OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

October 8, 2014

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Susana Ramirez, Ed.D., Director, State and Federal Compliance

Re: 2014 - 2015 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2014-2015 Community Schools Strategic Site Plan for Student Achievement for Gateway to College.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

There is no Fiscal Impact

Recommendation:

The Board of Education is requested to approve the 2014-2015 Community Strategic Site Plan for Gateway to College.

Community Schools **Strategic Site Plan**
Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School: Gateway to College at Laney

0119859

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

<h1 style="text-align:center">COMMUNITY SCHOOLS STRATEGIC SITE PLAN</h1>
<h2 style="text-align:center">Context & Vision</h2>

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Gateway to College at Laney College is a scholarship program that provides academically and economically disenfranchised Alameda County residents 16 to 20 years old with an opportunity to experience success in an academically rigorous, supportive and safe environment as they pursue their high school diplomas and transition into a college.

VISION

Re-engaging students in their education by helping them start college while they complete their high school graduation requirements and prepare for the future

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

As a result of OUSD's CORE Waiver from the requirements of the federal "No Child Left Behind" program, OUSD schools are accountable now to our School Quality Improvement System. That system requires the following reporting in the CSSSP:

1. Progress each year toward the CA State Annual Measurable Objectives (AMOs);
2. Progress each year toward the School Quality Improvement Goals (not set until 2014-15);
3. Student group and Content Area targeted for improvement each year;
4. Improvement Goals set for the Targeted Student Group/Content Area (#3 above); and
5. Improvement Strategies to accelerate the performance of the Targeted Student Group/Content Area (#3 above)

See the following for this reporting.

CA State Annual Measurable Objectives (AMOs) and the School Quality Improvement Goal

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet the year's API growth?		
Did the school meet the year's Achievement Targets?	see following	see following

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide		Yes		Yes
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide		Yes		Yes

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet that year's graduation rate target? (if a High School)	NA	NA
Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA

OUSD School Balanced Scorecard

- 02 - Gateway - School Balanced Scorecard - 2012-13.pdf

- Guide to the School Balanced Scorecard

SQIS Target Student Group and Content Area

Based on analysis of the SQIS Data and the School Balanced Scorecard, we will target the following Student Group and Content Area for improved achievement in the 2014-15 school year:

Student Group: Content Area:

School Quality Review (SQR)

As a result of OUSD's adoption of a new Strategic Plan in 2011, OUSD schools are accountable for quality through OUSD's School Quality Review process. In that process, each OUSD school is reviewed every few years for its development toward the quality defined in OUSD's School Quality Standards. The SQR process requires the following reporting in the CSSSP:

1. The school's individual School Quality Standard ratings are reported (see following and in each of the CSSSP sections).
2. The school reports on the Improvement Priorities it identified as a result of the SQR and the Improvement Strategies it is implementing according to each priority (see following).

NOTE: SCHOOL QUALTIY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- 2012-2013 Summary Report

SQR Improvement Priorities

WASC Accreditation (High Schools only)

High schools in California are accountable for quality through the Western Association of Schools and Colleges (WASC) accreditation process. In that process, a high school is reviewed periodically for its development toward the quality defined in the WASC Focus on Learning protocol. OUSD high schools are **encouraged** to report on their WASC accreditation in the CSSSP in the following way:

1. Upload their WASC Self Study and Action Plan, **if it was completed in 2012-13 or 2013-14** (see following link).
2. Upload their WASC Action Plan or WASC Progress Report if **updated this year (see following link).**

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD high schools.

WASC Documentation (High School Only)

Other School Accountability/Improvement Plans (optional)

OUSD schools are accountable for quality through a variety of district and external programs and supports that require them to develop a school-wide accountability/improvement plan. OUSD schools are **encouraged** to incorporate these plans into the CSSSP in the following way:

1. Upload their School Accountability/Improvement Plan, **if it is current to this school year** (see following link). When this plan includes comprehensive, school-wide data reporting, data analysis, theory of action, and goal setting required in the CSSSP sections, the plan can stand in for these parts in the CSSSP sections.

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD schools.

School Accountability Systems Description of how the school collaboratively develops outcomes, monitor progress, and foster a culture of accountability:

<h1 style="text-align:center;color:green;">School Quality Indicator 1: Quality Learning Experiences for All Students</h1>

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in ELA Common Core State Standards Aligned Assessments--Scholastic Reading Inventory (grades 2-12); Performance Writing Task (grades 6-12); History Writing Task (grades 6-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant assessments	100%
School Scorecard: 1+ Years' Growth in the Scholastic Reading Inventory	Increase the percent of students making one or more years of lexile gains between the first and last administrations by 10% annually, or maintain at 100%.	Set in Fall 2014
Increase in number of students who move from pre-collegiate into college level English courses	Increase in the number of students who accelerate through basic skill level English course sequence	Set in Fall 2014

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide individualized learning diagnostic	Grades/GPA	Low to Middle-Performing	Every Semester	Principal	6/26/2014	311SQI1A8038	To purchase MyFoundationsLab access codes for each new GtC	790-Unrestricted EIA-SCE Support	4399-SURPLUS		0	$5,155.09

and assessment and targeted supplemental academic support to improve students' performance during and after classes								student to provide targeted activities to improve areas of academic weakness					
To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Semester	Principal	6/26/2014	311SQI1A8043	To place students who assess into college-level courses based on COMPASS test scores into college level courses	N/A				0	$0.00
To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Principal	6/26/2014	311SQI1A8044	To provide targeted tutoring and instruction based on MyFoundationsLab scores	N/A				0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in the following Common Core State Standards Aligned Assessments--Math Performance Task (grades K-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant Common Core State Standards Aligned Assessments	100%

Strategic Priority Improvement Strategies

Strategic Priority C. Transitions & Pathways PreK-12

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Strategic Priority Improvement Strategies

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

**School:** Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

% 10th Graders participating in PSAT

2010-11   2011-12   2012-13
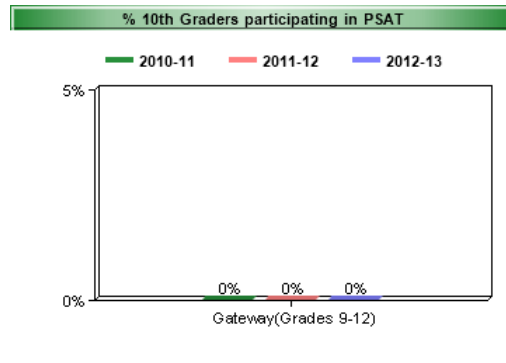
A-G
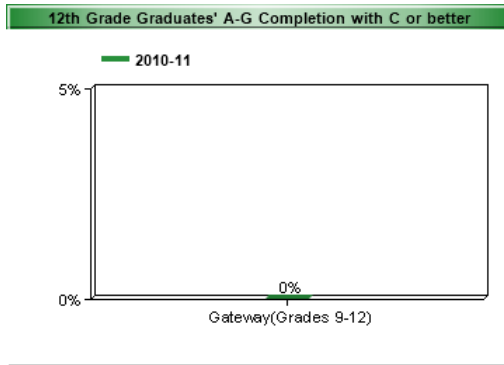
CAHSEE

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

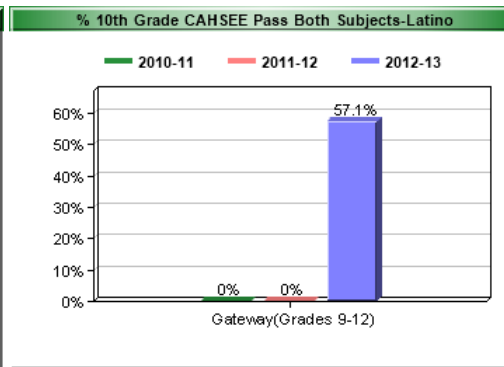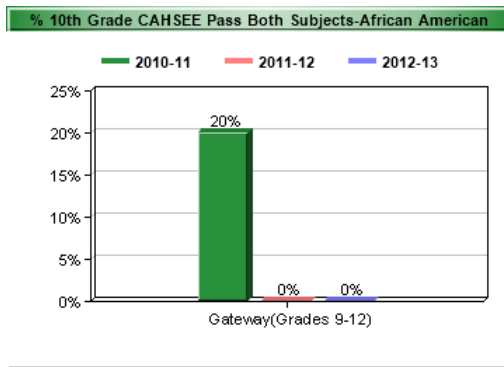| Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	

School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st semester	
10 year plan	Increase in the % of students who have set long-term career / educational plans at the end of their first program term	By Spring 2015

Strategic Priority Improvement Strategies

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: MS & HS College-Career Plans	Submit 100% of IEPs within the timeline.	
MyFoundationsLab scores + GPA in English and Math courses	70% advance to next level course in basic skills course sequence	Set Fall 2014

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Grades/GPA	Low to Middle-Performing	Every Semester	Principal	6/26/2014	311SQI1E8038	To purchase MyFoundationsLab access codes for each new GtC student to provide targeted activities to improve areas of academic weakness	790-Unrestricted EIA-SCE Support	4399-SURPLUS		0	$5,155.09

To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Semester	Principal	6/26/2014	311SQI1E8043	To place students who assess into college-level courses based on COMPASS test scores into college level courses	N/A			0	$0.00
To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Principal	6/26/2014	311SQI1E8044	To provide targeted tutoring and instruction based on MyFoundationsLab scores	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Weekly	Principal	6/25/2014	311SQI1E8039	Organizing additional college and campus tours	N/A			0	$0.00
To enhance programming during Academic Success	Attendance		Every Semester	Principal	6/25/2014	311SQI1E8040	Re-launching peer-to-peer mentorship program	N/A			0	$0.00

Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities												
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Every Semester	Principal	6/25/2014	311SQI1E8041	Hiring learning coaches (tutors) to provide before or after school academic intervention to students that are struggling academically or need support in subject areas	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8)

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Grades/GPA	Low to Middle-Performing	Every Semester	Principal	6/26/2014	311SQI1F8038	To purchase MyFoundationsLab access codes for each new GtC student to provide targeted activities to improve areas of academic weakness	790-Unrestricted EIA-SCE Support	4399-SURPLUS		0	$5,155.09
To provide individualized learning diagnostic and assessment	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Semester	Principal	6/26/2014	311SQI1F8043	To place students who assess into college-level courses based on COMPASS test scores into college	N/A			0	$0.00

and targeted supplemental academic support to improve students' performance during and after classes							level courses					
To provide individualized learning diagnostic and assessment and targeted supplemental academic support to improve students' performance during and after classes	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Principal	6/26/2014	311SQI1F8044	To provide targeted tutoring and instruction based on MyFoundationsLab scores	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Weekly	Principal	6/25/2014	311SQI1F8039	Organizing additional college and campus tours	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic	Attendance		Every Semester	Principal	6/25/2014	311SQI1F8040	Re-launching peer-to-peer mentorship program	N/A			0	$0.00

support and enrichment activities											
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Every Semester	Principal	6/25/2014	311SQI1F8041	Hiring learning coaches (tutors) to provide before or after school academic intervention to students that are struggling academically or need support in subject areas	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Safety Plan

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6)

Strategic Priority Improvement Strategies

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. School Culture (including Meaningful Student Engagement)

School: Gateway to College at Laney **Principal:** ROGEAIR PURNELL
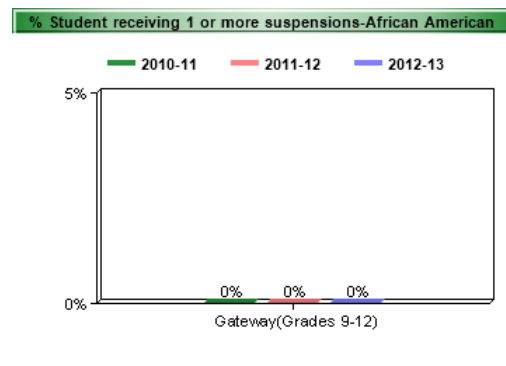
From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6)

Suspensions

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target

School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
Survey responses	90% of students will indicated sense of community at GtC-LC as good or excellent	Set Fall 2014

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Weekly	Principal	6/25/2014	311SQI2B8039	Organizing additional college and campus tours	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Attendance		Every Semester	Principal	6/25/2014	311SQI2B8040	Re-launching peer-to-peer mentorship program	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Every Semester	Principal	6/25/2014	311SQI2B8041	Hiring learning coaches (tutors) to provide before or after school academic intervention to students that are struggling academically or need support in subject areas	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Health & Wellness

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
Oakland Healthy Teens - CKHS results	Hire a consultant to partner with Peralta health services to offer STD/HIV prevention workshops	Set Fall 2014

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To participate in Oakland Health Teens initiative focused on STD/HIV prevention	Health data		Monthly	Principal	6/25/2014	311SQI2C8042	Offer workshops and support groups to provide info on and strategies to promote healthy living	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Chronic Absence	Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less.	

Strategic Priority Improvement Strategies

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
Completion of basic skills course sequences	Increase in ELL and students with low assessment scores that successfully complete basic skill level course sequences	Set Fall 2014
Course and cumulative GPA	Increase in ELL and students with low assessment scores that earn a C or better in basic skill level course work	Set Fall 2014
Professional development / training	Staff will complete and participate in training and prof dev opportunities to allow them to be better prepare to build on students' strengths and address students' challenges	Set Fall 2014

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount

To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Weekly	Principal	6/25/2014	311SQI3A8039	Organizing additional college and campus tours	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Attendance		Every Semester	Principal	6/25/2014	311SQI3A8040	Re-launching peer-to-peer mentorship program	N/A			0	$0.00
To enhance programming during Academic Success Fridays to offer more peer-to-peer bonding, supplemental academic support and enrichment activities	Grades/GPA		Every Semester	Principal	6/25/2014	311SQI3A8041	Hiring learning coaches (tutors) to provide before or after school academic intervention to students that are struggling academically or need support in subject areas	N/A			0	$0.00
To offer staff opportunities to participate in prof dev to strengthen skills & knowledge to ensure students' academic and personal success	Grades/GPA		Every Semester	Principal	6/26/2014	311SQI3A8046	To cover registration costs of relevant workshops, conferences and trainings	N/A			0	$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership (Standard 4.2)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6)
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Uniform Complaints	Reduce the number of staff and parent level I uniform complaints by 5% annually	
CHKS Results	Increase knowledge about STD/HIV prevention and attitudes about condom use	Set Fall 2014
CHKS Results	Increase in students who report healthy life style choices (diet, exercise, smoking, etc.)	Set Fall 2014

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To participate in Oakland Health Teens initiative focused on STD/HIV prevention	Health data		Monthly	Principal	6/25/2014	311SQI4A8042	Offer workshops and support groups to provide info on and strategies to promote healthy living	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Gateway to College at Laney   **Principal:** ROGEAIR PURNELL

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares school improvement and decision-making with students and their families (Standard 5.2)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5)
- guides and supports the development of quality instruction across the school (Standard 5.6)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9)
- develops systems and allocates resources in support of the school?s vision (Standard 5.10)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Budget Expenditures	Ensure school expenditures remain within +1/-100% of the site finalized general purpose and categorical budget	

Strategic Priority Improvement Strategies

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State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>
The School Site Council intends for this school to participate in the following programs:

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

School Site Name/Site Number: Gateway to College at Laney College (311)

- ☐ Title 1 School Wide Program
- ☐ SIG
- ☐ Title 1 Targeted Assistance Program
- ☐ QEIA

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) also known as the Community School Strategic Site Plan (CSSS) and Safety School Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "...*an updated file of all safety related plans and materials shall be readily available for inspection by the public.*"
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: July 17, 2014 (planned)

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages   (date) August 11th mailing (planned)
   Announcement at the public meeting   (date) September 2nd meeting (planned)
   Other (Notices and Media Announcements)   (date) June 25, 2014 (website)

In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan

Signatures

Print name	Signature	Date
Rogeair Purnell — Print name of school principal	*Rogeair Purnell*	6/25/14
Kisha Mattox — Print name of SSC chairperson	*(signature)*	7.17.14
Kisha Mattox / Mr James Williams — Print name of Chief of Police or Designee	*(signature)*	7-2P-14
Print name of Regional Executive Officer	*Kevin Taylor*	9/2/14
Suezann Ramirez — Print name of Director, State & Federal Compliance	*(signature)*	9/3/14

School Site Council Membership Roster – High School

School Name: Gateway to College   **School Year 2013-14**

Chairperson : Kisha Mattox	Vice Chairperson:
Secretary: Rogeair Purnell	**DAC Representative:**

Check Appropriate Representation

Members' Names		Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Rogeair Purnell		X				
Claudia Castro				X		
Shay Shields			X			
Kisha Mattox					X	
Aura Perez					X	
Elena Castro						X
DAC Representative						
Home Ph.	Email:					

Meeting Schedule

SSC Legal Requirements:
1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are <u>required</u> members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

3-Parent /Community
3 High School Students
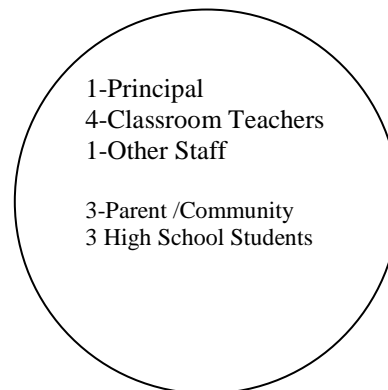
Title I School Parental Involvement Policy   2014 - 2015

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Gateway to College at Laney College agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.

  Monthly parent / supporter meetings are held and once we receive Title I funding, a standing agenda item will be devoted to ensuring parents / supporters understand the requirements of, their rights related to and the use and monitoring of these funds.

- Offer a flexible number of meetings for parents.
  Meetings are scheduled on the first Tuesday of every month from 5:30 to 7, but can be rescheduled if a majority of the parents / supporters cannot attend.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

- Provides parents of Title I students with timely information about Title I programs.
  Letters and emails are sent to parents / supporters when information becomes available regarding various programs and opportunities.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *Letters will be sent to parents / supporters about Title I requirements and regulations*

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *Parents can request a meeting with the director at any time or can plan to attend the scheduled monthly parent and supporter meetings*

School-Parent Compact

Gateway to College at Laney College has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Gateway to College at Laney College engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

    Once funds are secured, a training and overview will be provided as part of one of the monthly Parent-Supporter Meetings

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Materials and training will be offered at the monthly Parent-Supporter Meetings*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Training will be offered at the monthly Parent-Supporter Meeting; staff participate in these meetings*

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *Options and activities will be offered during monthly Parent-Support Meeting*

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Materials (in Spanish and English, if requested) and training (with Spanish interpretation, if requested) will be offered at the monthly Parent-Supporter Meetings*

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Options and activities will be offered during monthly Parent-Support Meetings*
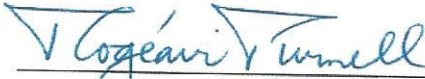
Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *Materials (in Spanish and English, if requested) and training (with Spanish interpretation, if requested) will be offered at the monthly Parent-Supporter Meetings*

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on July 17, 2014 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Gateway to College at Laney College's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____
(Principal's Signature)

_____7-17-14_____
(Date)

GATEWAY
to
COLLEGE

Rogéair Purnell
Director

Shay Shields
Clerical Assistant

Janelle Tillotson
Counselor

Sam Davis
Math Instructor

Evan Nichols
English Instructor

Adrienne Oliver
English Instructor

August 2014

Dear Gateway to College Parent, Supporter and/or Caregiver,

Welcome to the GtC Community! All of us have a hand in ensuring that each student completes his or her high school diploma by the semester s/he turns 21 years old. This requires that we work to support each student so that s/he is successfully completing all of the classes in which s/he is enrolled with a cumulative grade point average of a C (2.0) or better. You are an important partner to us as we provide the support each Gateway to College student needs to realize his/her educational goals.

Here are a few things we thought you'd want to know about…

Gateway to College Director

Rogéair (Dr. Ro) Purnell, MSW, PhD
GtC Director
Phone: 510-464-3592
Email: rpurnell@peralta.edu
Hours: Monday through Thursday from 8 to 5 and Friday from 8 to 4
Assistant: Ice'e (Shay) Shields – ishields@peralta.edu – 510-986-6941

Gateway to College Counselor

Please plan to be in touch with your student's counselor, Janelle Tillotson. She is responsible for helping your student with his/her educational plans and working with our learning coaches (tutors) to help all students succeed. She meets with students regularly and reviews the weekly attendance sheets and the three mandatory progress reports continuing student must submit on…

- Thursday, September 4th
- Thursday, October 2nd
- Thursday, November 6th
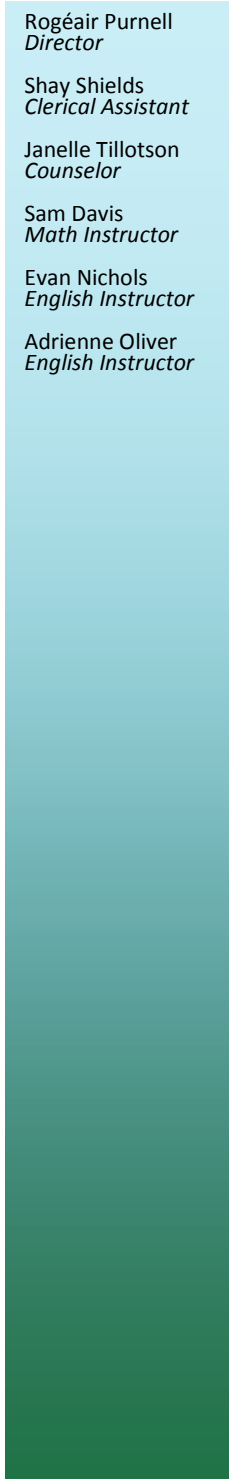- Thursday, December 4th

Plan to check in with her during progress report time to find out how your student is doing! Also, don't be surprised if Janelle reaches out to you to provide an update on your student.

Janelle Tillotson, MS   Joanna Ramirez, MA
GtC Counselor   GtC Counselor
Phone: 510-464-3261   Phone: 510-464-3261
Email: jtillotson@peralta.edu   Email: gateway@peralta.edu

Their hours are:

MONDAY	9:00	11:30	12:00	2:30
TUESDAY	9:00	12:00	1:00	3:30
WEDNESDAY	11:00	1:00	1:30	4:30
THURSDAY	11:00	1:00	1:30	4:30

LANEY COLLEGE

900 Fallon Street, Room A-203 | Oakland, California 94607 | 510.986.6941 office

Parent & Supporter Partnership Agreement

Also, be sure to *sign and have your student return* the attached Parent / Supporter Partnership Agreement to our main office in the enclosed self-addressed stamped envelope so that we are able to contact you about your student's progress.

Parent & Supporter Meetings

Please join us during our monthly parent/supporter meetings to learn more about how you can help us and your student be successful! Each month we will host a Parent / Supporter Meeting in Room A-203 from 5:30 to 7:00 pm to keep you in the loop about our work and to determine how best to work together for the benefit of our students. Our meetings for the spring semester are scheduled for the first Tuesday of each month beginning in September:

- September 2014
    - Tuesday, 9/2 from 5:30 to 7 pm
- October 2014
    - Tuesday, 10/7 from 5:30 to 7 pm
- November 2014
    - Tuesday, 11/4 from 5:30 to 7 pm
- December 2014
    - Tuesday, 12/2 from 5:30 to 7 pm
- Student Recognition and Graduation Ceremony
    - Thursday, 12/11 from 5 to 7 pm at the Laney Bistro

Please let us know if you can join us for these meetings by calling (510-986-6941) or emailing us (gateway@peralta.edu) to reserve your spot! (We also can provide interpretation services if you let us know at least a week before the scheduled meeting.)

In partnership,

Rogéair Purnell, MSW, PhD
Director

GATEWAY *to* **COLLEGE**

Program – Student – Parent / Supporter Partnership Agreement

Gateway to College, the parents/supporter of the students, as well as the student agree that this compact outlines how the parents and supporters, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This Program – Student – Parent / Supporter Compact is in effect during the 2013-14 school year.

Program Responsibilities

Gateway to College's director / counselors / staff and instructors will work to:
1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's high school graduation requirements.
2) Provide parents/supporters with student academic progress at least two times a semester and/or when requested.
3) Provide parents/supporters reasonable access to faculty and staff.
4) Provide parents with opportunities to volunteer and participate in their student's class and to observe classroom activities.

Director's Signature: _____Date:_____

Parent / Supporter Responsibilities:

We, as parents/supporters will support our student's learning in the following ways:
1) Monitor and ensure on-time and regular attendance
2) Review academic progress reports
3) Ensure student's homework is completed
4) Promote positive use of student's out of school time

Parent/Supporter's Signature: _____Date:_____

Student Responsibilities:
I, as a student, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:

1. Commit to contributing to a positive, collegiate environment of mutual respect
2. Follow attendance policies required of the program
3. Meet with counselor and provide progress reports regularly
4. Complete all assignments on time and to the best of my abilities
5. Follow all rules and guidelines expected of a Gateway to College student as outlined in the Gateway to College Student Handbook & Contract

Student's Signature: _____Date:_____