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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Lockwood STEAM Academy
CDS Code: 1612590115576
Principal: Nehseem Ratchford
Date of this revision: 5/1/25

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: 5/1/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Lockwood STEAM Academy

Site Number:

160

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/1/2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Nehseem Ratchford

Principal

Nehseem Ratchford

Signature

5/29/2025

Date

M.Alex Retherford

SSC Chairperson

M.Alex Retherford

Signature

5/29/2025

Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines

Network Superintendent

Leroy Gaines

Signature

5/28/2025

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/27/2025

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2024	SSC & SELs	Shared rationale and overview of site plan. Reviewed student data.
1/17/2025	Families and Community	Reviewed Budget Timeline and changes in funded for the 2025-26 SY
1/22/2025	Faculty	Reviewed Budget Timeline and changes in funded for the 2025-26 SY Staff provided priorities for budget decisions
1/29/2025	SSC & SELs	Title I, Title I Parent and Title IV Funds Evaluation and Approval CCSPP Plan and approval
4/30/2025	SSC	Review SPSA and listen to community input

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$248,640.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,028,073.94

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$241,920
Title I, Part A Parent & Family Engagement (#3010)	\$6,720
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$248,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,028,073.94

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$65,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,823
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$159,811
SUBTOTAL OF STATE & LOCAL FUNDING:	\$779,434

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School Name: Lockwood STEAM Academy****School ID: 160****CDS Code: 1612590115576****SSC Approval Date:****Board Approval Date:****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.

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

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

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.3%	19.7%	66.7%	0.3%	2.7%	11.5%	99.7%	65.9%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.7%	1.1%	5.4%	0.0%	0.0%	0.3%	98.4%	14.0%	85.1%

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	24.4%	21.9%	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	52.4%	45.8%	not available until fall 2025	62.4%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	43.4%	69.8%	not available until fall 2025	53.4%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-116.1	-113.7	not available until fall 2025	-100.0
SBAC ELA Participation	All Students	94.5%	96.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.1%	49.1%	not available until fall 2025	61.1%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-112.4	-128.0	not available until fall 2025	-100.0
SBAC Math Participation	All Students	91.7%	91.7%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	3.8%	4.5%	not available until fall 2025	18.8%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.3%	6.2%	not available until fall 2025	17.3%
California Science Test (CAST) Participation	All Students	98.0%	95.6%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-164.4	-154.1	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	African American Students	-111.2	-117.0	not available until fall 2025	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.0%	77.2%	not available until fall 2025	72.0%

SBAC Math Distance from Standard Met	Special Education Students	-142.9	-176.9	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	African American Students	-116.5	-142.5	not available until fall 2025	-100.0
Reclassification Measures & Targets *Reference Stages of ELD Data slides					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	9.8%	8.0%	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	40.0%	8.3%	not available until fall 2025	50.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	60.9%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.7%	0.5%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	2.0%	1.9%	not available until fall 2025	100.0%
Out-of-School Suspensions	Special Education Students	1.0%	1.7%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	66.8%	37.9%	not available until fall 2025	45.0%
Chronic Absenteeism	African American Students	77.9%	51.4%	not available until fall 2025	60.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	65.0%	66.9%	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Lockwood has a strong focus to support students with foundational literacy skills. We have a system in place that ensures all K-2nd graders receive small group instruction in SIPPs, with support of our TSAs and Early Literacy Tutors.</p> <p>Having weekly PLCs for each grade-level has allowed teachers and coaches to plan, collaborate and analyze data.</p> <p>We have a large English Learner (EL) population, inclusive of a growing newcomer group and use the district provided ELD curriculum to ensure students receive ELD lessons daily.</p> <p>% of growth of students On Grade Level from Fall 2024 to Winter 2024:</p> <p>Reading:</p> <ul style="list-style-type: none"> 1st- +3.8% 2nd- +7.5% 3rd- +8% 4th-+4.4% 5th- +2.8% <p>Math:</p> <ul style="list-style-type: none"> 1st- +2.8% 2nd- +1.1% 3rd- +9.4% 4th- +6.5% 5th- +7.2% <p>Students meeting their mid-year growth goal (40% of EOY Growth Goal):</p> <p>Reading:</p> <ul style="list-style-type: none"> Typical Growth Goal: 60% Stretch Growth Goal: 37.9% <p>Math:</p> <ul style="list-style-type: none"> Typical Growth Goal: 55.2% Stretch Growth Goal: 39.1%

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></p>	<p>This year, 60.7% of our african american students have met 100% of their mid-year typical growth goal (40% at midyear) and 44.9% have met 100% of their spring typical growth goal (40% at midyear) on i-ready.</p> <p>This year, 60.7% of our English Learner students have met 100% of their mid-year typical growth goal (40% at midyear) and 36.3% have met 100% of their spring typical growth goal (40% at midyear) on i-ready.</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p>SEL has been a priority focus for Lockwood. Implementation of our culture plan action steps have been successful in minimizing on campus conflicts. Use of the buddy room, peace corners, restorative conversations with the social worker, use of Ocelot Paws, additional whole school and individual incentives in addition to professional development have made our campus more safe. The data from Sown to Grow, student surveys, and CHKS also indicates kids are happy to be at school.</p> <p>Chronic absenteeism for African American students decreased from 77.9% to 51.4%</p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Professional development and coaching is tailored based on teacher need and experience. New Teachers at Lockwood attended the Professional Developments offered through the district on curriculum and behavior management. Weekly PLCs with grade-level and coach</p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Needed % of Growth to reach Goal of minimum of 5% increase in students on grade level from mid year 2023-24 to end of year 2024-2025:</p> <p>Reading:</p> <ul style="list-style-type: none"> K- 31% 1st- 21.6% 2nd- 30.6% 3rd- 6% 4th- 13.1% 5th- 10.9% <p>Math:</p> <ul style="list-style-type: none"> K- 27% 1st- 18.9% 2nd- 20% 3rd- 2.5% 4th- 12.5% 5th- 10.6% <p>Need double digit growth in 4th and 5th grade to hit the end of year goal.</p> <p>Data form 2023-24 shows that students who met 40% of their EOY typical or stretch goal mid-year did not all meet 100% of their typical or stretch goal at the end of the year.</p> <p>% of students at grade-level EOY 2023-24 on i-Ready:</p> <p>Redaing: 24%</p> <p>Math: 14.4%</p> <p>High needs for student language development Staffing to support the amount of Newcomers we have Technology gaps/inequities</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></p>	<p>High needs for student language development Transient housing Limited capacity to provide after school/before school care Lack of Mam translation (high need) Lack of engagement from Black families</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p>Families of chronically absent students remain difficult to reach, local crime impacts student and family ability to walk to school, not enough mental health professionals to support students with challenging behaviors, home/school connectiveness is low, not enough programs to educate parents on how to support their students academically, socially and emotionally</p>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>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>Time for teachers (especially new/nwer teachers) to unpack the curriculum/understand what they are teaching within all content areas- reading, math, ELD, science</p>
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Lockwood STEAM Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

PLCs take place weekly for 50 minutes and are facilitated by an instructional coach. Teachers plan lessons, analyze data, observe each other's instruction (via video taping) in PLCs. 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 by TSA coaches. Ensuring pacing of curriculum for some grade levels has required a great deal of problem solving and is an area of growth.

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. Also, planning in teams has allowed for grade-levels to stay closer to the required pacing for math and ELA/SLA.

Parent Teacher Meetings have allowed parents to understand where their child/children are and ways to increase their academic achievement.

Through ensuring Standards Based Instruction is happening in all classroom

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

Use Curriculum Embedded Assessment to serve to assess the standards students are learning through curriculum and provide actionable data for teachers to provide timely feedback to students, adjust instructional practices/supports, and build investment and expertise in curriculum.

Implement individual recognition for academic growth and proficiency using i-Ready data.

Celebrate students based on lessons passed on i-ready math and Reading.

Participate in or continue school wide events/programs such as the Oratorical Festival, Student Council, enrichment classes, reading intervention and tutoring

Have schedules that ensure SEL curriculum (Caring School Community) and English Language Development are taught daily

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contracts for teachers	i-Ready Reading at or above Mid-Grade	After school robotics, teacher leadership development and family engagement	Student Robotics Club Scope and Sequester for the year Leadership Development Agendas and Notes Family Engagement events helped bring families in and share ways they can support their child	No, due to funding
STIP Substitute to cover classrooms	SBAC ELA Distance from Standard Met	Support academic growth by releasing teachers for academic conferences, release time, peer observations. Gather academic data and administer assessments.	Teachers attended 90% of all meetings held with families of tier 3 students during the school day	Discontinue due to funding and district elimination
Coach to support teachers and instruction	SBAC ELA Distance from Standard Met	TSA to support teacher professional development, observations and professional learning communities, instructional innovation in Math and ELA	Increase % of students meeting their mid-year typical growth goal: 60% in ELA and 55% in Math	Yes
Classroom Supplies	i-Ready Math at or above Mid-Grade	Fund school supplies for teachers to support individualized, small group instruction	Increase % of students meeting their mid-year typical growth goal: 60% in ELA and 55% in Math	No, due to funding

Refreshments for parent meetings	Student Connectedness to School	This is working and help families feel cared for and connected to the school. Based on Principal observation, we have seen an increase in parent engagement as a result of providing refreshments when possible.	More families attend family engagements when refreshments are present	No, due to funding
Translation for all parent meetings	Student Connectedness to School	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.	More families attend family engagements when translation is present.	Yes

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Lockwood STEAM Academy		SCHOOL ID:	160	
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-2	Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental
1-4	All new teachers attend foundational curriculum training and New Teacher Support Professional Development.	All Students	Academic	Tier 1 : Universal

1-5	<p>Provide site based coaching cycles and track teacher growth with four instructional focus indicators.</p> <p>The indicators we will continue to focus on are: Teachers demonstrate evidence of advanced preparation with the text and the tasks Teachers use quick checks for understanding. Teachers use protocols to allow students to ensure student collaboration and academic discussion. Rigor and Relevance: Engage students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.</p>	All Students	Academic	Tier 1 : Universal
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LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers/staff hold Foundational Reading Small Groups for students in Grades K-2 and students below grade-level in Grades 3-5	African American Students	Academic	Tier 1 - Universal
2-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American Students	Academic	Tier 1 - Universal
2-3	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education Students	Academic	Tier 2 - Supplemental
2-4	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Special Education Students	Academic	Tier 3 - Intensified

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Time provided during Staff Meeting, for Professional Learning on Caring School Community. Leaders elect an SEL Teacher Leader to participate in 'Lead by Learning' PD. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarden)	African American & SPED students	Academic	Tier 1 - Universal
3-3	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	Academic	Tier 1 - Universal
3-4	Every classroom will use Sown to Grow to allow all students the opportunity to share how they are doing at least once a week. Our Social Worker, CSM, coaches & Admin will review the school data. Groups/mentorship will be used to address any high needs.	All Students	Behavioral	Tier 1 - Universal
3-5	All adults on campus will have common language to promote problem solving and social emotional skills with all students, particulary on the yard and in the cafeteria. Support staff will meet regularly with leadership team to strengthen best practices and analyze students discipline data, as weel as, award systems ie Oceloct Paws.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

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

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-2	Teachers/staff will build strong relationships with families through ongoing 2-way communication and contact. Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal
6-2	Establish time for designated ELD in daily schedule for all ELL students TK-5. Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-3	Instructional Leadership Team will conduct learning walks that focus implementation of ELD	All Students	Academic	Tier 1 - Universal

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
BACR After school programming. BACR will serve our Lockwood students in their afterschool program and have homework support, outdoor activities and arts that will help students develop academically and socially.	\$108,823	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarten)	160-1
BACR After school programming. BACR will serve our Lockwood students in their afterschool program and have homework support, outdoor activities and arts that will help students develop academically and socially.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarten)	160-2
Bring our art enrichment teaching position to 1 FTE to ensure all students receive art and allow teachers to meet weekly for Professional Learning Committees.	\$63,458	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10118	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.6			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-3
A part time enrichment teacher to provide classes with art based enrichment while teachers attend valuable meetings with families and admin of tier III students in their classroom.	\$36,703	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 09	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-4

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Purchase needed supplies for Art based enrichment classes, family engagements and student special projects.	\$17,898	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	160-5
A part time enrichment teacher to provide classes with art based enrichment while teachers attend valuable meetings with families and admin of tier III students in their classroom.	\$36,703	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	New Position 09	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-6
Purchase needed supplies for Art based enrichment classes, family engagements and student special projects.	\$5,050	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			Teachers/staff will build strong relationships with families through ongoing 2-way communication and contact. Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	160-7
Noon Supervisor - will support in maintaining a safe, inclusive, and positive environment for students during lunch and recess. The individual will oversee student activities, enforce school rules, promote positive behavior, and assist students in resolving conflicts during play. The role will support students during play, contributing to students' emotional well-being and overall school experience. Through their guidance and support, Noon Supervisors help strengthen student connections, promoting a sense of belonging and joy within the school community.	\$43,334	California Community Schools Partnership Program	2905	Other Classified Salaries	1691	Noon Supervisor	0.6			All adults on campus will have common language to promote problem solving and social emotional skills with all students, particularly on the yard and in the cafeteria. Support staff will meet regularly with leadership team to strengthen best practices and analyze students discipline data, as well as, award systems ie Ocelot Paws.	160-8

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor will support in maintaining a safe, inclusive, and positive environment for students during lunch and recess. The individual will oversee student activities, enforce school rules, promote positive behavior, and assist students in resolving conflicts during play. The role will support students during play, contributing to students' emotional well-being and overall school experience. Through their guidance and support, Noon Supervisors will help strengthen student connections, promoting a sense of belonging and joy within the school community.	\$24,934	California Community Schools Partnership Program	2905	Other Classified Salaries	1718	Noon Supervisor	0.3			All adults on campus will have common language to promote problem solving and social emotional skills with all students, particularly on the yard and in the cafeteria. Support staff will meet regularly with leadership team to strengthen best practices and analyze students discipline data, as well as, award systems ie Ocelot Paws.	160-9
Social Worker - Family and Student Engagement Hold groups and individual sessions for tier 2 and 3 students, engage families and support teachers with Social Emotional Learning and best practices	\$103,269	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	4662	Social Worker	0.75			Student Connectedness: Time provided during Staff Meeting, for Professional Learning on Caring School Community. Leaders elect an SEL Teacher Leader to participate in 'Lead by Learning' PD. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	160-10
Early Literacy Tutor: will work with students individually or in small groups to build foundational literacy skills, including phonics, vocabulary, comprehension, and fluency. By using engaging instructional strategies, they will support students to improve their literacy skills. They will also collaborate with teachers to reinforce classroom learning, monitor students' progress, and adapt support based on individual needs. Their efforts contribute to closing achievement gaps, fostering a love for reading, and setting students up for long-term academic success.	\$18,810	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8684	Early Literacy Tutor	0.4			Teachers/staff hold Foundational Reading Small Groups for students in Grades K-2 and students below grade-level in Grades 3-5	160-11

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Community School Manager: will coordinate and strengthen partnerships, enhancing student and family engagement, and lead the Coordinated Services Team to ensure students have access to the resources and support they need. The CSM will collaborate with community organizations, school staff, and families to provide essential services, including academic support, mental health resources, and basic needs assistance. By coordinating attendance initiatives, they help address barriers that impact student daily attendance in school and avoid loss of learning. A CSM will work towards cultivating a joyful, supportive and inclusive school environment that strengthens family-school connections and promotes student well-being, engagement, and academic achievement.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 08	11-Month Community School Manager	0.25			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarten)	160-12
staff members will foster leadership skills, support students through conflict mediation, and provide Tier 2 support by facilitating small groups and Check-In Check-Out (CICO). They will actively engage during recess and lunch, promoting social-emotional learning (SEL) through structured games and activities.	\$36,158	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			All adults on campus will have common language to promote problem solving and social emotional skills with all students, particularly on the yard and in the cafeteria. Support staff will meet regularly with leadership team to strengthen best practices and analyze students discipline data, as well as, award systems ie Ocelot Paws.	160-13
BACR After school programming. BACR will serve our Lockwood students in their afterschool program and have homework support, outdoor activities and arts that will help students develop academically and socially.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards I-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	160-14

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Bridge the afterschool program with the daytime supports and ensure the quality of service remains consistent	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			All adults on campus will have common language to promote problem solving and social emotional skills with all students, particularly on the yard and in the cafeteria. Support staff will meet regularly with leadership team to strengthen best practices and analyze students discipline data, as well as, award systems ie Ocelot Paws.	160-15
Personnel through BACR to ensure SEL is successfully taught, modeled, encouraged on the yard and during other important transitions throughout the day. Strengthen the day/afterschool connect to best serve all our students.	\$65,800	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			All adults on campus will have common language to promote problem solving and social emotional skills with all students, particularly on the yard and in the cafeteria. Support staff will meet regularly with leadership team to strengthen best practices and analyze students discipline data, as well as, award systems ie Ocelot Paws.	160-16
Teacher coach to focus on early literacy (grades TK-3) to increase the number of readers by 3rd grade. Small group instruction, best teaching practices for teaching foundational reading and student data is be major focuses of the work completed by this Teacher on Special Assignment.	\$154,323	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	10-Month Teacher on Special Assignment (TSA)	1.0			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards I-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	160-17
Books for each student that students select which has shown to increase joy when reading	\$18,044	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a			Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	160-18

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Translation and family support at Family Engagements that are outside of the work day hours	\$1,720	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Teachers/staff will build strong relationships with families through ongoing 2-way communication and contact. Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	160-20
Translation and family support at Family Engagements that are outside of the work day hours	\$5,000	Title I, Part A Parent & Family Engagement	5826	External Work Order Services	n/a	n/a	n/a		SBAC ELA Distance from Standard Met	Teachers/staff will build strong relationships with families through ongoing 2-way communication and contact. Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled. We will gather participation data to ensure an increase in our African American parent participation in school events and parent teacher conferences.	160-21
Teacher coach to support grade-level spans, provide support to teachers based on their tier and the support needed, analyze grade-level data and determine best next steps for their grade-level, lead PLC and Professional Developments and support tier 3 students within their grade-levels	\$154,323	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	1.0		i-Ready Reading at or above Mid-Grade	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	160-22
Teacher on Special assignment at Lockwood for one day a week to oversee Early Literacy Tutors. Job responsibilities include ongoing training, coaching and meeting with tutors, analyzing student progress and need to ensure students receive needed support and strengthening the partnership with early literacy tutors and classroom teachers.	\$30,865	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 07	10-Month Teacher on Special Assignment (TSA)	0.2		i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	160-23

[illegible]

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Lockwood STEAM Academy

Site Number:

160

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/1/2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Nehseem Ratchford

Principal

Nehseem Ratchford

Signature

5/29/2025

Date

M.Alex Retherford

SSC Chairperson

M.Alex Retherford

Signature

5/29/2025

Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines

Network Superintendent

Leroy Gaines

Signature

5/28/2025

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/27/2025

Date



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

Title I, Part A School Parent and Family Engagement Policy 2024-2025

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 26, 2024 and will be in effect for the period August 12th, 2024 through May 31, 2025.

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: 8/26/2024

Please attach the School-Parent Compact to this document.



School-Parent Compact

2024-25

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 2024-25 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, 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 (ensure students read 10-30 mins daily based on their grade-level, limit screen time on week days and ensure kids get a good night rest).

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 26, 2024, and will be in effect for the period of August 1, 2024 to May 31, 2025.

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, 2024.

Principal's Name

Nehseem Ratchford

Signature of Principal

Nehseem Ratchford

Date:

8/26/2024

Strategic Resource Planning (SRP)



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

Lockwood STEAM Academy

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Alex Retherford
Vice Chairperson:	Elham Omar
Secretary:	Rose Chardak

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Roberto Lascon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Mary Hayes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Dora Mora-Mejia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Miguel Valencia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rose Chardak	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Alex Retherford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Uloma Anyasodo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Roxana Bonilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Elham Omar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sundus Abulohom	<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)

3rd Wednesday of the month at 1:30 pm

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.

