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
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Lockwood STEAM Academy

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Ask of the Board
Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment
2021-2022 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School:	**Lockwood STEAM Academy**
CDS Code:	1612590115204
Principal:	Shelley Hawkins-McCray
Date of this revision:	5/24/2021

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:	Shelley Hawkins-McCray	**Position:**	Principal
Address:	6701 International Blvd.	**Telephone:**	510-639-2850
	Oakland, CA 94621	**Email:**	s.hawkins-mccray@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: 5/24/2021

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

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

Signatures:

Name	Signature	Date
Shelley Hawkins-McCray	*Shelley Hawkins-McCray*	5/24/2021
Principal	Signature	Date
Sheikha Munassar	*Sheika Munassar*	5/24/2021
SSC Chairperson	Signature	Date
LaResha Martin	*LaResha Martin*	6/9/2021
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	6/9/2021
Director, Strategic Resource Planning	Signature	Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/8/2021	Faculty	Shared overall SPSA, focused on Needs Assessment, broke into small groups for strengths/growth areas for 4 focus areas.
2/10/2021	ILT	Reviewed staff input from preliminary needs assessment, identfied trends
2/23/2021	SSC	Shared overall SPSA, focused on Needs Assessment, broke into small groups for strengths/growth areas for 4 focus areas. Reviewed Title 1 and Title 4 allocations.
2/24/2021	ILT	Reviewed SSC input from preliminary needs assessment, identfied trends
3/16/2021	SSC	SSC Meeting: Reviewed and voted to allocate Title 1 and Title 4 funding
5/24/2021	SSC	SSC Meeting to Approve 2021-2022 SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$208,280.00
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	$1,170,398.00

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)	$190,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$35,460.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$5,080.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$486,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$85,800.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$12,700.00	TBD	After School Education and Safety Program (ASES #6010)	$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$187,713.00	TBD
			Measure G Library Support (Measure G #9334)	$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$208,280.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$962,118.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$1,170,398.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

School Description

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

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

Focus Area:	Priority Challenges	Root Causes of Challenges
College/Career Readiness	Growth in Math IAB Performance from 2018-2019 to 2019-2020 4th Grade: 14.8% to 29% At/Near Standard 5th Grade: 6.7% to 30% At/Near Standard Growth in ELA IAB Performance from 2018-2019 to 2019-2020 4th Grade: 13.6% to 26% At/Near Standard 5th Grade: 38% to 50% At/Near Standard Kindergarten to College Program, College/Career Week, Community Reading events, access to library, Academic Parent Teacher Team meetings	Targeted teacher training in Common Core State Standards and their progression across grade levels. Sitewide commitment to prioritizing Professional Learning Communities, Professional Development and planning blocks.
Focal Student Supports	Scholar Club (math intervention), SEL curicculum, LLI (reading intervention), Reading Partners, Newcomer Group (intervention), CICO, AAMA, SMARTe Goal-setting at the beginning of the year	Use of data to determine student needs which in turn helps prioritize where we put resources.
Student/Family Supports	COST, Social Worker, Culture/Climate Plans for each classroom, APTT, Parent Workshops, SSC, SST, Staff and Parent Newsletters, Literacy Night, Math Night	Highly engaged School Site Council, consistent communication and outreach regarding opportunities to attend academic and Social Emotional Learning workshops.
Staff Supports	PLCs, Professional Development, COIs, Staff Collaboration, Wellness Wednesdays, Data Summits, Universal Screeners/PBIS, Translation Supports, SMARTe Goal-setting at the beginning of the year	Grade level coaches, assistant principal, principal to support grade levels K-2 and 3-5, district math coach, district literacy coach, district PBIS coach, curriculum coaches frequently support staff.

College/Career Readiness	3rd grade IAB achievement dropped in both ELA and Math: Math: 38.5% to 6.1% Near/At Standard ELA: 32% to 6% Near/At Standard Opportunities for extended staff training, technology gaps, comprehension of Kinder to College, Reclassification	Continuity of instructional programming and collaboration
Focal Student Supports	Math IAB Growth for African American Students dropped: 3rd Grade: 28% to 9% At/Near Standard ELA IAB Growth for African American Students from 2018-2019 to 2019-2020: 3rd Grade: 3.4% Near Standard to 20% Near Standard 5th Grade: 39.3 Near Standard to 33.3% Near Standard Highly chronic absences, slow engagement, Newcomer support, technology gaps/inequities, understanding the importance of reclassification/ELPAC across all groups	Attendance, transient housing and lack of access to community resources, specifically. Building collaboration, and consistency/rigor in classroom instruction.
Student/Family Supports	Transient housing, lack of communication when students move to Foster care, attendance, limited Mam support, technology gaps	Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time.
Staff Supports	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Hiring, meeting instructional minutes, high teacher/staff turnover, scheduling summer PDs.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	Increase by 20 percentage points number of students reading at grade level in 2-5 and 85% of students K-1 reading at grade level.

Instructional Focus Goal:	All students experience success in the early years.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
K at or above Mid-Grade (i-Ready)	All Students	n/a	tbd	n/a	tbd
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	tbd	n/a	tbd
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	tbd	n/a	tbd
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	tbd	n/a	tbd
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	tbd
IAB ELA at or above Standard	All Students	tbd	tbd	n/a	tbd
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	tbd
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Math and Science.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	tbd
IAB Math Above Standard	All Students	n/a	2.7%	n/a	tbd

CAST (Science) at or above Standard	All Students	n/a	n/a	n/a	tbd
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:	Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC and Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	Coming soon	n/a	tbd
SBAC ELA Distance from Standard Met	Low Income Students	+20 points DF3	Coming soon	n/a	tbd
IAB ELA at or above Standard	Students with Disabilities	tbd	tbd	tbd	tbd
IAB ELA at or above Standard	English Learners	tbd	tbd	tbd	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	tbd	tbd	tbd

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	n/a	n/a	tbd

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	tbd	n/a	tbd
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	tbd	tbd
IAB Math Above Standard	African-American Students	n/a	1.0%	tbd	tbd

Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	Coming soon	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	Coming soon	n/a	tbd

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

School Goal for May 2024:	Increase the percentage of students in K-5 who feel connected and engaged at school.
Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	Coming soon	n/a	tbd
Suspensions	All Students	-2pp	Coming soon	n/a	tbd
Suspensions	African-American Students	-2pp	Coming soon	n/a	tbd
Suspensions	Students with Disabilities	-2pp	Coming soon	n/a	tbd
Chronic Absence	All Students	-2pp	19.0%	n/a	tbd
Chronic Absence	African-American Students	-2pp	31.4%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:	We will increase our score on the PLC Rubric in Data Driven Instruction from 2 to 3.				
Measure	**Target Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	63.3% (Fall 2020)	n/a	tbd

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

n/a

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Lockwood STEAM Academy	SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:	#N/A
Theory of Change:	#N/A
Related School Goal:	#N/A

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

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

What evidence do you see that your practices are effective?

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

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

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

20-21 Standards-Based Instruction Priority:	#N/A
Theory of Change:	#N/A
Related School Goal:	#N/A

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.

What evidence do you see that your practices are effective?

The year-long focus on the SWUN Math lesson design has enabled teachers to increase their capacity to support student growth. On average, each grade level has seen a 7% growth in target standards assessed based on SWUN assessment data, and upper grades have seen an average of 10% growth on IABs.

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

Coaching will shift from grade level spans to content areas, which will allow for consistent focus on Math, regardless of the Cycle of Inquiry theme.

20-21 Language & Literacy Priority:	#N/A
Theory of Change:	#N/A
Related School Goal:	#N/A

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.

What evidence do you see that your practices are effective?

On average, each grade level has seen at least 5% growth in reading proficiency as based on IReady and RI assessments, and in 4th and 5th grades, an average of 10% growth in IAB assessments.

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

Coaching will shift from grade level spans to content areas, which will allow for consistent focus on ELA, regardless of the Cycle of Inquiry theme.

20-21 Conditions for Adult Professional Learning Priority:	#N/A
Theory of Change:	#N/A
Related School Goal:	#N/A

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.

What evidence do you see that your practices are effective?

Overall, there has been an increase in the intentional introduction of vocabulary. Word walls are more illustrative of content and students are encouraged to particpate in academic discussion throughout the day and across content areas.

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

Coaching will shift from grade level spans to content areas, which will allow for consistent focus on ELD, regardless of the Cycle of Inquiry theme.

20-21 Conditions for English Language Learners Priority:	#N/A
Theory of Change:	#N/A
Related School Goal:	#N/A

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.

What evidence do you see that your practices are effective?

Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.

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

Coaching will shift from grade level spans to content areas, which will allow for consistent focus on ELD, regardless of the Cycle of Inquiry theme.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Because our school had a significant increase in Newcomer students, we shifted the focus of our Title 1 funding for TSA support to building language skills of our this group of students.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES	
School: Lockwood STEAM Academy	**School ID:** 123

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

School Priority ("Big Rock"):	Chronic Absenteeism/Attendance
School Theory of Change:	#N/A
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*#N/A*

#	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 (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.	Staff retention and training, staff attendance, creating opportunities for staff to receive training in content area curriculum, culturally responsive teaching methods, culture/climate building in addition to coaching, observation and feeback cycles.	Tier 1

#					Tier 1
1-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.	Staff retention and training, staff attendance, creating opportunities for staff to receive training in content area curriculum, culturally responsive teaching methods, culture/climate building in addition to coaching, observation and feeback cycles.	

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority ("Big Rock"):	#N/A
School Theory of Change:	#N/A
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	#N/A

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

2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Tier 1
2-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently, we have a Literacy Nights, Math Night,Attendance Celebrations, Town Hall Rallies, Academic Parent Teacher Team (APTT) and BACR After School Academy.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include math workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Tier 2
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement math workshop and pull small groups for intervention and acceleration	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Tier 2

2-4	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	Principal and Leadership Team 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.	Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings		
2-5	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.	Students will be able to identify and explain their individual reading goals Anchor charts posted Teachers conferring with students	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Tier 2

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum					
School Priority ("Big Rock"):	#N/A				
School Theory of Change:	#N/A				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	*#N/A*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective		
3-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with our Pre-K Summer class and Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include ELA workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Tier 2

3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement readers workshop and pull small groups of low-performing students for intervention and acceleration	Staff retention/training, time to collaborate, staff attendance, culturally relevant curicculum	Tier 2
3-4	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities.	Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings		

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	#N/A
School Theory of Change:	#N/A
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*#N/A*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers 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	Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle		
4-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Decrease of number of URFs and identify additional supports for African American boys such as check in and check out for students with multiple suspensions		
4-3	Lockwood STEAM Academy will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Lockwood STEAM Academy's attendance challenge and particular focus will be on increasing attendance rates for Lockwood STEAM Academy's African American and Latino students.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, COST, community school manager, school nurse and attendance clerk. Community Schools Team members and staff at large do regular home visits for students identified as chronically absent. 6 week attendance challenges for classes identified as having a high number of chronically absent students		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	#N/A
School Theory of Change:	#N/A
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*#N/A*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated ELD in Science, using langauge supports in the SIRA to ensure acceleration of language and science learning to provide targeted support to English Language Learners and Newcomers.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Students will use science vocabulary and scientific practices to build language acquisition. Teachers will use content language objectives to build students' vocabulary.		
5-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	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	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.		

5-3	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	The daily schedule will include an English Language Development block.		
5-4	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Vocabulary charts with visuals posted Anchor charts with exemplars for writing, math and language expectations		

PROPOSED 2021-22 SCHOOL SITE BUDGET   **Site Number:**   160   **School:** Lockwood STEAM Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Clerical Salaries Overtime	$4,912	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently, we have a Literacy Nights, Math Night,Attendance Celebrations, Town Hall Rallies, Academic Parent Teacher Team (APTT) and BACR After School Academy.	160-1
Supplies	$20,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	160-2
Meeting Refreshments	$1,000	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.	160-3
Copier	$9,048	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	160-4
Postage	$500	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund postage to send communications between school and families regarding students.	160-5
Noon Supervisor	$14,372	LCFF Supplemental	2905	Other Classified Salaries	1691	Noon Supervisor	0.24	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	160-6
Noon Supervisor	$61,559	LCFF Supplemental	2905	Other Classified Salaries	1718	Noon Supervisor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	160-7

TSA	$145,774	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	3362	11-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	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.	160-8
Teacher Prep	$51,204	LCFF Supplemental	1105	Certificated Teachers' Salaries	4619	Teacher Education Enhancement	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	160-9
Social Worker	$98,494	LCFF Supplemental	tbd	tbd	4662	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices	160-10
TSA	$145,774	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7170	11-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	160-11
TSA	$19,821	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7557	11-Month Classroom TSA	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	160-12
Books	$0	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently, we have a Literacy Nights, Math Night,Attendance Celebrations, Town Hall Rallies, Academic Parent Teacher Team (APTT) and BACR After School Academy.	160-13
Supplies	$0	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	160-14

Certificated Pupil Salaries	$0	LCFF Supplemental	1205	Certificated Pupil Support Salaries	tbd	Enter position number at left.	tbd	tbd	tbd	160-15
Classified Support Salaries	$0	LCFF Supplemental	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	tbd	160-16
Attendance Specialist	$26,205	LCFF Concentration	2205	Classified Support Salaries	3361	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	160-17
Books	$15,000	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	160-18
Supplies	$13,000	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequeate resources to learn.	160-19
To be allocated in Fall 2021.	$7,595	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	160-20
Consultants	$24,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	tbd	tbd	160-21
TSA	$96,238	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4959	11-Month Classroom TSA	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	160-22

Library Technician	$30,216	Title I: Basic	2205	Classified Support Salaries	7171	Library Technician	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-23
Library Technician	$30,216	Title I: Basic	2205	Classified Support Salaries	7466	Library Technician	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-24
CSM	$76,103	Title I: Basic	2205	Classified Support Salaries	7900	Program Mgr Community School	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices, identify tier II intervention groups and individualized student plans CSM and Social Worker to build out tier II intervention system, collect and analyze data by building upon foundational SEL practices	160-25
Consultants	$5,080	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.	160-26
Library Technician	$45,326	Measure G: Library	2205	Classified Support Salaries	7171	Library Technician	0.30	Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	160-27

Library Technician	$45,326	Measure G: Library	2205	Classified Support Salaries	7466	Library Technician	0.30	Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	160-28
Books	$4,233	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-29
Consultants	$8,467	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	160-30
After School Program	$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	160-31

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent, and family engagement requirements.

Futures & CUES @Lockwood

**agrees to implement the following engagement practices, in keeping with
Oakland Unified School District's Standards for Meaningful Family Engagement:**

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
- Conducting 2 Academic Parent-Teacher Teams (APTT)

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Providing monthly School Site Council meetings and School Improvement Grant community meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Providing a monthly newsletter with important family engagement events
- Conducting 2 Academic Parent-Teacher Teams (APTT)

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

- Monthly SSC meetings

- Monthly SIG meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- During our monthly SSC meetings

- Monthly SIG meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Monthly newsletter

- Talking Points message

- Robo Calls

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- Guiding parents through the process of becoming a registered OUSD volunteer

- Establishing volunteer jobs and responsibilities

- Establish expectations for all volunteers & code of conduct

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- Academic Parent-Teacher Teams (APPT) opportunities including supplies needed to continue the activity at home

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform influence and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- Parents are a key in creating the SPSA

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:
- Parents are encouraged to stop by the main office and schedule a parent-teacher meeting to discuss academic support for their student

- Meetings are available in the morning & evening

- SSC meeting

- SELL's meeting

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- Monthly newsletter with ongoing family engagement opportunities clearly listed

- Monthly SSC meetings

- Parent/Teacher conferences

- Academic Parent-Teacher Teams (APPT)

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Translation is provided in both Spanish and Arabic

- All documents are translated into Spanish

- Translation of documents into Arabic provided upon request

- Building has wheelchair access and disability parking space

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Partnership with Oakland Housing Authority

- Monthly food bank opportunity provided by Alameda County Food Bank

- Attendance & Community Office (on-site)

Adoption
This policy was adopted by the **SSC committee Futures & CUES @Lockwood** on September 22, 2020, and will be in effect for the period of August 26, 2020, through, May 27, 2021.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal   **Signature of Principal**
    Shelley Hawkins-McCray   *Shelley Hawkins-McCray*

Date 8/28/2020

Please attach the School-Parent Compact to this document.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Futures & CUES @Lockwood

2020-21

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 2020-21 school year.

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   - Provide teachers and students with aligned, standards-based curriculum.
   - Prioritize adult and student learning through Professional Learning Communities.
   - Focus on student growth through small group instruction.
2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Make student work available during the conference for parent review
3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

   - Behavior report
   - Academic report (Talking Points, academic report sent home)
4) **Provide parents reasonable access to staff.**
   - Meet with parents as requested with parents taking into account both parties availability
5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

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

- Building is accessible to all who suffer a physical disability

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

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

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

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Schedule Family Engagement times for families and school community to learn about opportunities to partner in education and Social Emotional Learning.
- Provide workshops focused on attendance, reclassification, reading, math and social emotional learning.

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Provide written information in English, Spanish and Arabic to families.
- Ensure that interpreters are provided for Spanish and Arabic speakers at meetings.
- Use Talking Points to text families in their home language.

Teacher Responsibilities

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

Parent Responsibilities
As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Work with school staff to be accessible to support students educational needs
  - Return phone call or text messages
  - Work with school staff to schedule a meeting in support of your students education

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

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

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

This Compact was adopted by **SSC committee Futures & CUES @Lockwood** on **September 22, 2020**, and will be in effect for a period of one year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020.

Signature of Principal:

Shelley Hawkins-MccCray

Date: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Futures and CUES at Lockwood
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	**Sheikha Munassar**
Vice Chairperson:	**Ansaf Aldafari**
Secretary:	**Emilana Untalan**

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member
Shelley McCray	**X**			
Sheikha Munassar				**X**
Natay Traylor				**X**
Luisa Juarez				**X**
Tanisha Rounds				**X**
Ansaf Aldafari				**X**
Robert Noriega		**X**		
Delores Mora-Mejia		**X**		
Angelique Shivers		**X**		
Emilana Untalan			**X**	

SSC Meeting Schedule: (Day/Month/Time)	4th Tuesdays of every month at 9:00 a.m.

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