who are chronically absent to 15%.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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:	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:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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.	Unit plans including scaffolds for ELs	We will decrease the distance from standard met by 20 points for our ELLs on ELA SBAC	Tier 1
6-2	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 agenda Coaching Observation Cycles Professional Development agendas	We will decrease the distance from standard met by 20 points for our ELLs on ELA SBAC	Tier 1

6-3	Designated English Language Development is taught daily. Teachers know their ELs, what level they are and provide instruction relevant to their needs during Designated ELD	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Students will grow at least one level of growth on ELPAC and ELs are meeting their goals for i-ready growth Designated English Language Development is on all teacher's schedules and is being taught during scheduled times when observed.	We will decrease the distance from standard met by 20 points for our ELLs on ELA SBAC	Tier 2
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$107,026	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.	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. 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.	160-1
Afterschool contract \$25K	\$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.	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. 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.	160-2
Social Worker	\$129,745	California Community Schools Partnership Program	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	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	160-3
Early Literacy Tutor	\$35,804	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8684	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	160-4
Family/Parent Liaison	\$100,461	California Community Schools Partnership Program	2405	Clerical Salaries	New	Family/Parent Liaison	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will build strong relationships with families through ongoing 2-way communication and contact	160-5
Contract	\$53,989	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Teachers will build strong relationships with families through ongoing 2-way communication and contact	160-6

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$144,010	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	6128	11-Month Classroom Teacher on Special Assignment (TSA)	0.89	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.	160-7
11-Month Classroom Teacher on Special Assignment (TSA)	\$156,281	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	6130	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will engage in professional learning opportunities which will allow them to increase their knowledge in the core content areas	160-8
Extended Contract	\$1,586	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	160-9
Extended Contract	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Teachers will engage in professional learning opportunities which will allow them to increase their knowledge in the core content areas	160-10
STIP Teacher	\$88,530	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8775	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	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.	160-11
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8904	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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.	160-12

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$29,989	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8683	Early Literacy Tutor	0.70	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, regardless of current level of achievement.	160-13
Early Literacy Tutor	\$30,506	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7991	Early Literacy Tutor	0.70	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, regardless of current level of achievement.	160-14
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7990	Early Literacy Tutor	0.70	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, regardless of current level of achievement.	160-15
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7992	Early Literacy Tutor	0.70	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, regardless of current level of achievement.	160-16
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7993	Early Literacy Tutor	0.70	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, regardless of current level of achievement.	160-17
Supplies	\$27,940	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	160-18
Refreshments	\$3,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	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.	160-19

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copy Machines (5610)	\$8,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	160-20
STIP Teacher	\$13,131	LCFF Supplemental	1105	Certificated Teachers' Salaries	2182	STIP Teacher	0.15	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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)	160-21
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$52,207	LCFF Supplemental	1105	Certificated Teachers' Salaries	8994	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	160-22
STIP Teacher	\$83,169	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	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.	160-23
STIP Teacher	\$83,169	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	160-24

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$83,169	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	STIP Teacher	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.	160-25
11-Month Classroom Teacher on Special Assignment (TSA)	\$17,799	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6128	11-Month Classroom Teacher on Special Assignment (TSA)	0.11	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will engage in professional learning opportunities which will allow them to increase their knowledge in the core content areas	160-26
10-Month Classroom Teacher on Special Assignment (TSA)	\$21,675	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7557	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	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, regardless of current level of achievement.	160-27
EXTENDED CONTRACT	\$2,617	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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. 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.	160-28
OT/ET (Para/ELT)	\$5,000	LCFF Supplemental	2125	Classified Instructional Aide Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	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.	160-29

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
OT/ET Clerical	\$10,000	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers will build strong relationships with families through ongoing 2-way communication and contact	160-30
Supplies	\$10,687	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	160-31
Noon Supervisor	\$33,236	LCFF Supplemental	2905	Other Classified Salaries	1718	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will build strong relationships with families through ongoing 2-way communication and contact	160-32
Noon Supervisor	\$71,542	LCFF Supplemental	2905	Other Classified Salaries	1691	Noon Supervisor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Teachers will build strong relationships with families through ongoing 2-way communication and contact	160-33
CONTRACTS	\$15,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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. 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.	160-34

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$163,330	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	9263	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	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.	160-35
Conferences	\$7,649	Literacy Coaches & Reading Specialists Grant	5220	Conference Expense	n/a	n/a	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	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)	160-36
Library Technician	\$94,969	Measure G, Library Support	2205	Classified Support Salaries	7171	Library Technician	1.00	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	160-37
CONTRACTS	\$22,400	Preschool Support Budget	5825	Consultants	n/a	n/a	n/a	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.	160-38
Early Literacy Tutor	\$4,284	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8683	Early Literacy Tutor	0.10	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, regardless of current level of achievement.	160-39
Early Literacy Tutor	\$4,358	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7991	Early Literacy Tutor	0.10	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, regardless of current level of achievement.	160-40

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7990	Early Literacy Tutor	0.10	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, regardless of current level of achievement.	160-41
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7992	Early Literacy Tutor	0.10	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, regardless of current level of achievement.	160-42
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7993	Early Literacy Tutor	0.10	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, regardless of current level of achievement.	160-43
Early Literacy Tutor	\$36,612	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7979	Early Literacy Tutor	0.80	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, regardless of current level of achievement.	160-44
Refreshments	\$1,090	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	160-45
Contract (Translation)	\$5,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	160-46
STIP Teacher	\$74,407	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2182	STIP Teacher	0.85	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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.	160-47

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$151,060	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	4959	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	160-48
To be allocated in Fall 2023.	\$2,908	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	160-49
Books Other Than Textbooks	\$10,000	Title IV, Part A Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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 .	160-50
Field Trips	\$5,225	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	160-51



Title I, Part A School Parent and Family Engagement Policy 22-23

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 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.

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

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 30th, 2022 and will be in effect for the period August 8th, 2022 through May 25th, 2023.

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: 8/30/2022

Please attach the School-Parent Compact to this document.



School-Parent Compact 2022-23

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 2022-23 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 30th, 2022, and will be in effect for the period of August 9, 2022 to May 25, 2023.

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

Nehseem Ratchford

Signature of Principal

Nehseem Ratchford

Date:

8/29/2022



Strategic Resource Planning (SRP)

Lockwood STEAM
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Natay Myers
Vice Chairperson:	Alicia Martinez
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	Term (1st or 2nd year term?)
Nehseem Ratchford	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jose Arriaga	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Martha Balasubramanian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Alicia Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Roberto Lascon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Eftekah Mazid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Maryam alkaifi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Elham Omar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Natay Myers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sherry Munguia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesday of Each Month
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members