OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

May 2?, 2016

To:	Board of Education	File ID Number: _16 - 0886_
		Introduction Date: _5/25/16_
From:	Antwan Wilson, Superintendent	Enactment Number: _16 - 0713_
	Allen Smith, Chief of Schools	Enactment Date: _5/25/16_
	Vernon Hal, Senior Business Officer	
	Ruth Alahydoian, Chief Financial Officer	
	Marcus Silvi, Coordinator, Office of Accountability Partners	

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Gateway to College.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

➢ Title I

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Gateway to College.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: **Gateway to College at Laney College**

CDS Code: 1612590119859

Principal: Shawn Taylor

Date of this revision:

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact Person:	Shawn Taylor	**Position:**	Principal
Address:	900 Fallon Street	**Telephone Number:**	510-464-3592
	Oakland, CA 94607	**Email Address:**	shawntaylor@peralta.edu

The District Governing Board approved this revision of the SPSA on:

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

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

☐ Title I Schoolwide Program	☒ Local Control Funding Formula (LCFF) Base Grant ☐ School Improvement Grant (SIG)
☒ Title I Targeted Assistance Program	☐ LCFF Supplemental Grant ☐ 21st Century
☐ After School Education & Safety Program (ASES)	☐ LCFF Concentration Grant

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

     Date(s) plan was approved: 2/4/16

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

☒ Fliers in students' home languages   ☐ Announcement at a public meeting   ☐ Other (Notices and Media Announcements, etc.)

Signatures:

Shawn Taylor
_____
Print name of School Principal

Shawn Taylor
_____
Print name of SSC Chairperson

_____
Signature

2.4.2016
Date

_____
Signature

2.4.2016
Date

Lucia Montz

Print name of Network Superintendent

Signature

Date 3/18/2016

Marcus Silvi

Coordinator, State & Federal Programs

Signature

Date 4/1/2016

School Site Name: 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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
Ongoing	Students	

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **... General Purpose Base #0000**		$360,383.61
Local Control Funding Formula Supplemental Grant **... LCFF Supplemental #0002**		-
Local Control Funding Formula Concentration Grant **... LCFF Concentration #0003**		-
After School Education and Safety Program (FTE Only) **... ASES #6010**		-
TOTAL:	**$0.00**	**$360,383.61**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Targeted Assistance Program **... Title I Resource #3010**		$22,841.72
School Improvement Grant **... SIG Resource #3180**		-
21st Century Community Learning Centers (FTE only) **... Title IV Resource #4124**		-
TOTAL:	**$0.00**	**$22,841.72**

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: **MATHEMATICS**

LCAP strategic priorities addressed by this Major Improvement Priority:

    1. College & Career Readiness (LCAP Goal 1)

    2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

✓   3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

    4. Student Engagement (LCAP Goal 5)

    5. Parent/Family Engagement (LCAP Goal 6)

    6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

• Main School Goal #1: Increase overall mathematics scores for Foundation and Continuing students.

• Related School Goal #2: Increase the percent of Foundation students who pass the CAHSEE on the first try.

• Related School Goal #3: Increase by one letter grade Foundation student's mathematics grades over the course of one academic year. Baseline Compass Test

• Related School Goal #4: Increase by one letter grade Continuing student's mathematics grades over the course of one academic year. Baseline Compass Test

#N/A

#N/A

STUDENT GOAL TARGET(S) for Improvement Priority #1

Indicators for Student Goal(s)	*Indicator Description*	*Fall 2014 Baseline*	*2014-15 Target*	*2015-16 Target*
Math Indicator #1 (Midterm)	Main School Goal #1: School-wide at or above grade level	No Information Available	No Information Available	35% of school population
CAHSEE 10th grade pass rate	Related School Goal #2: Increase CAHSEE scores	No Information Available	No Information Available	15% Increase in pass rate

Final Mathematics Grade (Foundation)	Related School Goal #3: Advance one letter grade Math (Foundation)	No Information Available	No Information Available	35% within school population
Final Mathematics Grade (Continuing)	Related School Goal #4 Advance one letter grade Math (Continuing)	No Information Available	No Information Available	45% within school population

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
Mathematics courses have embedded tutors who were able to assit students when needed. Students who utilized the extra tutoring passed Math 201 (58%) with a "C" or better during the Spring 2015 semester. Spring 2015 is where the information in ths document is being gathered from.	42% of Math 201 students who did not utilize embedded tutoring, nor attend any of the offered support opportunities received a "D" grade, and "F" grade, or were withdrawn from the class.
Students who utilized extra tutoring passed Math 253 (37.5%) with a "C" or better during the Spring 2015 semester.	62.5% of Math 253 students who did not utilize embedded tutoring, nor attend any of the offered support opporutnities received a "D" grade, an "F" grade, or were withdrawn from the class.
Math 201 students made an increase of 22% correct answers in the time between the initial semester quiz and the final. Students who made this increase on quizzes, also made gains (10%) of homework turned in and on on time.	No significant increases made in Math 253 grades from intial quize to semester final quiz.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Feedback: Math 201 had a high level of behavioral incidents ranging from speaking our of turn, to side conversations, to mobile phone use (non academic).All of this forced the instructor to attempt to do more classroom management than actual teaching. The instructor's a lack of ability to utilize and understanding of standard classroom management interventions: distraction, disruption, or redirection.

Observation/Feedback: Long time Math 253 instructor announced that they were leaving the program. This announcment was made around midterm time and had a pronounced effect on the students morale and had a negative impact on homework completion, tutor utilization, and class participation.

School Quality Review: 90% of students who take the Compass test (first mathematics test taken upon entry into the Gateway program) are testing at an arithmetic level, but they are slotted into either Math 201 (Elementary Algebra) or Math 253 (Pre-Algebra).

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Root Cause #1: More time given to behavioral management than to instruction in Math 201. Why: The term began with a more "relaxed" atmosphere in the classrooom, and very few of the established classroom standards were enforced. The instructor attempted to enforce standards during midterms, but there was a pattern of disruption already ingrained in the classroom. The instructor, and the embedded tutors, had difficulties with maintaing classroom order and control, and spent time addressing behaviors rather than providing instruction. Why: No classroom management training or effective in-class support was provided to the instructor.

Root Cause #2: Math 253 instuctor told the students they was leaving. Why: The announcement was done without any consultation with the director or with the academic counselors. Many students had strong feelings as they expressed they felt the teacher, "really cared about us." Why: The director nor the academic counselors addressed the situation in a timely enough manner.
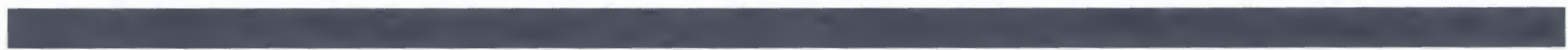
Root Cause #3: Students are not prepared for college mathematics instruction. Why: Many Gateway students do not receive adult/caregiver/parental support with their homework, in particular mathematics. Why: The adults/caregiver/parents who are involved have communicated directly with the Director that they do not feel knowledable enough to assist their youth with given work. Why: Students have no follow up mathematics assessments once they are in the program, aside from tests and quizzes given in class.

MAJOR IMPROVEMENT STRATEGY #1

Increased monitoring and reporting of student progess in Math 201 and Math 253

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
All mathematics instructors will fully integrate the embedded tutors into the instriction day.	The Director will facilitate a bi-weekly curriculum review/student status meeting to assess gains and needs of students enrolled in Math 201 and Math 253.	Tutoring hours (with learning coaches) will be extended by 6 hours per week.

Instructors will set classroom behavioral guidlines at the beginning of the year and review them bi-weekly with the students in an effort to erase an ambiguity in regards to what is and is not acceptable classroom behavior.	The Director and Academic Counselors will devote a collective 120 minutes to classroom observation per week to provide feedback and to role model effective interventions.	All Gateway employees (including volunteers) willl attend a classroom/behavior management workshop once per semester.
Teachers will prepare a syllabus that will include additional resources students can access while not in school.	The Academic Counselors will assist the instructors to with developing helpful tools, "cheat sheets", to assist parents/caregivers with supporting their youth with mathematics homework.	Curriculum will be reviewed at midterm time and at the end of the semester to gauge effectiveness, and to strategize new approaches to instruction, or refine effective practices.
		Gateway will host a monthly "Parent's Night" to address any questions about the curriculum.

MAJOR IMPROVEMENT PRIORITY #2:   **Student Engagement**

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)

2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

✓ 4. Student Engagement (LCAP Goal 5)

5. Parent/Family Engagement (LCAP Goal 6)

6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

• Main School Goal #1: Increase overall attendance of Foundation and Continuing Students.

• Related School Goal #2: Increase student/counselor contact during the academic year.

• Related School Goal #3: Increase student involvement in school decision making processes.

• Related School Goal #4: Establish a student showcase.

#N/A

#N/A

STUDENT GOAL TARGET(S) for Improvement Priority #2

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Chronic Absence	Main School Goal #1: Monitor attendance via educational passports and face-to-face attendance recording.	No Information Available	No Information Available	Reduce dismissals for poor attendance by 25%.
Cohort Dropout rate	Related School Goal #2: Counselors will address student persistance more frequently.	No Information Available	2x per semester	Oncer per month visit either by telephone or office appointment.
Other	Related School Goal #3: Students will be more integrated into school operations.	No Information Available	No Information Available	2 Foundation students and 2 continung students to become members of an advisory board resposible for acting as the voice of their cohort. A member of the management team will facilitate four advisor board meetings per academic year.

Other	Related School Goal #4: Students will host a campus wide event.	No Information Available	No Information Available	Students will plan, develop, and launch an annual showcase to connect with the larger Laney college community, and the surrounding residential/business community.

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
There is a comprehensive atteance policy in place for Foundation students that will be further refined for the 2015-2016 academic year.	The team has expressed frustrations around how difficult it is to hold Continuing students accounatable for their attendance as they do not have any classes, and only weekly contact, with Gateway staff.
Students are assigned to a paticular counselor and they have this counselor until they graduate. Students have reported that this was very helpful as they felt supported and not "passed around from person to person."	All counselors reported difficulties in getting parents/caregivers involved to help support the persistance work the counselors are doing.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Feedback: There was very little equity in attendance enforcement. Students who were seen as "good" were given more chances than the students labeled as "disruptive".

Observation/Feedback: Staff/team gave students more corrective feedback than praise or aspirational feedback.

School Quality Review: There are many more rules and structure in place for discipline than there is for praise and positive/encouraging feedback.

Observation/Feedback: Students reported not feeling "very connected" to the larger campus and also reported not feeling as if they were not a cohort, but "just a bunch of students dong thier own stuff."

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Root Cause #1: Gateway staff spent more time addressing disruptive behaviors than monitoring academic process. Why: There was a change in leadership in the middle of the term that affected some students who had formed a positive relationship with the former Director. Why: The school was contending with an act of violence that happend at the start of Spring 2015--this hypervigilence by the Gateway team extended for the entire semester. Why: Many students did not feel safe enough to attend.

Root Cause #2: Persistance rates were below Gateway national average. Why: Students dropped out/or were terminated from the program, for reasons ranging from attendance, crises in the home, to lack of motivation. Why: There was very little emphasis placed on the educational journey, and more emphasis placed on the diploma being earned, and no real connection or path made between the two of them. Why: counseling services were under-utilized and not deployed in a why that students could readily take advantage of.

Root Cause #3: Students stated they felt disconnected from the program and the college. Why: Students provided feedback stating that they felt they were not informed of campus-wide activities and that Gateway did not provide anything other than academic instruction. Why: Students felt that they were never informed how to find information on campus activities. Why: Students expressed feeling like they were somehow "less than" other Laney College students because of the reputation of the Gateway program.

MAJOR IMPROVEMENT STRATEGY #2

The entire Gateway team will engender a sense of safety and connectedness by providing (and informing) students of opportunities to be more involved with Gateway to College and with the Laney College campus.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Teachers will receive training (www.kognito.com) on best practices for assessing students for counseling referrals.	Director will hold "State of the school" assemblies once per month to receive more direct feedback from the students,	Gateway will use social media platformsm (and assign a social media officer) to announce events,receive feedback, and to inform parents/caregivers of important dates and deadlines.
Counselors will end each counseling session with a 'take away'--something for the student to do or investigate, outside of school, to link school and home lives in a supportive way.	Exemplary attendance (less than two absences a semester) will be publicly recongnized by the Director.	Cohort cohesion and teamwork will be one of the programs Program Learning Outcomes (PLOs).

During check-in time, Teachers will ask students to recommend appropriate activities and deliver these suggestions to the Director to disseminate.	Director and Learning Coach supervisor will announce all activites during Academic Success Fridays.	All Gateway and campus-wide activites will be posted on Gateway property in a visible and accessible space.
Learning coaches (embedded turors) will take attendance at the beginning and end of each class. This will account for students who may not return to class after break or lunch.		The Gateway team will orgainize a monthly field trip.

MAJOR IMPROVEMENT PRIORITY #3:   **College & Career Readiness**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Main School Goal #1: Build pathways to Career Technichal Education (CTE) opportunities on campus.
- Related School Goal #2: Embed "career thinking" and skill development in all academic subject areas during Foundation term
- Related School Goal #3: Utilize Continuation students to act as peer mentors for Foundation students.

#N/A

#N/A

#N/A

STUDENT GOAL TARGET(S) for Improvement Priority #3

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Other	Main School Goal #1: Prioritizing CTE classes for Continuing students.	No Information Available	No Information Available	15% of Continuation students taking one or more CTE classes.
Other	Related School Goal #2: Wider career education offering and exposure for Foundation students.	No Information Available	No Information Available	2 or more classes have overlapping career development curriculum.
Other	Related School Goal #3: Peer mentorship	No Information Available	No Information Available	Continuing students meet with Foundation students 2x semester and provide writtern check-ins to the appropriate academic counselor.

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
Partnership with CTE courses and instructors.	Framing the work in such a way that the students see the long term benefits, as opposed to instant gratification.

Access to numerous local business people to present the students with real world learning and practice.	Not presenting the skills building classes as integral to overall education.
	A dormant internship program.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Fedback: Surveyed students felt that the 'Get Focused, Stay Focused' course and curriculum was not helpful in preparing them for the rigors of college work.

Instructional Rounds: When asked by students, Foundation instructors did not appear to know how to link classroom assignments to student's real world/contextual needs.

Reflections: There was no career exploration/exposure opportunities for students.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Root Cause #1: The ideas of career readiness are not a part of the Gateway at Laney pedagogy. Why: Most students come in with below average scores in Math and English. Why: Teachers and counselors focusesd more on bringing English and Math scores up. Why: With extra tutoring, career and college readiness was not a focus of study.

Root Cause #2: Foundation students are taught to work within the context of Gateway but the tools to thrive in the general college environment are not emphasized. Why: Counseling class was replaced with the Get Focused/Stay Focused curriculum. Why: There was a shift from career exploration to personal exploration. Why: Students were not introduced to CTE opportunities. Why: Students were never challenged to "choose a major" or think of long-term career goals.

Root Cause #3: There are very little opportunities for project-based learning in Foundation phase. Why: Foundation curriculum is inflexible. Why: There was no opportunities for instructors to meet and compare lesson plans.

MAJOR IMPROVEMENT STRATEGY #3

Career and College Readiness ideas, strategies, and tactics will be introduced during Commitment Week (the week before classes officially start) and revisited throughout the semester.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Teachers will work together to develop overlapping project-based curriculum to develop an integrated learning approach.	The Director will seek out TPD trainings that will address how in-class assignments can be linked to real world scenarios.	There will be 3 hours of ELT per week for career exploration.
	The Director will develop community partnerships with the goal of providing career experience pathways.	Gateway will maintain an internship database for students and announce opportunities during the weekly Academic Success Fridays.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	$745,469
Early Childhood Education	$1,964,450
Mental Health Services	$175,000
Literacy	$800,000
Summer School	$400,000

• Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

• District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment,

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – High School

School Name: ___Gateway to College___   **School Year:** ___2015-16___

Chairperson : Shawn Taylor	Vice Chairperson: Javier Huerta
Secretary:	LCAP Parent Advisory Nominee:*
LCAP EL Parent Advisory Nominee:*	LCAP Student Nominee:*

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Shawn Taylor	X				
Claudia Castro			X		
Elena Castro		X			
Javier Huerta		X			
Gupreet Singh					X
Winter Williams				X	

Meeting Schedule (day/month/time)	

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
Or
3-Parent /Community
3 High School Students

*Please submit members' and nominees' contact information to raquel.jimenez@ousd.org

Revised 9/2/2015

Title I School Parental Involvement Policy   2015 - 2016

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

Involvement of Parents in the Title I Program

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

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

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

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

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

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

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

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

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

Accessibility

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

Adoption

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

    This policy was adopted by the Gateway to College School Site Council on March 17th, 2016 and will be in effect for the remainder of the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Gateway to College at Laney College's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____
(Principal's Signature)

_3.18. 2016_____
(Date)

Program – Student – Parent / Supporter Partnership Agreement

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

Program Responsibilities

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

Director's Signature: _____ Date:_____

Parent / Supporter Responsibilities:

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

Parent/Supporter's Signature: _____ Date:_____

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

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

Student's Signature: _____ Date:_____