

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-1417
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Lockwood STEAM Academy



**2026-27 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:** 4/24/26

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 <hr/> <i>Principal</i>	 <hr/> Signature	<hr/> 4/24/2026 <hr/> Date
DeVaughn Glaze <hr/> <i>SSC Chairperson</i>	 <hr/> Signature	<hr/> 4/24/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Leroy Gaines <hr/> <i>Network Superintendent</i>	 <hr/> Signature	<hr/> 04/27/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 4/27/26 <hr/> Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/18/2025	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges, Reflected on instructional practices and supports
12/11/2025	ILT	Discussed proposed expenditures and priorities
1/26/2026	Faculty	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports
1/29/2026	ILT	Collected input for next year's SPSA draft, Facilitated group feedback on SPSA sections
2/26/2026	ILT	Collected input for next year's SPSA draft, Conducted mid-year or final SPSA review
4/22/2026	SSC & SELLS	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$367,360.00
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	\$1,103,165.66

### 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 Resource 3010	\$360,800
Title I Parent & Family Engagement Resource 3010	\$6,560
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$367,360</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,103,165.66</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$66,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$135,015
Community Schools Grant (CCSPP) Resource 6332	\$222,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$161,590
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$735,806</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Lockwood STEAM Academy</b>		<b>School ID: 160</b>	
<b>CDS Code: 1612590115576</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>	

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.1%	17.7%	66.5%	0.0%	8.1%	13.4%	99.6%	62.8%	1.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.9%	1.3%	3.0%	0.2%	0.0%	0.2%	99.3%	20.9%	82.7%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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."

<b>Early Literacy Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	24.4%	21.9%	20.5%	50%	55%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	52.4%	45.8%	34.4%	62%	67%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	43.4%	69.8%	41.6%	53%	58%
<b>English Language Arts Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-116.1	-113.7	-109.6	-100.00	-85%
SBAC ELA Participation	All Students	94.5%	96.0%	92.0%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.1%	49.1%	51.9%	52.8%	70.0%
<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-112.4	-128.0	-107.9	-100.0	-85%
SBAC Math Participation	All Students	91.7%	91.7%	91.5%	95.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.3%	6.2%	2.3%	17.3%	20.0%
California Science Test (CAST) Participation	All Students	98.0%	95.6%	94.9%	95.0%	98.0%

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

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified School Need:</b>	- 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-164.4	-154.1	-163.7	-100.0	-90.0
SBAC ELA Distance from Standard Met	African American Students	-111.2	-117.0	-111.3	-100.0	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.0%	77.2%	78.0%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.9	-176.9	-171.3	-100.0	-90.0
SBAC Math Distance from Standard Met	African American Students	-116.5	-142.5	-134.1	-100.0	-90.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	9.8%	8.0%	7.6%	30.0%	40.0%
LTEL Reclassification	Long-Term English Learners	40.0%	8.3%	62.5%	50.0%	60%

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
<b>Identified School Need:</b>	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	2026-27 New Target
Student Connectedness to School	All Students	n/a	60.9%	64.6%	80.0%	90.0%
Out-of-School Suspensions	All Students	0.7%	0.5%	0.6%	0.5%	0.3%
Out-of-School Suspensions	African American Students	2.0%	1.9%	2.8%	1.0%	0.5%
Out-of-School Suspensions	Special Education Students	1.0%	1.7%	2.5%	0.0%	0.00%
Chronic Absenteeism	All Students	66.8%	37.9%	35.3%	32.3%%	29.3%
Chronic Absenteeism	African American Students	77.9%	51.4%	59.0%	55.0%	52.0%

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

<b>School Goal:</b>	By May 2027, 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.					
<b>Identified School Need:</b>	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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	65.0%	66.9%	68.5%	80.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>Lockwood STEAM Academy 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 SIPP (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) with support from our TSAs and early literacy tutors.                      Weekly grade-level PLCs and extra time for teachers allow for teachers and coaches to plan, collaborate and analyze data.                      We have a large English Language (EL) population, inclusive of a growing newcomer group. Teachers use the district provided ELD curriculum to ensure students receive ELD lessons daily.</p> <p>% of growth on grade level from Fall 2025 to Winter 2025:                      Reading:                      1st: 8%                      2nd: 8%                      3rd: 9%                      4th: 4%                      5th: 4%</p> <p>Math:                      1st: 7%                      2nd: 2%                      3rd: 3%                      4th: 8%                      5th: 4%</p> <p>Students meeting or exceeding their Mid-year growth goal (40% of EOY Growth goal):                      Reading:                      Typical (or more) Growth goal: 53.5%                      Stretch Growth goal: 37.9%                      Math:                      Typical (or more) Growth goal: 57.2%                      Stretch Growth goal: 39%</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027  - 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</p>	<p>On the mid-year i-Ready Assessment, 14.1% of our Black/AA students were at grade-level and 11.4% of our entire school was at grade-level.</p> <p>46.2% of our Black/AA students met or exceeded their mid-year i-Ready typical growth goal (40%) on the mid-year i-Ready Reading Assessment and 51.6% on the mid-year i-Ready Math Assessment.</p> <p>58.7% of our ELLs met or exceeded their mid-year i-Ready typical growth goal (40%) on the mid-year i-Ready Reading Assessment and 61% on the mid-year i-Ready Math Assessment.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Implementation of our culture plan action steps has been successful in minimizing on campus conflicts leading to low suspension rates. Use of the buddy room, peace corners, restorative conversations with our social workers and/or our case manager, use of Ocelot Paws (token reward system) and additional whole school and individual incentives have supported students feeling welcomed and safe on campus. The data from the weekly check-ins on Sown to Grow and CHKS also indicates kids are happy to be at school.</p> <p>Our attendance and Student and Family engagement teams work to create opportunities to celebrate student accomplishments such as improved attendance, academic growth, and students demonstrating "The Ocelot Way". These recognition ceremonies/celebrations lead to improved connectedness to school for both students and families.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Professional development and coaching are tailored to individual teachers' needs and levels of experience. New teachers at Lockwood attend district-provided professional development focused on curriculum and behavior management. All teachers participate in weekly PLCs with their grade-level teams and instructional coach.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>Needed % of Growth to reach Goal of minimum of 5% increase of students on grade level from end of year 2024-25 to end of year 2025-2026 using 2025-26 mid-year data :</p> <p><b>Reading:</b>            K- 32.2%            1- 21.8%            2- 10.4%            3- 13.7%            4- 8.2%            5- 6.0%</p> <p><b>Math:</b>            K- 35%            1- 9.7%            2- 8.4%            3- 20%            4- 10.3%            5- 5.8%</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027            - 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</p>	<p>In math, only 3.3% of our Black/AA students were on grade-level on the mid-year i-Ready Assessment and school wide 8.5% of our students are at grade-level in Math. Also, the only grade with Black/AA students on grade-level in Math is 5th grade.</p> <p>On the mid-year i-Ready Assessment, 4.0% of our ELLs were on grade level in Reading and 5.2% were on grade-level in Math.</p> <p>Some of the challenges reflect the needs of our community, including students living in transient housing and newcomer students with extremely limited, if any, English proficiency, resulting in a high need for English language development. Due to the socio-economic factors within our community, there is a high demand for before- and after-school care; however, capacity to provide these services is limited. Additionally, access to Mam translation is inconsistent despite frequent need, and we experience a disproportionate lack of engagement from our African American families.</p>

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Families of chronically absent students are often difficult to reach. Local crime affects students' and families' ability to safely walk to school. There is an insufficient number of mental health professionals to adequately support students with challenging behaviors. Home-school connectedness remains low, and there are limited programs available to educate parents on how to support their children academically, socially, and emotionally. Translation also allows us to effectively communicate with families.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Among newly hired teachers without prior experience, some demonstrate the capacity to effectively serve a high-need population, while others struggle with the challenges of working in a Title I school. Additionally, teachers—especially new and newer staff—need dedicated time to unpack the curriculum and develop a deep understanding of what they are teaching across all content areas, including reading, math, ELD, and science.</p>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Lockwood STEAM Academy

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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 are held weekly for 50 minutes and are facilitated by an instructional coach. During PLCs, teachers plan lessons, analyze student data, and observe one another's instruction through video recordings. Parent-teacher conferences are held twice a year and are data-focused, with minimum days scheduled to support these meetings. Standards-based instruction is emphasized through the implementation of our core curricula in Math (Eureka) and ELA (EL Education and Benchmark Education) and is supported by TSA coaches. Ensuring appropriate curriculum pacing across some grade levels has required significant problem-solving and remains an area of ongoing growth.

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 and DIBELS.

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

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 and DIBELS.

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**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Translation for family meetings and engagements</p>	<p>ELL Reclassification</p>	<p>Our classified staff provides language translation for parent meetings and school and community events.</p>	<p>High number of Spanish speaking families attend family meetings and school events. Families feel apart of the school community.</p>	<p>Continue</p>
<p>Translation for family meetings and engagements</p>	<p>Student Connectedness to School</p>	<p>Our Arabic Community Partnership provides language interpretation for parent meetings, translation for school and community events, and ongoing cultural connection and outreach.</p>	<p>More families attend family engagement events, parent meetings and SSC meetings when translation is present. This work strengthens our relationship with Arabic-speaking families, ensuring they feel welcomed, informed, and empowered. By deepening communication and collaboration, we are better able to support students' academic success and overall well-being.</p>	<p>Continue</p>

Full time Instructional Coach	SBAC ELA Distance from Standard Met	TSA to support teacher professional development, observations cycles and professional learning communities.	<p>Coaching cycle tracker</p> <p>Professional Development and Professional Learning Community agendas</p> <p>Teachers verbally report feeling supported, valued, and that their confidence in their instructional practice is growing as a result of coaching.</p> <p>Classroom walkthroughs and observations show increased student engagement, stronger routines, and alignment to instructional frameworks or standards.</p>	Voted on by SSC to continue and unsure due to budget cuts
Part-time Teacher on Special Assignment	i-Ready Reading at or above Mid-Grade	Oversees literacy intervention and coach Early Literacy Tutors	<p>SIPPS data shows growth on mastery test</p> <p>All Kindergarten- 2nd graders who are tier 2 are receiving intervention</p> <p>Some of our 3rd-5th graders who need tier 2 intervention are receiving it</p>	Funded through different funding source

<p>Extended Contracts for teachers</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>Provide extra learning experiences for students outside of the school day</p> <p>Teacher Leaders meet regularly to analyze school data, guide instructional decisions, support teacher practice, and ensure schoolwide alignment to improve student outcomes.</p>	<p>Student Robotics STEM Club Scope and Sequence for the year</p> <p>Leadership Development Agendas and Notes</p>	<p>Continue</p>
<p>Social Worker</p>	<p>Student Connectedness to School</p>	<p>Social Worker will support students' social, emotional, and academic well-being by addressing barriers to learning and promoting a positive school environment. Counseling, crisis intervention, and support services will be offered to students facing challenges such as family issues, mental health concerns, or behavioral difficulties. Strong collaboration with teachers, parents, and administrators will strengthen the strategies offered to enhance student success, advocate for resources, and connect families with community services. Social worker helps create a safe and nurturing space where students can thrive academically and personally.</p>	<p>Consistent, predictable mental health interventions increase trust and emotional safety.</p> <p>Teachers are using recommended de-escalation strategies and classroom check-ins more effectively.</p> <p>Families are attending meetings and accessing resources (housing, food support, mental health referrals) at higher rates.</p> <p>Students demonstrate increased ability to request breaks, use grounding techniques, and resolve peer conflict with adult mediation.</p>	<p>Continued</p>

Early Literacy Tutor	i-Ready Reading at or above Mid-Grade	Early Literacy Tutor will work with students 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.	<p>Mastery checks show improved decoding accuracy.</p> <p>Students more frequently use decoding strategies independently (continuous blending, segmenting, self-correcting).</p> <p>Teachers and the early literacy tutor work closely together to ensure students receive consistent, targeted reading support across settings. Collaboration occurs through shared data analysis, aligned instructional practices, and ongoing communication about student progress and needs.</p>	Continued
Extended Contracts for Teachers	Staff Satisfaction with Professional Development	Teacher Leaders meet regularly to analyze school data, guide instructional decisions, support teacher practice, and ensure schoolwide alignment to improve student outcomes.	<p>Leadership Development Agendas and Notes</p> <p>SIPPS data shows growth on mastery test</p> <p>All Kindergarten- 2nd graders who are tier 2 are receiving intervention</p> <p>Some of our 3rd-5th graders who need tier 2 intervention are receiving it</p>	Continued

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Lockwood STEAM Academy	<b>SCHOOL ID:</b> 160
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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
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<b>Identified Need:</b>	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 implementation 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). Weekly, monitor and reflect Personalized Instruction 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	Provide site based coaching cycles and track teacher growth with four instructional focus indicators.  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.	All Students	Academic	Tier 1 : Universal

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

**School Goal:**  
 By May of 2027  
 - 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.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	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 Kindergarten)	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 2027, 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

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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 leaning walks that focus implementation of ELD	All Students	Academic	Tier 1 - Universal

**PROPOSED 2026-27 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
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.	\$110,015	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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.	160-1
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			0.00			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.	160-2
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.	\$62,705	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10118	Teacher Education Enhancement	0.60			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.	\$47,413	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	11041	Teacher Education Enhancement	0.60			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
Purchase needed supplies for Art based enrichment classes, family engagements and student special projects.	\$29,234	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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.	160-5

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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
Field Trips and other hands on activities for art	\$22,238	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants			0.00			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.	160-6
Teacher Extended Contract: Will provide dedicated time to design, implement, and refine strategies that improve student learning. Extended contract time will also be used to provide additional learning opportunities such as: Small-group tutoring or intervention, Acceleration programs for students who need to catch up	\$2,239	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			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)	160-7

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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**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
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.	\$41,252	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7900	Program Mgr Community School	0.25			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.	160-8
Case Manager	\$114,880	California Community Schools Partnership Program	2405	Clerical Salaries	11033	Case Manager 20	0.90			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)	160-9

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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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
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.	\$44,130	California Community Schools Partnership Program	2905	Other Classified Salaries	1691	Noon Supervisor	0.60			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.	160-10
Teacher Extended Contract: Will provide dedicated time to design, implement, and refine strategies that improve student learning. Extended contract time will also be used to provide additional learning opportunities such as: Small-group tutoring or intervention, Acceleration programs for students who need to catch up	\$3,021	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring). Weekly, monitor and reflect Personalized Instruction and provide feedback to students based on performance and data.	160-11

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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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.	\$16,979	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	1718	Noon Supervisor	0.20			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 Oceloct Paws.	160-12
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			0.00			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 Oceloct Paws.	160-13
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			0.00			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 Oceloct Paws.	160-14

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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**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
Teacher Extended Contract: Will provide dedicated time to design, implement, and refine strategies that improve student learning. Extended contract time will also be used to provide additional learning opportunities such as: Small-group tutoring or intervention, Acceleration programs for students who need to catch up	\$6,700	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	160-15
Staff members that 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.	\$60,000	LCFF Supplemental	5825	Consultants			0.00			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.	160-16
Teacher coach to support grade-level spans, provide support to teachers based on their tier and the support needed, anaylze grade-level data and determine best next steps for their ghrde-level, lead PLC and Professional Developments and support tier 3 students within their grade-levels	\$158,635	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11036	TSA 11Mon 12Pay	1.00			Provide site based coaching cycles and track teacher growth with four instructional focus indicators.  The indiators 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.	160-17

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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**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
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.	\$123,755	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7900	Program Mgr Community School	0.75			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.	160-18
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.	\$135,893	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	1.00			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.	160-19
Substitutes to cover classrooms so that teachers can analyze data to direct their instruction, collaborate and observe peers	\$8,742	Literacy Coaches & Reading Specialists Grant	1150	Certificated Teachers: Substitutes			0.00			All new teachers attend foundational curriculum training and New Teacher Support Professional Development.	160-20

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**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
Case Manager	\$12,764	Literacy Coaches & Reading Specialists Grant	2405	Clerical Salaries	11033	Case Manager 20	0.10			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
Books for students	\$10,000	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks			0.00			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.	160-22
Fees for grant	\$10,931	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	160-23
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.	\$45,635	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8684	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring). Weekly, monitor and reflect Personalized Instruction and provide feedback to students based on performance and data.	160-24

**PROPOSED 2026-27 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
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.	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring). Weekly, monitor and reflect Personalized Instruction and provide feedback to students based on performance and data.	160-25
Enrichment Teacher to ensure classroom teachers have prep time and PLCs	\$126,243	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	4619	Teacher Education Enhancement	1.00			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.	160-26
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.	\$20,902	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10118	Teacher Education Enhancement	0.20			Teachers/staff hold Foundational Reading Small Groups for students in Grades K-2 and students below grade-level in Grades 3-5	160-27

**PROPOSED 2026-27 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
Librarian	\$97,308	Measure G, Library Support	2205	Classified Support Salaries	7171	Library Technician	1.00			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.	160-28
Enrichment Teacher to ensure classroom teachers have prep time and PLCs	\$171,853	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	8994	Teacher Education Enhancement	1.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-29
Enrichment Teacher to ensure classroom teachers have prep time and PLCs	\$20,902	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10118	Teacher Education Enhancement	0.20			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	160-30
Supplies for classroom and special projects	\$12,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			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.	160-31

**PROPOSED 2026-27 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	\$1,560	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation			0.00		Student Connectedness to School	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarten)	160-32
Translation and family support at Family Engagements	\$5,000	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. (Focus on Kindergarten)	160-33
TSA, Math and Literacy	\$155,589	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11037	TSA 10Pay	1.00		i-Ready Reading at or above Mid-Grade	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.	160-34
TSA Intervention	\$21,783	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11039	TSA 10Pay	0.20		i-Ready Reading at or above Mid-Grade	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.	160-35





## **Title I, Part A School Parent and Family Engagement Policy 2025-2026**

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

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

- Sending messages through an online platform that automatically translates to selected home languages.
- Using translation services during in person meetings and parent programs.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Inviting families to be a part of school engagement activities.
- We are hoping to have more families cleared through Oakland Ed Fund volunteers to support in classrooms.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Hosting family engagement activities that teach strategies to improve their children's achievement.
- Connecting families with technology services to support at home learning.
- Have consistent Reading Challenges with incentives

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Contract with Family Engagement Specialist to train/support teachers with holding high expectations for family engagement
- Have a family leadership team to focus on improving students' reading levels

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Family engagement events are held in the evening.
- All information will be sent out to families for any family engagement that takes place during the day

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly SSC meetings are held

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Inviting members of the community to translate into multiple languages.
- Providing differentiated opportunities to participate in ways that they feel comfortable.

The school provides support for parent and family engagement activities requested by parents by:

- Inviting parents to help plan and facilitate family engagement activities.

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

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

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

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

### **Adoption**

This policy was jointly developed and adopted by the Lockwood STEAM Academy on August 29, 2025 and will be in effect for the period August 11, 2025 through May 25th, 2026.

**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:** 8/29/2025

*Please attach the School-Parent Compact to this document.*



# School-Parent Compact

## Lockwood STEAM Academy

### 2025-26

*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 2025-26 school year.*

#### **School Responsibilities**

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

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

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

- a) Standards-based instruction across all content areas. This includes whole class and small group instruction across literacy, math, and science
  - b) Targeted Small group instruction
  - c) Blended Learning across all content areas
  - d) Strategic English Language Development
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
    - a) Lockwood STEAM Academy is committed to frequent 2-way communication with families about student learning. This includes check-ins and frequent communication through Parent Square.
    - b) In addition to informal meetings by parent/teacher requests, we offer additional family engagement events. These family engagement activities will take place virtually or in-person, depending on health guidelines.

- 3) Provide parents with frequent reports on their children’s progress and assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - a) During report card conferences and meetings with the classroom teacher, staff will share updates on progress, and how to monitor and improve achievement.
  - b) During the school year, the teacher will regularly communicate the learning goals and foci with families.
- 4) Provide parents reasonable access to staff.**
  - a) In addition to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, notes to the teacher, principal or staff member are available in the front office when we return to school, and during distance learning, families are encouraged to email the principal and/or use the school number to send text messages and/or leave a message. Families are also encouraged to continue to message their teacher through Parent Square.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.**
  - a) **For example, at Lockwood STEAM, we offer many ways for families to engage our learning community:**
    - i) Coffee with the Admin: Principal reports on school-wide functions in an open forum for parents.
    - ii) School Site Council: Parents and Teachers working to improve overall school operations.
    - iii) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
    - iv) Classroom Volunteers: When allowed, families will support the learning in classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
  - a) During family engagement meetings, parents receive materials and training on ways to support their child at home. The staff will share the student’s academic level (in literacy and math)
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- a) All staff members participate in Professional Development that outlines Lockwood’s expectations for family engagement as well as planning time for family engagement events.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
  - a) Lockwood staff utilizes the Parent Square app, which translates the message to the student’s home language. When speaking on the phone or in person, Lockwood staff utilizes Language Link for interpretation.

**Parent Responsibilities**

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

- Volunteer in my child’s classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child’s extracurricular time.

**Teacher Responsibilities**

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

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

**Student Responsibilities**

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

- Attend in-person instruction on time every day and get to school on time every day.
- Complete 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 29, 2025, and will be in effect for the period of August 11, 2025 to May 25, 2026.

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, 2025.

**Principal’s Name**

**Signature of Principal**

**Date:**

Nehseem Ratchford

*Nehseem Ratchford*

8/29/2025



**Strategic Resource Planning (SRP)**

**Lockwood STEAM Academy**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	DeVaughn [REDACTED]
Vice Chairperson:	Elham [REDACTED]
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"/>	<b>n/a</b>
Mary Hayes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Dora Mora-Mejia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Miguel Valencia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Rose Chardak	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Sedy [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Aquilina [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
DeVaughn [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Elham [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
Wedad Al [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>2nd Wednesday @ 9am</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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