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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 Gateway to College at Laney College

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College.

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 Gateway to College at Laney College



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

2026-27 School Plan for Student Achievement (SPSA)

School: Gateway to College at Laney College
CDS Code: 1612590119859
Principal: William Ramos Ochoa
Date of this revision: 5/5/26

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: William Ramos Ochoa **Position:** Principal
Address: 900 Fallon Street **Telephone:**
Oakland, CA 94607 **Email:** william.ramosochoa@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/5/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Gateway to College at Laney College **Site Number:** 311

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

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

Date(s) plan was approved: 5/5/2026

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:

Feke Lauti
Principal

Feke Lauti
Signature

5/5/2026
Date

SSC Chairperson

Signature

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

Vanessa Sifuentes
Signature

04/24/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/17/26
Date

2026-27 SPSA ENGAGEMENT TIMELINE

School Site: Gateway to College at Laney College **Site Number:** 311

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 |
|-----------|-------------------|------------------------|
| 3/2/2026 | Admin Team | |
| 3/14/2026 | | |
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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 | \$44,800.00 |
| 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 | \$490,421.29 |

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 | \$44,000 |
| Title I Parent & Family Engagement Resource 3010 | \$800 |
| 21st Century Community Learning Centers (Title IV, Part B) Resource 4124 | \$0 |
| Comprehensive Support & Improvement (CSI) Grant Resource 3182 | \$0 |
| | |
| SUBTOTAL OF FEDERAL FUNDING: | \$44,800 |

| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: |
|--|
| \$490,421.29 |

| State and Select Local Resources | Allocation |
|---|------------------|
| LCFF Supplemental Resource 0002 | \$0 |
| LCFF Equity Multiplier Resource 7399 | \$325,763 |
| Expanded Learning Opportunities Program (ELO-P) Resource 2600 | \$100,000 |
| After School Education & Safety (ASES) Resource 6010 | \$0 |
| Community Schools Grant (CCSPP) Resource 6332 | \$0 |
| Proposition 28 (Arts & Music in Schools) Resource 6770 | \$19,858 |
| | |
| | |
| SUBTOTAL OF STATE & LOCAL FUNDING: | \$445,621 |

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

1A: ABOUT THE SCHOOL

| | | |
|---|---------------------------|-----------------------------|
| School Name: Sojourner Truth Independent Study | | School ID: 330 |
| CDS Code: 1612596114011 | SSC Approval Date: | Board Approval Date: |

School Mission and Vision

VISION: Our students will graduate from high school with the tools to further their academic or career goals. They will possess a willingness to continually challenge themselves and become socially responsible. Students will be empathetic citizens with an appreciation for diversity.
 MISSION: The mission of Sojourner Truth School Community is to awaken the minds of our students by creating a nurturing environment that empowers students to achieve excellence through individualized instruction.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

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

High cost of living compared to teacher pay leads to challenging teacher retention. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc. To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School Demographics, 2024-25

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|-----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 45.1% | 28.1% | 29.3% | 0.6% | 24.7% | 24.3% | 97.5% | 29.9% | 19.3% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/ Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 54.5% | 6.4% | 5.0% | 1.3% | 0.2% | 0.2% | 97.3% | 1.0% | 71.5% |

1B: GOALS & IDENTIFIED NEEDS

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

| | |
|--------------------------------|--|
| School Goal: | By May 2027, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system. Metric 1) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments |
| Identified School Need: | Regular assessments are essential to identify and address the shared academic challenges among students. iReady data shows 13% Mid or Above Grade Level (45 Students), 16% Early On Grade Level (58 Students), 16% One Grade Level Below (57 Students), 8% Two Grade Levels Below (27 Students), 47% Three or More Grade Levels Below (165 Students) Math Interim Assessment: Math 8 - 28.6% (sixteen students) are below basic, 21.4% (12 students) did not take the assessment. First assessment in Algebra 1 & 2 were given though no assessments were given in Geometry |

English Language Arts Measures & Targets

| Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small> | 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 | All Students | -58.8 | -78.2 | -70.2 | -48.8 | -60.2 |
| SBAC ELA Participation | All Students | 38.1% | 50.3% | 65.3% | 95.0% | 80.3% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12) | All Students | | 1.4% | 38.8% | 52.8% | 65.0% |

Mathematics/Science Measures & Targets

| Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small> | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|---|----------------------|------------------|-----------------|-----------------|----------------|--------------------|
| SBAC Math Distance from Standard Met | All Students | -94.0 | -101.9 | -70.5 | -84.0 | -60.50% |
| SBAC Math Participation | All Students | 50.3% | 50.3% | 65.3% | 95.0% | 80.3% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 11.3% | 16.7% | 37.6% | 11.7% | 45.0% |

| California Science Test (CAST) Participation | All Students | 35.7% | 33.9% | 61.3% | 95.0% | 76.3% |
|--|----------------------|------------------|-----------------|-----------------|----------------|--------------------|
| Graduation Measures & Targets | | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| Four-Five Year Cohort Graduation Rate | All Students | 44.7% | 60.4% | 61.4% | 54.7% | 65.0% |
| On Track to Graduate: 9th Grade | All Students | 25.0% | 44.4% | 30.7% | 35.0% | 35.0% |
| On Track to Graduate: 11th Grade | All Students | 15.5% | 16.9% | 26.4% | 25.5% | 30.0% |
| A-G Completion | All Students | 31.3% | 22.9% | 20.5% | 41.3% | 42.0% |
| College/Career Readiness | All Students | 6.4% | 10.0% | 16.9% | 16.4% | 20.0% |

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

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|--------------------------------|---|
| School Goal: | By May 2027, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%. |
| Identified School Need: | CA School Dashboard indicates that Black/African American and English Learner student groups exhibit low proficiency levels in Math and other content areas. |

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 | -109.0 | -116.2 | -108.0 | -48.8 | -98.0 |
| SBAC ELA Distance from Standard Met | African American Students | -76.6 | -93.0 | -95.4 | -66.6 | -85.4 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12) | All Students | | 3.3% | 34.7% | 70.4% | 50.0% |
| SBAC Math Distance from Standard Met | Special Education Students | -135.9 | -152.3 | -109.7 | -84.0 | -99.7 |
| SBAC Math Distance from Standard Met | African American Students | -103.6 | -144.0 | -99.3 | -93.6 | -89.3 |

| Reclassification Measures & Targets | | | | | | |
|---|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| <i>*Reference ELL Progress Data</i> | | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| ELL Reclassification | English Learners | 1.7% | 9.9% | 10.7% | 11.7% | 12.0% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | 11.9% | 9.5% | 10.0% | 12.0% |

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

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| School Goal: | By May 2027, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged. |
| Identified School Need: | Based on Statistical Attendance Data Reports, an average of 40% of secondary students are chronically absent and 15% of elementary students at SJT. 2024-2025 data is not yet available on OUSD Dashboard with particularly high rates observed among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged students and students receiving SPED services. |

| 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 | 40.7% | 80.0% | 55.7% | 50.7% | 65.0% |
| Out-of-School Suspensions | All Students | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-School Suspensions | African American Students | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-School Suspensions | Special Education Students | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Chronic Absenteeism | All Students | | | 71.5% | 82.2% | 50.0% |
| Chronic Absenteeism | African American Students | | | 75.2% | 84.7% | 50.0% |

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

School Goal: Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2027, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice.

Identified School Need: Enhance teacher efficacy across all grade levels and content areas.

| 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 | 81.8% | 83.1% | 81.1% | 95.0% | 95.0% |

1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|--------------|--|---|
| LCAP Goal 1: | <p>By May 2027, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system.</p> <p>Metric 1) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p> | <p>We are extremely proud of the continued commitment of teachers where students are focused on learning literacy skills and centering on individual growth. All grade levels from K-12th grade prioritize iReady assessments. In the Elementary program, students use iReady practice weekly through individual lessons. In the Secondary Program all Advisory teachers review with each student their scores and set goals for growth. The Literacy Specialists continue to provide weekly support for students.</p> <p>Metric 1) - On average 80% and above of students are taking the iReady assessments! Currently, we have met over a 5% decrease in students who are 2 years or below grade level.</p> <p>Metric 2) - All of our Math teachers are administering the CEAs. We are seeing a majority of the classes approaching 25% proficiency with the first interim assessment. We will continue to provide instruction and skill practice to meet all classes at 25% proficiency.</p> |

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| <p><i>LCAP Goal 2:</i></p> | <p>By May 2027, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%.</p> | <p>As we look at that data for these two metrics, we notice that growth did occur with each of our Blac/African American, English Language Learners, and SPED indentified students that are one grade below grade level and higher. The i-Ready scores clearly show a 10% growth.</p> |
| <p><i>LCAP Goal 3:</i></p> | <p>By May 2027, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.</p> | <p>Based on the data dashboard, we have reduced chronic absenteeism at Sojourner Truth. We have an Attendance team that is focused on outreach and providing support for students who have attendance concerns. We are continuing to focus on increasing the percentage of student work for ADA.</p> |
| <p><i>LCAP Goal 4:</i></p> | <p>Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2027, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice.</p> | <p>In the fall of 2025, 100% of secondary teachers engaged in site-based PD focused on best online teaching practices for Checking for Understanding, Engagement, and Academic Disucssion. In an October 2025 PD session on checking for understanding online, teachers self-assessed on domain 3D of the OETF, and the average score was 2.97/4 (The teacher checks for understanding among most students and some feedback is provided). During the 25/26 school year, 72% of teachers complete feedback forms after each PD session and identify what strategies they will implement as a result of the PD session, and to identify other needed areas of instructional support. Lesson planning support included lesson templates aligned with OUSD Scaffolding for Rigor and PD in support of content language objectives.</p> |

| Goal Area: | School Goal: | Priority Challenges |
|---------------------|--|---|
| <i>LCAP Goal 1:</i> | <p>By May 2027, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system.</p> <p>Metric 1) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p> | <p>A challenge is reaching our lowest 30% of students that score 3 years below grade level due to many mitigating factors. Students have a higher absenteeism rate and lower work completion to have any growth. We want to employ a targeted intervention with these students to re-engage them academically.</p> |
| <i>LCAP Goal 2:</i> | <p>By May 2027, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%.</p> | <p>As mentioned above, we struggle to serve the lowest 30% of students in the virtual setting. Our goal is to identify students sooner and get their families involved to meet the independent study expectations in order to see growth. Sojourner Truth will allocate Title I funding to support specialized instructional roles, including 1 Elementary Intervention Teacher at 1.0 FTE. Additionally, funding is designated for teacher stipends to provide tutoring support. Please note that while up to these amounts have been approved, the actual amount of FTE may differ. Any remaining Title I Student funds will be voted on by the Site Council to further support student achievement in this goal.</p> |
| <i>LCAP Goal 3:</i> | <p>By May 2027, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.</p> | <p>The challenge by far is that students are virtual. If students do not attend classes, it is difficult to connect with them to complete assignments. Our case managers spend most of their time trying to reach students and families in order for us to work on their academics. Title I Parent Education funding will support LCAP Goal 3 at Sojourner Truth by enhancing school-community partnerships to reduce chronic absenteeism for focal student groups. These funds are currently designated as a surplus/unallocated. Any remaining Title I Parent ED funds will be voted on by the Site Council to be used toward further supporting family engagement and attendance goals.</p> |

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| <i>LCAP Goal 4:</i> | Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2027, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice. | We will continue to focus on academic discussion and language instruction in the fall of 2026, as less than half of our teachers regularly use breakout rooms and suggested academic discussion strategies, and about 25% regularly plan with language objectives in mind. Teachers will have focused planning in departments, and will collaborate with coaches to incorporate school-wide and district goals. |
|---------------------|--|---|

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

Sojourner Truth Independent Study

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.

We wanted to capitalize on the gains we accomplished for literacy by strengthening our practices in providing instructional scaffolds and continue with utilizing the iReady data. With our professional development scope and sequence, we were focused on checking for understanding, content/language objectives, and work on academic discussion which we have seen increase student engagement.

For our LCAP Goal 3, we have made every effort to provide opportunities for students to engage in person and virtually. There are many student recognition, cultural celebrations, wellness, and college and career assemblies and events scheduled to give all students opportunities to build community within our school. As a result, we are seeing a decrease in our chronic absenteeism. In addition, our Attendance team and support staff work together to communicate with families and students the importance of completing work as part of our virtual program to show academic learning and growth.

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

With the dedicated time in PD to work on LCAP Goal 1 and 4, we are seeing growth in our iReady scores. In addition, we continued developing our PLCs with aligned goals for literacy skills providing sentence starters, evidenced based writing, and analyzing student work. We will continue these strategic actions for the rest of the year and next year.

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.

At this time, our plan to continue with the strategic actions and focus more on students that are performing below grade level. We want to intentionally support students to reduce the equity gap by providing more direct support for tutoring and outreach as a virtual program.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| <p>Title I Expenditure <i>(describe expenditure in column a)</i></p> | <p>Target Addressed by Expenditure</p> | <p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p> | <p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p> | <p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p> |
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| | | | | |
| <p>Intervention Teacher in K-5</p> | <p>Reading Inventory (RI) Growth of One Year or More</p> | <p>Provide academic support for students focused on literacy and using SIPPS for foundational skills.</p> | <p>-Creating intentional small groups for students to access grade level work was needed in 4/5 grades -SIPPS instruction and mastery tests passed showed growth</p> | <p>There is a need for intervention support in the classes though given our bell schedule we may need to be more creative in supporting more students</p> |
| <p>Teacher Stipends</p> | <p>Student Connectedness to School</p> | <p>-Created stipends for academic support for students via tutoring -Provide enrichment activities that students would be engaged in</p> | <p>-Students who attend tutoring have shown improvement in grades -Students involved in enrichment activities showed more engagement in classes</p> | <p>This will continue because students need various ways to get academic support and enrichment activities</p> |
| <p>Summer Tutoring Intervention</p> | <p>Reading Inventory (RI) Growth of One Year or More</p> | <p>Provide summer tutoring and academic support for students focused on literacy.</p> | <p>TBD - Activity will occur May and June 2026</p> | <p>TBD</p> |
| <p>light Refreshemnts</p> | <p>Student Connectedness to School</p> | <p>Provide Light Refreshments to support parent meeting in Spring 2026.</p> | <p>TBD - Activity will occur April and May 2026.</p> | <p>TBD</p> |

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

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|----------------|-----------------------------------|-------------------|-----|
| School: | Sojourner Truth Independent Study | SCHOOL ID: | 330 |
|----------------|-----------------------------------|-------------------|-----|

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| 3: SCHOOL STRATEGIES & ACTIVITIES | Click here for guidance on SPSA practices |
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LCAP Goal 1: All students graduate college, career, and community ready.

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| School Goal: | <p>By May 2027, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system.</p> <p>Metric 1) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p> |
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| Identified Need: | <p>Regular assessments are essential to identify and address the shared academic challenges among students. iReady data shows 13% Mid or Above Grade Level (45 Students), 16% Early On Grade Level (58 Students), 16% One Grade Level Below (57 Students), 8% Two Grade Levels Below (27 Students), 47% Three or More Grade Levels Below (165 Students)</p> <p>Math Interim Assessment: Math 8 - 28.6% (sixteen students) are below basic, 21.4% (12 students) did not take the assessment. First assessment in Algebra 1 & 2 were given though no assessments were given in Geometry</p> |
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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 | Continue to support teachers with core curriculum and embedded assessments at site and district level. | All Students | Academic | Tier 1 - Universal |
| 1-2 | Monitor and support the acquisition and implementation of virtual core curriculum utilizing district approved curriculum and resources while providing training of use and tools available for subject area | All Students | Academic | Tier 1 - Universal |
| 1-3 | Provide bi-weekly collaboration time in PLCs and PD to internalize core curriculum in all core subjects and CTE aligned to standards, develop student learning outcomes (SLO), analyze student work, interims performance assessments and reflect on instruction. | All Students | Academic | Tier 1 - Universal |
| 1-4 | Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student learning outcomes and make decisions for how to improve instruction to meet the needs of the students. | All Students | Academic | Tier 1 - Universal |
| 1-5 | Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below. | Below Grade Level | Academic | Tier 2 - Supplemental |
| 1-6 | All elementary teachers will also administer curriculum embedded assessments to monitor student growth. | Elementary Students | Academic | Tier 1 - Universal |

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| 1-7 | Identify common instructional routines for navigating grade level texts, appropriate scaffolds for student understanding, along with the Before, During, and Reading strategies. | All Students | Academic | Tier 1 - Universal |
| 1-8 | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | All Students | Academic | Tier 1 - Universal |

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

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| School Goal: | By May 2027, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%. |
| Identified Need: | CA School Dashboard indicates that Black/African American and English Learner student groups exhibit low proficiency levels in Math and other content areas. |

| # | 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 | All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for “All Learners.” | All Students | Academic | Tier 1 - Universal |
| 2-2 | Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly. | African American Students | Academic | Tier 2 - Supplemental |
| 2-3 | Provide professional development and planning time for teachers to analyze and enhance language supports within core curricula including the addition of specific ELD strategies, complemented by the Instructional Leadership Team (ILT) conducting biannual data dives focused on English Language Learner (ELL) performance. | English Learner Students | Academic | Tier 2 - Supplemental |
| 2-4 | Continue supporting Arabic speaking students in partnership with Office of Equity (25% of student population are Arab American Students) to provide language support and resources for literacy resources. | Arab American Students | SEL / Mental Health | Tier 2 - Supplemental |

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| 2-5 | Implement literacy strategies across curriculums to improve content specific fluency in all subjects according to OUSD's Language and Literacy framework | All Students | Academic | Tier 1 - Universal |
| 2-6 | Hire Intervention teachers for literacy and math specific supplemental support. In addition, intervention teachers will work with core academic teachers for intentional support in their classes and credit recovery courses. | All Students | Academic | Tier 2 - Supplemental |
| 2-7 | Extend College and Career Readiness Specialist service to focus on 9th to 11th graders that need the most support and access to post-secondary options | African American Students | Academic | Tier 1 - Universal |

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

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| School Goal: | By May 2027, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged. |
| Identified Need: | Based on Statistical Attendance Data Reports, an average of 40% of secondary students are chronically absent and 15% of elementary students at SJT. 2024-2025 data is not yet available on OUSD Dashboard with particularly high rates observed among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged students and students receiving SPED services. |

| # | 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 | Continue with daily and weekly outreach to chronically absent (lowest 30%) students by the Attendance Specialist, Community School Manager, and Case Managers. Continue with an Attendance Team consisting of Community Liaison, School Site Counselor, that focuses on increasing ADA and Decreasing Chronic Absenteeism <ul style="list-style-type: none"> • Schoolwide spirit days • Attendance incentives • Parent communication | All Students | Academic | Tier 1 - Universal |
| 3-2 | Implement a system where students receive recognition or small rewards for consistent attendance in both Elementary and Secondary programs. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-3 | Encourage families to attend site workshops on Computer Literacy, Academic Literacy, and Attendance specific initiatives. | All Students | Academic | Tier 1 - Universal |

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| 3-4 | Continue to incorporate bi- weekly Wellness Wednesdays for Elementary and Secondary students to support a healthy choices with relevant resources. | Secondary Students | SEL / Mental Health | Tier 1 - Universal |
| 3-5 | Implement a summer institute to support families with Technology needs, resources, and skills to adapt to the online learning environment and introduce our Technology pathway. | All Students | Academic | Tier 1 - Universal |
| 3-6 | Establish an event schedule to continue building community and have students and families interact on campus with school staff at the beginning of the school year and throughout. Engage students, families, and the community in school-wide events including <ul style="list-style-type: none"> • Cultural Celebrations • Literacy Night • Math Night • Family Nights • Youth in Arts program • STEAM Exhibition | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-7 | Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community. | All Students | Academic | Tier 1 - Universal |
| 3-8 | Continue to provide direct services for mental health and community resource aquisition | All Students | Academic | Tier 2 - Supplemental |
| 3-9 | Provide student extracurricular activities such as clubs, field trips, college and career visits for joyful experiences and prepping for post-secondary options. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-10 | Provide academic counseling services that support our technology pathway, aligning pathway classes by grade level, and supporting students to be succesful as they complete pathway goals. | All Students | Academic | Tier 1 - Universal |
| 3-11 | Provide teacher stipends to offer academic tutoring in all core courses after school for literacy, school engagement, and passing courses. | All Students | Academic | Tier 2 - Supplemental |
| 3-12 | Continue to develop partnerships for Dual Enrollment options and class accessibility so our students can accelerate and have access to college level course work. This is inclusive of enrolling students in college classes, supporting them throughout the semester and ensuring students are maintaing at least C or better with the Dual Enrollment class(es). | All Students | SEL / Mental Health | Tier 1 - Universal |

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

School Goal: Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2027, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice.

Identified Need: Enhance teacher efficacy across all grade levels and content areas.

| # | 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 | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | All Students | Academic | Tier 1 - Universal |
| 4-2 | Provide staff with a scope and sequence of professional development specifically addressing literacy, lesson planning, scaffolding, and instructional interventions. | All Students | Academic | Tier 1 - Universal |
| 4-3 | Continue with PLCs and address specific goals set by each team on a bi-weekly schedule and use the PLC rubric to focus the work. | All Students | Academic | Tier 1 - Universal |
| 4-4 | Identify common instructional routines for navigating grade level texts, appropriate scaffolds for student understanding, along with the Before, During, and Reading strategies. | All Students | Academic | Tier 1 - Universal |
| 4-5 | Implement a more formal collaborative coaching structure to analyze strengths and adjustments needed plus include observation schedules for staff. | All Students | Academic | Tier 1 - Universal |
| 4-6 | Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum | All Students | Academic | Tier 1 - Universal |
| 4-7 | Hire and maintain Literacy tutors to provide direct instruction and practice utilizing district approved resources to strengthen students' literacy skills. | All Students | Academic | Tier 1 - Universal |

| CONDITIONS FOR BLACK STUDENTS | | | | |
|--------------------------------------|--|------------------------|---|--|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 5-1 | Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically | African American | Academic | Tier 1 - Universal |
| 5-2 | Connect with families regularly to provided updates and create a partnership to support student progress. | African American | Academic | Tier 1 - Universal |
| 5-3 | Increased provision of student technology training and ongoing support tailored for classroom use. | African American | Academic | Tier 2 - Supplemental |
| 5-4 | Provide support services by Literacy Specialists targeted on iReady data needs | African American | Academic | Tier 3 - Intensified |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS | | <i>ELL Progress Data</i> | | |
|---|--|--------------------------|---|--|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 6-1 | Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically | English Learner Students | Academic | Tier 1 - Universal |
| 6-2 | Connect with families regularly to provided updates and create a partnership to support student progress. | English Learner Students | Academic | Tier 1 - Universal |
| 6-3 | Increased provision of student technology training and ongoing support tailored for classroom use. | English Learner Students | Academic | Tier 2 - Supplemental |
| 6-4 | Continue with Literacy Wednesday support with iReady MyPath lessons and ELPAC preparation | English Learner Students | Academic | Tier 3 - Intensified |
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PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 330

School: Sojourner Truth Independent Study

| 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 |
|---|---------------|--|-------------|---|------|--------------------------------|------|-------------------|-----------------------------|---|----------------------|
| FTE for Art Teacher to meet A-G requirement, all high school students will benefit along with providing middle school students an elective course outside the academic core. | \$4,494 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 8932 | Teacher Structured Eng Immersn | 0.03 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-1 |
| FTE for Art Teacher to meet A-G requirement, all high school students will benefit along with providing middle school students an elective course outside the academic core. | \$90,637 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 9595 | Teacher Education Enhancement | 1.0 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-2 |
| Purchasing supplies needed for the art and music classes. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field. | \$2,945 | Arts & Music in Schools (Proposition 28) | 4310 | School Office Supplies | | | 0.0 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-3 |
| FTE for Music Teacher to meet A-G requirement, all high school students will benefit along with providing middle school students an elective course outside the academic core. | \$70,399 | Arts & Music in Schools (Proposition 28) Carryover | 1105 | Certificated Teachers' Salaries | 8932 | Teacher Structured Eng Immersn | 0.47 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-4 |
| Purchasing supplies needed for the art and music classes. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field. | \$3,649 | Arts & Music in Schools (Proposition 28) Carryover | 4310 | School Office Supplies | | | 0.0 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-5 |
| Compensate staff with stipends as Advisors for creating clubs and hosting field trips, career exploration experiences for students as after school activities. | \$25,000 | California Community Schools Partnership Program | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.0 | | | Provide student extracurricular activities such as clubs, field trips, college and career visits for joyful experiences and prepping for post-secondary options. | 330-6 |
| Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid. | \$15,111 | California Community Schools Partnership Program | 1205 | Certificated Pupil Support Salaries | 1793 | Counselor | 0.1 | | | Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid. | 330-7 |

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| Social Worker to work full time in conjunction with therapist COST team and school admin team. Working to ensure active attendance for tier2/3 students. Ensuring COST referrals for mental health and social needs are being followed up on | \$135,085 | California Community Schools Partnership Program | 1205 | Certificated Pupil Support Salaries | 10430 | Social Worker | 1.0 | | | Continue to provide a social worker to address student needs, streamline mental health and other resources, and provide a consistent level of support for overall wellness at the site. | 330-8 |
| FTE for Community Schools Manager to meet the priorities of CCSPP to address students and family needs. | \$45,524 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 9843 | Program Mgr Community School | 0.25 | | | Continue with daily and weekly outreach to chronically absent (lowest 30%) students by the Attendance Specialist, Community School Manager, and Case Managers. Continue with an Attendance Team consisting of Community Liaison, School Site Counselor, that focuses on increasing ADA and Decreasing Chronic Absenteeism <ul style="list-style-type: none"> • Schoolwide spirit days • Attendance incentives • Parent communication | 330-9 |
| Purchase supplies for students needed for instruction. This funding source will support getting learning materials that supplement the curriculum. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals. | \$10,000 | California Community Schools Partnership Program | 4310 | School Office Supplies | | | 0.0 | | | Provide student extracurricular activities such as clubs, field trips, college and career visits for joyful experiences and prepping for post-secondary options. | 330-10 |
| Transporation and admission tickets allocation for field trips | \$9,149 | California Community Schools Partnership Program | 5826 | External Work Order Services | | | 0.0 | | | Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community. | 330-11 |
| FTE for College/Career Readines to provide students with college and career opportunities, support for post-secondary planning, and exploration | \$62,649 | California Community Schools Partnership Program Carryover | 2205 | Classified Support Salaries | 9337 | Spec College/Career Readiness | 0.5 | | | Extend College and Career Readiness Specialist service to focus on 9th to 11th graders that need the most support and access to post-secondary options | 330-12 |
| Partner with Hope Reimagine to provide direct mental services and resources for students and families | \$76,351 | California Community Schools Partnership Program Carryover | 5825 | Consultants | | | 0.0 | | | Continue to provide direct services for mental health and community resouce aquisition | 330-13 |

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| Compensate the Academic Counselor for setting up and maintaining our Dual Enrollment courses offered per semester. | \$3,337 | College & Career Access Pathways Grant | 1222 | Certificated Pupil Support Salaries: Extra Compensation | | | 0.0 | | | Continue to develop partnerships for Dual Enrollment options and class accessibility so our students can accelerate and have access to college level course work. This is inclusive of enrolling students in college classes, supporting them throughout the semester and ensuring students are maintaining at least C or better with the Dual Enrollment class(es). | 330-14 |
| FTE for Case Manager supporting Dual Enrollment offering and direct support to students throughout the semester to pass their course. | \$72,842 | College & Career Access Pathways Grant | 2405 | Clerical Salaries | 11457 | Case Manager 20 | 0.5 | | | Continue to develop partnerships for Dual Enrollment options and class accessibility so our students can accelerate and have access to college level course work. This is inclusive of enrolling students in college classes, supporting them throughout the semester and ensuring students are maintaining at least C or better with the Dual Enrollment class(es). | 330-15 |
| Interprogram costs to host Dual Enrollment courses at the school site | \$4,974 | College & Career Access Pathways Grant | 7310 | Interprogram Support/costs | | | 0.0 | | | Continue to develop partnerships for Dual Enrollment options and class accessibility so our students can accelerate and have access to college level course work. This is inclusive of enrolling students in college classes, supporting them throughout the semester and ensuring students are maintaining at least C or better with the Dual Enrollment class(es). | 330-16 |
| Provide Teacher Stipends that are offering after-school tutoring for core subjects, literacy support, and math skills practice. | \$33,377 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | 8920 | Teacher Structured Eng Immersn | 0.2 | | | Provide teacher stipends to offer academic tutoring in all core courses after school for literacy, school engagement, and passing courses. | 330-17 |
| FTE for support teacher in secondary program | \$50,497 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | 8921 | Teacher Structured Eng Immersn | 0.4 | | | Hire Intervention teachers for literacy and math specific supplemental support. In addition, intervention teachers will work with core academic teachers for intentional support in their classes and credit recovery courses. | 330-18 |

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| FTE for Art teacher in secondary program | \$57,013 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | 8937 | Teacher Structured Eng Immersn | 0.4 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-19 |
| FTE for Intervention Teacher to support students to be on track for graduation by supporting them with credit recovery for all high school students. | \$130,683 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | 11112 | Teacher Structured Eng Immersn | 1.0 | | | Hire Intervention teachers for literacy and math specific supplemental support. In addition, intervention teachers will work with core academic teachers for intentional support in their classes and credit recovery courses. | 330-20 |
| Stipends for teachers plan and prepare well scaffolded lessons for all students. All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for "All Learners." | \$20,000 | Comprehensive Support & Improvement (CSI) Grant | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.0 | | | All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for "All Learners." | 330-21 |
| Continue to invest on Literacy Tutors to support reading needs with SIPPS and small group instruction | \$48,491 | Comprehensive Support & Improvement (CSI) Grant | 2105 | Classified Instructional Aide Salaries | 11458 | Early Literacy Reading Tutor | 0.8 | | | Hire and maintain Literacy tutors to provide direct instruction and practice utilizing district approved resources to strengthen students' literacy skills. | 330-22 |
| FTE for Attendance Specialist to support Attendance Team work to increase student engagement | \$30,537 | Comprehensive Support & Improvement (CSI) Grant | 2205 | Classified Support Salaries | 3859 | Attendance Specialist | 0.4 | | | Implement a system where students receive recognition or small rewards for consistent attendance in both Elementary and Secondary programs. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | 330-23 |
| FTE for WBL Liaison to provide career and college opportunities for students. Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community. | \$123,090 | Comprehensive Support & Improvement (CSI) Grant | 2205 | Classified Support Salaries | 11111 | Site Liaison Work-Based Lrning | 1.0 | | | Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community. | 330-24 |
| Purchase licensing agreements needed for virtual learning platforms to support instruction and access for all students. Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | \$5,000 | Comprehensive Support & Improvement (CSI) Grant | 5846 | Licensing Agreements | | | 0.0 | | | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | 330-25 |

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| Purchase licensing agreements needed for virtual learning platforms to support instruction and access for all students. Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | \$6,000 | Comprehensive Support & Improvement (CSI) Grant | 5846 | Licensing Agreements | | | 0.0 | | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | 330-26 |
| Purchase licensing agreements needed for virtual learning platforms to support instruction and access for all students. Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | \$77,311 | Comprehensive Support & Improvement (CSI) Grant | 5846 | Licensing Agreements | | | 0.0 | | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | 330-27 |
| Provide academic counseling services that support our technology pathway, aligning pathway classes by grade level, and supporting students to be successful as they complete pathway goals. | \$5,836 | Golden State Pathways Program | 1205 | Certificated Pupil Support Salaries | 11456 | Counselor | 0.05 | | Provide academic counseling services that support our technology pathway, aligning pathway classes by grade level, and supporting students to be successful as they complete pathway goals. | 330-28 |
| Provide academic counseling services that support our technology pathway, aligning pathway classes by grade level, and supporting students to be successful as they complete pathway goals. | \$64,321 | Golden State Pathways Program | 1205 | Certificated Pupil Support Salaries | 11456 | Counselor | 0.55 | | Provide academic counseling services that support our technology pathway, aligning pathway classes by grade level, and supporting students to be successful as they complete pathway goals. | 330-29 |
| FTE for TSA Instructional to support all teachers to utilize common instructional routines aligned with LCAP Goal #1 to improve literacy and learning across the school. | \$29,957 | LCFF Equity Multiplier | 1105 | Certificated Teachers' Salaries | 8932 | Teacher Structured Eng Immersn | 0.2 | | Continue with PLCs and address specific goals set by each team on a bi-weekly schedule and use the PLC rubric to focus the work. | 330-30 |
| FTE for TSA Instructional to support all teachers to utilize common instructional routines aligned with LCAP Goal #1 to improve literacy and learning across the school. | \$153,083 | LCFF Equity Multiplier | 1119 | Certificated Teachers on Special Assignment Salaries | 11105 | TSA 11Mon 12Pay | 1.0 | | Implement a more formal collaborative coaching structure to analyze strengths and adjustments needed plus include observation schedules for staff. | 330-31 |
| FTE for Literacy Coach for Middle and Elementary School to support teachers to implement literacy strategies along with monitor iReady progress and growth | \$184,963 | LCFF Equity Multiplier | 1119 | Certificated Teachers on Special Assignment Salaries | 11106 | TSA 11Mon 12Pay | 1.0 | | Implement literacy strategies across curriculums to improve content specific fluency in all subjects according to OUSD's Language and Literacy framework | 330-32 |
| FTE for TSA to focus on Professional Development for teachers and staff that align with all the LCAP goals and specifically addressing literacy and instructional interventions | \$42,797 | LCFF Equity Multiplier | 1119 | Certificated Teachers on Special Assignment Salaries | 11110 | TSA 11Mon 12Pay | 0.25 | | Continue with PLCs and address specific goals set by each team on a bi-weekly schedule and use the PLC rubric to focus the work. | 330-33 |

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| FTE for TSA to focus on Professional Development for teachers and staff that align with all the LCAP goals and specifically addressing literacy and instructional interventions | \$105,961 | LCFF Equity Multiplier | 1119 | Certificated Teachers on Special Assignment Salaries | 11110 | TSA 11Mon 12Pay | 0.75 | | | Provide staff with a scope and sequence of professional development specifically addressing literacy, lesson planning, scaffolding, and instructional interventions. | 330-34 |
| FTE for Case Manager to support the needs of our target populations (AfAm and EL students) along with student who need extra support in all grade levels | \$36,421 | LCFF Equity Multiplier | 2405 | Clerical Salaries | 11457 | Case Manager 20 | 0.25 | | | Connect with families regularly to provided updates and create a partnership to support student progress. | 330-35 |
| Unallocated | \$57,983 | LCFF Equity Multiplier | 4399 | Unallocated | | | 0.0 | | | n/a | 330-36 |
| FTE for Case Manager to support the needs of our target populations (AfAm and EL students) along with student who need extra support in all grade levels | \$93,817 | LCFF Equity Multiplier Carryover | 2405 | Clerical Salaries | 10208 | Case Manager 20 | 1.0 | | | Connect with families regularly to provided updates and create a partnership to support student progress. | 330-37 |
| FTE for Case Manager to support the needs of our target populations (AfAm and EL students) along with student who need extra support in all grade levels | \$93,817 | LCFF Equity Multiplier Carryover | 2405 | Clerical Salaries | 10356 | Case Manager 20 | 1.0 | | | Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically | 330-38 |
| Unallocated | \$14,723 | LCFF Equity Multiplier Carryover | 4399 | Unallocated | | | 0.0 | | | n/a | 330-39 |
| Stipend for Testing coordinator to provide PD and resources to implement state and district assessments | \$5,000 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.0 | | | Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student learning outcomes and make decisions for how to improve instruction to meet the needs of the students. | 330-40 |
| Compensation for Substitute teachers for testing, assessment, and professional development needs at the site | \$10,000 | LCFF Supplemental | 1150 | Certificated Teachers: Substitutes | | | 0.0 | | | Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student learning outcomes and make decisions for how to improve instruction to meet the needs of the students. | 330-41 |
| Purchase supplies for students needed for instruction. This funding source will support getting learning materials that supplement the curriculum. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals. | \$15,000 | LCFF Supplemental | 4310 | School Office Supplies | | | 0.0 | | | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | 330-42 |
| Purchase transportation or tickets for field trips for the school year. | \$5,000 | LCFF Supplemental | 5826 | External Work Order Services | | | 0.0 | | | Provide student extracurricular activities such as clubs, field trips, college and career visits for joyful experiences and prepping for post-secondary options. | 330-43 |

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| Purchase licensing agreements needed for virtual learning platforms to support instruction and access for all students. Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | \$4,300 | LCFF Supplemental | 5846 | Licensing Agreements | | | 0.0 | | | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | 330-44 |
| FTE for Literacy Specialist for secondary program | \$173,400 | Learning Recovery Emergency Block Grant (LREBG) | 1119 | Certificated Teachers on Special Assignment Salaries | 11109 | TSA 11Mon 12Pay | 1.0 | | | Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below. | 330-45 |
| FTE for Community Schools Manager | \$136,572 | Learning Recovery Emergency Block Grant (LREBG) | 2305 | Classified Supervisors' and Administrators' Salaries | 9843 | Program Mgr Community School | 0.75 | | | Establish an event schedule to continue building community and have students and families interact on campus with school staff at the beginning of the school year and throughout. Engage students, families, and the community in school-wide events including • Cultural Celebrations • Literacy Night • Math Night • Family Nights • Youth in Arts program • STEAM Exhibition | 330-46 |
| Continue to invest on Literacy Tutors to support reading needs with SIPPS and small group instruction | \$46,032 | Literacy Coaches & Reading Specialists Grant | 2105 | Classified Instructional Aide Salaries | | Early Literacy Reading Tutor | 0.8 | | | Hire and maintain Literacy tutors to provide direct instruction and practice utilizing district approved resources to strengthen students' literacy skills. | 330-47 |
| Continue to invest on Literacy Tutors to support reading needs with SIPPS and small group instruction | \$46,032 | Literacy Coaches & Reading Specialists Grant | 2105 | Classified Instructional Aide Salaries | | Early Literacy Reading Tutor | 0.8 | | | Hire and maintain Literacy tutors to provide direct instruction and practice utilizing district approved resources to strengthen students' literacy skills. | 330-48 |
| FTE for Literacy Specialist | \$13,541 | Literacy Coaches & Reading Specialists Grant | 4397 | Fall Revisions | | | 0.0 | | | Provide support services by Literacy Specialists targeted on iReady data needs | 330-49 |
| Interprogram Costs for FTE Literacy Specialist | \$6,896 | Literacy Coaches & Reading Specialists Grant | 7310 | Interprogram Support/costs | | | 0.0 | | | Provide support services by Literacy Specialists targeted on iReady data needs | 330-50 |

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| FTE for Elementary Teacher | \$12,624 | Measure G, Elementary Prep | 1105 | Certificated Teachers' Salaries | 8921 | Teacher Structured Eng Immersn | 0.1 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-51 |
| FTE for Arts/Music Teacher | \$12,624 | Measure G, Visual & Performing Arts | 1105 | Certificated Teachers' Salaries | 8921 | Teacher Structured Eng Immersn | 0.1 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-52 |
| FTE for Arts/Music Teacher | \$44,936 | Measure G1: Districtwide Teacher Retention & Middle School Improvement | 1105 | Certificated Teachers' Salaries | 8932 | Teacher Structured Eng Immersn | 0.3 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-53 |
| Unallocated | \$124 | Measure G1: Districtwide Teacher Retention & Middle School Improvement | 4399 | Unallocated | | | 0.0 | | | Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course. | 330-54 |
| Purchase of CodeHS licenses for Cybersecurity curriculum for our Tech Pathway | \$2,225 | Measure H Carryover | 4399 | Unallocated | | | 0.0 | | | Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities. | 330-55 |
| FTE for CTE teacher | \$134,391 | Measure H: College & Career Readiness for All | 1105 | Certificated Teachers' Salaries | 8977 | Teacher Structured Eng Immersn | 1.0 | | | Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum | 330-56 |
| Stipends for Teachers for hosting Tech Institute PD in the summer to prep for the next school year | \$3,511 | Measure H: College & Career Readiness for All | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.0 | | | Implement a summer institute to support families with Technology needs, resources, and skills to adapt to the online learning environment and introduce our Technology pathway. | 330-57 |

[1] Options are:

- All Students
- African American Students
- English Learners
- Latino/a Students
- IEP/Special Education Students
- Low Income Students
- Multiracial Students
- Students with Disabilities
- Students performing below grade level
- Students with low attendance

[2] Options are:

- Academic
- Behavioral
- SEL/Mental Health

[3] Options are:

- Tier 1 - Universal
- Tier 2 - Supplemental
- Tier 3 - Intensified

Gateway to College at Laney

Title I, Part A School Parent and Family Engagement Policy

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

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Conducting mandatory **Information Sessions** and individual intake interviews where we explain the unique "concurrent enrollment" model.
- Teaching parents how to interpret college transcripts versus high school report cards and clarifying the requirement of passing college courses with a 'C' or better for transferability.
- Providing access to Instructionals Assistants and Coordinator who guide families on how to support young adults navigating an adult college campus.

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:

- Assigning our Coordinator who serves as the primary liaison between the family, the high school program, and the college instructors with support of the Instructional Assistants.
- Hosting "Skills Workshops" that invite families to understand the soft skills (time management, self-advocacy) required for college success.

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.
- Distributing the policy electronically via the school newsletter and providing hard copies during the initial enrollment orientation.

The school communicates to families about the school's Title I, Part A programs by:

- Publishing a newsletter that highlights program updates, student successes, and Title I funding priorities (such as free textbooks and Staffing support).
- Hosting Fall and Spring Information Sessions (via Zoom and in-person) to provide program-wide updates.

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:

- Reviewing the **Personalized Education Plan (PEP)** with each family, which outlines the specific college courses needed to meet the 190-credit high school diploma requirement.
- Explaining the A-G requirements for university transfer during the intake process.

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:

- Providing essential documents and meeting presentations in home languages whenever practicable.
- Ensuring staff are available to verbally explain complex college policies to parents who may need assistance.

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:

- *Note: Due to Laney College privacy policies for adult students, traditional classroom volunteering is restricted. However, families are encouraged to:*
 - Chaperone field trips and off-campus excursions.
 - Attend student showcases, graduations, and awards ceremonies.
 - Participate in community-building events and workshops.

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:

- Offering guidance on the college transfer process and financial aid (FAFSA/California Dream Act) workshops.
- Providing resources on how to support a student's study habits at home, specifically regarding the rigorous schedule of college-level coursework.

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:

- Using feedback from parent surveys and advisory meetings to train Resource Specialists on the specific needs and concerns of our families.

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:

- Offering meetings and Information Sessions at varied times (including evenings) and formats (Zoom and in-person) to accommodate working families.

- maintaining an "open door" policy where parents can schedule individual appointments with the Director or staff.

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:

- *Note: As an alternative school, Gateway does not have a traditional School Site Council (SSC). Instead, we utilize **Parent Advisory Meetings** and Information Sessions to solicit feedback on the *School Plan for Student Achievement (SPSA)* and the use of Title I funds.*

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:

- Providing translation services during meetings and for key documents.
- Ensuring all meeting locations on the Laney Campus are accessible to persons with disabilities.

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

- Responding to specific requests for workshops (e.g., mental health support, housing resources) by coordinating with Laney College student services.

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:

- Connecting families with Laney College Student Communities, including the **Latinx Cultural Center, Umoja-UBAKA, APASS**, and the **Undocumented Community Resource Center**, to provide holistic family support beyond just academics.

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 **Gateway to College at Laney** on **October 22, 2025** (Title I Annual Meeting) and will be in effect for the period **December 5, 2025** through **May 31, 2026**.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Director: Dr. William Ramos-Ochoa

Signature of Director: William Ramos-Ochoa_____

Date: December 5, 2025



School-Parent Compact 2025-26

Gateway to College at Laney

School-Parent Compact | 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.

- **Concurrent Enrollment Model:** We provide a dual-enrollment structure where students recover high school credits while concurrently earning transferable college credits at Laney College.
- **Cohort Support:** We group incoming students into "Foundation" cohorts supported by Resource Specialists to ensure personalized attention and academic monitoring before they transition to the general college population.
- **Free Resources:** To ensure equity, we provide all necessary textbooks, technology, and class materials FREE of charge.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- **Intake & Orientation:** We conduct mandatory "Information Sessions" and individual intake interviews with every family prior to enrollment to discuss the compact and program expectations.
- **Intervention Meetings:** Instructional Assistants and Coordinator are available for individual academic progress meetings (via Zoom or in-person) upon request or whenever a student requires academic intervention.

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.

- **Dual Monitoring:** We actively monitor student attendance and grades in both their high school requirements and their college courses.
- **Progress Reports:** We provide regular updates on student progress toward the 190-credit OUSD graduation requirement and their status in transferable college units.
- **Standards Training:** We explain the A-G requirements and the difference between high school proficiency and college-level rigor during our parent orientation.

4. Provide parents reasonable access to staff.

- **Availability:** Staff and Resource Specialists are available Monday–Friday, 9:00 AM – 3:00 PM.
- **Contact Methods:** Parents may contact the Director or Staff Assistant via phone (510-986-6941) or email (gateway@peralta.edu) to schedule appointments.

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.

- **Observation Policy:** While direct observation of college-level courses is restricted by Laney College policy to protect adult student privacy, parents are invited to participate in "Skills Workshops," attend student showcases, and chaperone field trips.
- **Events:** Parents are encouraged to attend Title I Information Sessions and community building events.

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

- **College Navigation:** We offer guidance on the college transfer process, financial aid (FAFSA/Dream Act), and how to navigate the Peralta Community College system (e.g., using the Student Center portal).
- **Study Skills:** We provide resources on time management and study strategies suitable for college-level coursework.

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.

- **Staff Training:** We train our Resource Specialists to view families as essential partners in the student's transition to adulthood and higher education.
- **Feedback:** We incorporate parent feedback from advisory meetings into our staff development plans.

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.

- **Communication Channels:** We use email, phone calls, and Zoom meetings to keep families informed.
 - **Language Access:** Important documents and meeting information are provided in a language family members can understand whenever practicable.
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Parent Responsibilities

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

- **Volunteer:** I will participate in school events, workshops, or field trips if possible.
 - **Participate in Decisions:** I will participate in decisions related to the education of my child by attending Information Sessions and providing feedback on the program.
 - **Extracurricular Time:** I will promote positive use of my child's extracurricular time by supporting their study schedule and college course obligations.
 - **Attendance:** I will ensure my child attends all classes (high school and college) daily and on time.
 - **Communication:** I will maintain open communication with the Gateway office regarding any changes in contact information or family circumstances.
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Student Responsibilities

"School-Parent-Student Compact"

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

- **Get to school on time every day.**
- **Do my homework every day.**
- **Ask for help when I need it (contacting my Instructor or Resource Specialist).**
- **Respect my school, classmates, staff, community members, and family at all times.**
- **Take ownership of my Personalized Education Plan and college goals.**

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Adoption

This Compact was adopted by Gateway to College at Laney on December 5, 2025, and will be in effect for the period of December 5, 2025, to May 31, 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 of this current school year.

Director Name: Dr. William Ramos-Ochoa

Director Signature: _____ *William Ramos-Ochoa* _____

Date: __December 5, 2025_____