OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

<u>**Action Requested:**</u>

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Gateway To College.

<u>**Background:**</u>

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 schoolwide programs, 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.

<u>**Discussion:**</u>

The SPSA builds on a premise that students are capable of learning with effective instruction and 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 with student success.

<u>**Recommendation:**</u>

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Gateway To College.

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Gateway to College at Laney College**
CDS Code:	1612590119859
Principal:	Shawn Taylor
Date of this revision:	6/10/2016

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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

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

[X] Title I Schoolwide Program

[ ] Title I Targeted Assistance Program

[ ] After School Education & Safety Program (ASES)

[ ] Local Control Funding Formula (LCFF) Base Grant

[ ] LCFF Supplemental Grant   [ ] 21st Century

[ ] 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: 5. 24. 2016

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	_Signature_	5.24.2016
Print name of School Principal	Signature	Date
Shawn Taylor	_Signature_	5.24. 2016
Print name of SSC Chairperson	Signature	Date
Lucia Moritz	_Signature_	5/ 24 /2016
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian	_Signature_	5-31-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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
9/15/2016	Parents/Caregivers	Back to School Night. Engage parents/caregivers around day-to-day fucntions of the program. Recruit for the SSC. Solicit feedback from students/parents/caregivers around program improvement.
9/22/2016	SSC	Hold intial SSC. Train new members. Set 16-17 academic year agenda.
10/7/2016	Faculty/Staff	Off-site retreat focusing on trauma-informed pedagogy, retention, and persistence.
10/21/2016	Students (Foundation)	Mid-term half-day retreat to gauge cohort effectiveness--review strengths and weaknesses from the program to the college level.

Programs Included in This Plan

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 Discretionary #0000	$0.00	TBD
Local Control Funding Formula Supplemental Grant … LCFF Supplemental #0002	$0.00	TBD
Local Control Funding Formula Concentration Grant … LCFF Concentration #0003	$0.00	TBD
After School Education and Safety Program (FTE Only) … ASES #6010	$0.00	TBD
TOTAL:	**$0.00**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program … Title I Resource #3010	$15,266.59	TBD
Title I, Part A: Parent Engagement Activities … Title I Resource #3010	$391.34	TBD
21st Century Community Learning Centers (FTE only) … Title IV Resource #4124	$0.00	TBD
TOTAL:	**$15,657.93**	**$0.00**

ABOUT THIS SCHOOL

School Description

Gateway to College (GTC) opened in 2009 with a grant from the Bill and Melinda Gates foundation. It is a joint partnership between Laney College, Oakland Unified School District, the Peralta Community College District, and the Gateway to College National Network. Gateway to College is an alternative high school of choice that provides education to students (9-12 grades and ages 16-20) who are behind in credits an opportunity to complete their high school requirements while simultaneously earning community college credits at a 1 college credit equals 3.3 high school credits ratio. All students begin in the "Foundation" stage. During this stage, students are required to take the following courses: English and Mathematics. The level of these courses depends on which course they assessed into. Each year, GTC serves between 125 - 150 students, who are allowed to enroll each semester. Once students complete the "Foundation" stage (passing all classes with a "C" or better) that begin the next semester as "Continuing" students, taking the majority of their classes in the general college population. GTC serves a very racially and ethnically diverse population and has instituted multicultural pedagogy to honor the school's population. GTC takes a holistic approach to student education. The school offers a parent support/education series, trauma informed pedagogy for our instructors, and numerous community relationships.

School Mission and Vision

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

School Demographics

	% Female	% Male	% LCFF	% English Learners
Special Populations	57.0%	43.0%		27.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		1.3%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	26.6%	1.3%	1.3%	59.5%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.0%	5.1%	3.8%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
The number of graduating students has increased in the 2013-2014, 2014-2015, and projected graduates for Spring 2016 academic years. AY 2012-2013 = 4 graduates AY 2013-2014 = 12 graduates AY 2014-2015 = 22 graduates (including summer) AY 2015-2016 (projected) = 22 graduates (including summer) This can be attributed to increased caregiver involvement, an increase and restructuring of individual and group tutoring time, and the (brief) introduction of a college-readiness course.	[The Following information is taken from the following school years: 2013-2014, 2014-2015, and graduate projections for 2015-2016] The average population of Gateway to College (for the aforementioned school years) was 132 with an average disenrollemnt (dropout) rate of 14.3, making the non-graduating: 10.8% of population. CDE dataquest has information for the 2013-2014 OUSD academic year (the last year recorded) and the average district dropout rate was 23.9%. with a cohort enrollment of 2,512. Matching the same academic year (2013-2014) Gateway's total disenrollment rate was 37.9% of total population which was 14% higher than the OUSD average, per population. These disenrollments can be attributed to the following: unsatisfactory academic progress (earning less than a "C" in one or more courses), moving out of the district, and self-disenrollment.	With a pretty significant turnover semester to semester, there is a level of instability that the students have made mention of. Staff participated in training in how to recognize antecedent behaviors in students who may show signs of academic decline. While interventions have been implemented to include more caregivers, more needs to be done to frame academic success and graduation as a goal shared and supported by the student's family/caregivers and the school. While this may be collation, not causation, but students with support outside of the school (e.g. caregiver, probation officers, parents, etc.) tend to be more successful. Data on this is still being collected and analyzed.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes

All Gateway to College students are concurrently enrolled and receive high school and college credits. They are taught by college instructors and receive tutoring and additional help via learning coaches trained in supporting college-level students. They are assessed by the Adult Placement Indicator, the COMPASS test, and junior college level writing samples.	Gateway student's biggest gains have been in English. Most students, including ELL students, advance a full letter during their Foundation term. The percent of passing students is 70% for the past three semesters. While the passing rate can be improved, it is a marked improvement (and consistent increase) since the 2013-2014 term. This is attributed to curating the English instructors Gateway students are assigned to. Students struggle in Mathematics and, upon entering Gateway, test into the lower levels of the Peralta colleges' Mathematics course offerings. Most students do not advance beyond Math 201 (intermediate algebra) with an average 58% passing grades over the past three semesters.	Students are expected to excel in a college environment after unsuccessful experiences in traditional high school. Most students, despite their individual drives, have yet to develop the necessary skills to be consistently successful.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Via the Gateway to College New and Continuing student surveys: Students report feeling as if they are "heard and supported" (73%) and that the program is in alignment with thier education and post-education goals (80%). Student report feeling safe (80%) but also state that they wish there was more "peer support" and less "peer distractions" (74%). Graduation rates have been on an upward tracectory over the last four semesters, with Spring 2016 projected to be the highest amount of graduates in the history of this Gateway to College location. Staff have increased their awareness of the constellation of life challenges our students face, as well as receiving professional development focusing on working with underresourced and "at risk" youth.	Despite students expressing that they feel safe and connected, there is a significant droput rate (detailed above). Gateway to College underwent a program review, by both Peralta and Gateway to College National Network, and are waiting for the detailed interventions to address both persistence and retention. Many students have life domain issues that affect them in school e.g. mental/behavioral health issues, lack of resources, unstable housing, family discord, and the need to work to contribute to their families.	Many students have life domain issues that affect them in school e.g. mental/behavioral health issues, lack of resources, unstable housing, family discord, and the need to work to contribute to their families.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
All Gateway to College students are enrolled in math and english courses that they assess into. Foundation (new) students are required to attend courses instructed by Gateway teachers. Learning coaches (tutors) are embedded in each Gateway taught class, and there is tutoring time directly after each course. In the afternoons, all Gateway students are required to attend a group tutoring session where they can receive help with English and Math, as well as any other outside course they are taking. Fridays are reserved for tutoring where all Gateway students can participate in group or one-to-one tutoring.	While all Gateway to college students are ostensibly college students, many enroll in the program without some of the core basics of college-preparedness, e.g. how to read a syllabus, basic organizational skills, and sufficient reading and writing and Algebra 1 skills. The exact data for this has yet to be captured in a formal manner, as Gateway to College is waiting for the findings of their most recent program review.	Students have been out of school for more than a semester, or had unsuccessful school experiences, and enter the program ill-prepared for the work and the workload. 50+% of students need more intensive support in basic writing skills (grammar, paragraph and sentence construction, developing a thesis statement). 45+% of students need intensive support in pre-algebra basics. All of this is evidenced by initial assessments, and initial class grading periods.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- n/a

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	A-G completion will increase by 5%.	1: Graduates are college and career ready.	
Post-Secondary Readiness:	All incoming students will complete a college readiness/counseling class (unless assessed into English 1A or Math 203, earning a "C" grade or higher.	3: Students are reading at or above grade level.	
Climate and Culture:	All staff will complete the kognito.com training to address behavioral health antecdents and gain knowledge how to make timely and appropriate referrals.	5: Students are engaged in school everyday.	

	Develop a system for capturing accurate persistance and retention rates per cohort.	1: Graduates are college and career ready.	
Rigorous Academics:			

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	**A-G Completion**	All Students	35%	40%	1: Graduates are college and career ready.	
Post-Secondary Readiness:	**Concurrent Enrollment**	All Students	None	70% of incoming Foundation Students	3: Students are reading at or above grade level.	
Climate and Culture:	**Culture/Climate: Staff**	All Students	3 Staff (Director and 2 Counsleors)	All Staff	5: Students are engaged in school everyday.	
Rigorous Academics:	**n/a**	All Students	n/a	System in development	1: Graduates are college and career ready.	

School Theory of Action

The School Site Council (SSC also the Measure N committee) plan on building on our successful programming: block scheduling, embedded tutoring, increasing family/caregiver involvement, trauma-informed pedagogy, comprehensive education planning, experiential learning, and robust community involvement for employment and internships). In 2016-2017 the Gateway to College team wants to enhance holistic support of students. This will be done by addressing the academic and social emotional needs of our students. We want to expand integrative project-based learning (projects that span two or more subjects), and also to adjust some aspects of the curriculum to make it more culturally responsive, reflective, and relevant.

To make these changes to the current Gateway model will require more funds than are ADA grant lump sum. Gateway to College will use Measure N funds thusly:

- Hire a mindfulness contractor to lead anxiety reduction workshops 3 x per month.
- Hire one additional mathematics tutor and one English instructor.
- Purchase low cost laptops (e.g. ChromeBooks) so students can check them in/out as, per our last tech survey, 40+% of our students have no way to do their schoolwork at home.
- Developing a bi-weeklystipend/rewards program for students who are struggling with regualr attendance.
- Articulate an "Intro to Computing" course for high school elective credit and hire an instructor to facilitate.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	A full audit of pre-admit assessments will be performed with the goal of establishing suitability for concurrent enrollment.	A-G completion will increase by 5%.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Culture & Climate Improvement Strategy:	Staff will be required to complete a curriulum that addresses strengths-based classroom management skills.	All staff will complete the kognito.com training to address behavioral health antecdents and gain knowledge how to make timely and appropriate referrals.	Equity/Access/ Achievement	Personalized Student Support
Pathway Development/ Implementation Strategy:	Gateway to College will undergo a full curriculum review to capitalize on what is working with students and replicatre it across all Gateway supervised curricula.	All incoming students will complete a college readiness/counseling class (unless assessed into English 1A or Math 203, earning a "C" grade or higher.	Building a Rigorous Academic Core: Student Conditions	School Leadership & School Vision
New or Emerging Design Feature #1:	Fully integrate behavioral/socio-emotional health support in the school and the curriculum. Our students are dealing with a constellation of challenges that affect their ability to succeed in school. By offering on-site anxiety reduction/prosocial mental health skills instruction, and partnering with the Carl B. Metoyer Center for Family Counseling, the goal is to reduce outside factors that negatively impact school success.	All staff will complete the kognito.com training to address behavioral health antecdents and gain knowledge how to make timely and appropriate referrals.	Personalized Student Support	Equity/Access/ Achievement
New or Emerging Design Feature #2:	Developing an interdiciplinary college/workforce readiness course that provides practical skills and allows for career exploration.	All incoming students will complete a college readiness/counseling class (unless assessed into English 1A or Math 203, earning a "C" grade or higher.	Work-Based Learning	Equity/Access/ Achievement
New or Emerging Design Feature #3:	Create academic passports (physical and online tracking system to record student's grades, assignment due dates, and test scores). This will put students more in charge of their progress and generate "buy in" to the program.	A-G completion will increase by 5%.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #1:	All Gateway supervised courses have embedded tutors, set aside time outside of class to receive one-on-one or group academic support.	A-G completion will increase by 5%.	Personalized Student Support	Equity/Access/ Achievement

Established Signature Element #2:	All Gateway students are concurrently enrolled and earn 3.33 high school units for every one college unit earned.	Need more data on persistence and retention as well as high school only classes versus high school/college hybrid model. Re: outcomes.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling

PATHWAY KEY PRACTICES

Teaching Practices:

- All instructional staff participate in prodessional development geared towards workign with the "at risk" and/or underresourced population. The also have four hours per week planning time, a bi-weekly staff/curriculum meeting, and access to collegewide academic resources (math lab, writing lab, computer lab, counseling). Additionally, staff are trained in identifying and implementing acceleration strategies for GATE students and supports for Foster and Homeless youth.

- Students are allowed to take college-only courses if they assess high enough on the Compass.

- All students have access to an academic counselor who acts as a guide to navigating the community college system.

- Develop a course where students learn computing and coding basics as part of an equitable education initiative.

Leadership and Organizational Practices:

- Students are grouped and assigned to a counselor who stays with them from Foundation to graduation.

- Instructional and support teams meet bi-weekly.

- Parent coaching/learning sessions to teach parents/caregiver how to support their students at home and at school: homework, test anxiety, etc.

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$15,266.59	Title I Basic	Purchase Technology	Developing an interdiciplinary college/workforce readiness course that provides practical skills and allows for career exploration.	A1.1: Pathway Programs	5825	n/a	n/a	n/a	311-1	311
$391.34	Title I Parent Participation	Expand Parent Education	Fully integrate behavioral/socio-emotional health support in the school and the curriculum. Our students are dealing with a constellation of challenges that affect their ability to succeed in school. By offering on-site anxiety reduction/prosocial mental health skills instruction, and partnering with the Carl B. Metoyer Center for Family Counseling, the goal is to reduce outside factors that negatively impact school success.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	311-2	311

Gateway to College Title I School Parental Involvement Policy   2015-2016

Involvement of Parents in the Title I Program

Gateway to College students come from a variety of non-traditional backgrounds and living situations. Students are formerly incarcerated, homeless, in foster care, in-between homes, as well as emancipated. As a result, Gateway to College outreaches to not just parents, but the social workers, advocates and supporters of students. Per the MOU between Oakland Unified School District and Peralta Community College, Gateway to College students are labeled as concurrently enrolled students who have all the rights and privileges of a Community College student.

Gateway to College agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent/Supporter Involvement Policy in a language and format the parent/supporters and community can understand.
- The school will jointly develop with parents/supporters the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents/supporters in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

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

1) Offers a flexible number of meetings for parents (at least two a semester), and involve parents/supporters of all students in an organized, ongoing, and timely way in the planning, review, and improvement of Parent Involvement Policy.

- Parents/supporters of Gateway students participate in the program from the first information session. Prior to the beginning of the program, parents/student supporters will be invited to special workshops twice a semester to discuss how they can support the student throughout the program.
- Parents/supporters will be invited to two meetings / semester to provide feedback about their experience as parents and to learn about the latest happenings in the program.

2) Assists parents/supporters in understanding academic content standards, assessments, and how to monitor and improve the achievement of the student. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The State of California's high school graduation standards
- The State of California's student academic achievement standards
- The State of California's(Oakland Unified School District and Peralta Community College) academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title 1 Program
- How to monitor their child's progress

- During initial parent/student supporter meetings prior to the start of the program, as well as monthly during the year, parents will be apprised of up to date information regarding the above topics. We will be able to provide parents with daily and weekly attendance reports upon request; in addition to normal attendance updates.

3) Provides materials and training to help Parents work with their children to improve their children's academic achievement.

- *Monthly parent/student supporter meetings will be held and will include various follow-up topics/information to inform them on how they may support the student's academic achievement.*

4) Educates staff community college staff on the value of parent/supporter contributions and how to work with parents/supporters as equal partners.

Prior to the start of the term, staff will be provided training in best practices of including parents/student supporters into the program. Staff will be trained in how to communicate effectively with parents.

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 and providing translators for all face-to-face meetings.

Program – Student –Parent / Supporter Partnership Agreement

Gateway to College has jointly developed with and distributed to parents/supporters of students a School-Student/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 support students in reaching academic success.

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, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

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

Program Responsibilities

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

Director's Signature: _____Date:_____

Parent / Supporter Responsibilities:

We, as parents/supporters will support our children's learning in the following ways:
1) Monitor and ensure on-time 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:
We, as students, 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

Student's Signature: _____Date:_____

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – High School

School Name: Gateway to College   **School Year:** 2015-2016

Chairperson : Shawn Taylor	Vice Chairperson: Javier Huerta
Secretary: Claudia Castro	LCAP Parent Advisory Nominee:*
LCAP EL Parent Advisory Nominee:* Winter Williams	LCAP Student Nominee:* Gurpreet Morris-Singh

Place "X" in Appropriate Members Column

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

Meeting Schedule (day/month/time)	24th, May, 500p

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