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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 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 2022-2023 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 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.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College

Legislative File Id. No. 22-1747
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By: er



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Gateway to College at Laney College
CDS Code: 1612590119859
Principal: William Ramos Ochoa
Date of this revision: 5/13/20

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
Oakland, CA 94607

Telephone:

Email: william.ramosochoa@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 EDC § 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/13/2022

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

Signatures:

William Ramos Ochoa <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
<hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
Matin Abdel-Qawi <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
Week of May 9th - May 13th	GTC Staff	Review Draft of SPSA
Ongoing	GTC Students and Family	Student and family Google survey

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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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 seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD 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).
- **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.
- **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/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$1,925.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,925.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$1,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$0.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$50.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$0.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)		TBD
SUBTOTAL OF FEDERAL FUNDING:	\$1,925.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$0.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,925.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Gateway to College at Laney College

School ID: 311

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.

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-96.8	n/a	<i>not available until Fall 2022</i>	n/a
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-183.2	n/a	<i>not available until Fall 2022</i>	n/a
CAST (Science) at or above Standard	All Students	24.4%	n/a	<i>not available until Fall 2022</i>	n/a
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	16.7%	24.3%	<i>not available until Fall 2022</i>	n/a
On Track to Graduate: 9th Grade	All Students	n/a	0.0%	<i>not available until Fall 2022</i>	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	0.0 %	n/a
A-G Completion	All Students	0.0%	3.7%	0.00%	n/a
College/Career Readiness <i>*2018-19 baseline</i>	All Students	39.2%	n/a	<i>not available until Fall 2022</i>	n/a

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-58.5	n/a	<i>not available until Fall 2022</i>	n/a
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	n/a	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	n/a
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-171	n/a	<i>not available until Fall 2022</i>	n/a
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	n/a	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	n/a

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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ELL Reclassification	English Learners	n/a	0.0%	<i>not available until Fall 2022</i>	n/a
LTEL Reclassification	Long-Term English Learners	n/a	0.0%	<i>not available until Fall 2022</i>	n/a

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	0.0%	0.0%	<i>not available until Fall 2022</i>	n/a
Out-of-School Suspensions	All Students	0.0%	n/a	<i>not available until Fall 2022</i>	n/a
Out-of-School Suspensions	African American Students	0.0%	n/a	<i>not available until Fall 2022</i>	n/a
Out-of-School Suspensions	Special Education Students	0.0%	n/a	<i>not available until Fall 2022</i>	n/a
Chronic Absenteeism	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
Chronic Absenteeism	African American Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	n/a
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	n/a

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Field Experience, College and Community Building Field Trips; transcript review; aligning student schedules with career goals, Development of staff priorities to support implementation of new programming.	Strong staff; staff-designed program; counseling and academic supports; deep understanding of programs at Laney and the Peralta community college system

<i>LCAP Goal 2: Focal Student Supports</i>	GTC success coaches; Engagement Specialist; English Intervention Specialists, cohort model; embedded tutoring with staff and tutors; weekly supplemental Math workshop support with Math Faculty; Student Support workshops, CTE Field Trips at Laney, and community days. Transition from COVID online only model to Hybrid (Students having the opportunity to be Fully Online or In Person & Online)	Committed and high-capacity staff; intentional staff hiring and training; committed staff/student mentoring; monitoring of student progress; student academic success workshops (e.g. study skills, financial aid, life after high school - Opening Bank Accounts and How to apply for housing, UC Berkeley - STEM Panel and Workshop).
<i>LCAP Goal 3: Student/Family Supports</i>	GTC newsletter to update families on important announcements and dates, End of Year - Yearbook to share with parents and families; Parent Community Night (Fall 2021 and Spring 2022)	Having ongoing information and planned community nights for parents and families to be more informed with regard to current and future programming.
<i>LCAP Goal 4: Staff Supports</i>	Staff professional development focused on supporting students holistically and streamlining student data capture to inform services; relationship building best practices and reflection of the current learning paradigm. In addition, provided trauma informed training on early alert and theoretical tools on Mental Support adolescent youth	Strengthen relational capacity for staff and faculty with practical tools on relationship building with students to better serve them with their needs socioemotionally. Provide sample scenarios with relatable student experiences. In addition, receive Mental Health training from a well experienced mental health expert that currently works at the Laney College site and has much experience working in a similar capacity within OUSD.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Students having trouble acclimating back to in person support structures and classes.	Students acclimating back from fully online supports and courses for at least one full school year hindered many of our students ability to fully immerse themselves to in person learning. Also, due to COVID vaccination protocol, some students weren't able to attend in person supports. Gateway pivoted to Hybrid learning to accomodate the various needs of students with the current protocols in place. The program is still adapting to current learning paradigm shift and the needs of our students

<i>LCAP Goal 2: Focal Student Supports</i>	Students not communicating effectively with their Success Coaches and the English Intervention Specialists to receive support in completing courses successfully	Students acclimating back from fully online supports and courses for at least one full school year hindered many of our students ability to fully immerse themselves to in person learning. Also, due to COVID vaccination protocol, some students weren't able to attend in person supports. Gateway pivoted to Hybrid learning to accomodate the various needs of students with the current protocols in place. The program is still adapting to current learning paradigm shift and the needs of our students
<i>LCAP Goal 3: Student/Family Supports</i>	Family Engagement is limited in services and resources that can be provided	Limited funding stream for family engagement; need more funding to deepen and expand existing family supports; family engagement efforts just recently launched this years
<i>LCAP Goal 4: Staff Supports</i>	Limited staff; institutionalizing staff positions	Limited availability and stability of funding for longer-standing, full-time staff positions

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Limited availability of funding; limited availability of mental health services; need further support from and collaboration with Oakland Unified School District

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Gateway to College at Laney College

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

Gateway has implemented various activities and additional student service staff to support students in acclimating back to in person learning and student service supports. We have added an Engagement Specialist and an English Intervention Specialist to help strengthen our LCAP Goals. The Engagement Specialist worked with the director of Gateway to College program to develop a comprehensive Re-Engagement Campaign to more effectively support students. Support with the acclimation of in person and online student supports for Gateway students through various Re-Engagement programming and strategies. Through the support of Laney College, provided additional food items to students to reduce food insecurity. The English Intervention Specialist worked with the Director of Gateway to College program to develop comprehensive Basic Skills workshops for English Foundational courses. The English Intervention Specialist also worked with the Engagement/Success Coach Specialist of Gateway to College program to improve student learning best practices in foundational English courses and Leadership (Advisory for students) Time. In addition, support re-directing students with academic interventions to Gateway program tutors as needed. In addition to adding more staffing, we have implemented various Field trips (CTE at Laney, CSU Easy Bay, Oakland CA Museum, SF Moma, UC Davis, UC Santa Cruz, Mt. Hermon Adventure - Community Building Obstacle Course), Student Success Workshops (Financial Aid, Grownish Renting, creating a bank account and general advice for being an adult), Basic Skills workshops and ongoing one to one student meetings and parent family meetings.

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

Increase with In Person student participation within courses in comparison to the beginning of the FY 2021- 2022. End of Year - Yearbook developed that includes engagement activities and student experiences throughout the school year. Increase student participation within Gateway to College English foundation courses. Lack of participation within online interventions for students identified to be fully online.

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.

We will be pivoting to provide more community oriented interventions, specifically home visits to address lack of attendance for identified students in the Gateway to College program. Address lack of online student engagement by contracting a specialist to strengthen online student supports and structures. Include more community oriented activities on campus and outside of the program area at the beginning of the semester to strengthen community building amongst students to ensure a more successful community of practice.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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#N/A

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Gateway to College at Laney College

School ID: 311

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority: Comprehensive Student Supports/Wrap-Around Services

School Theory of Change: Career and Collegiate Identity Development for students through comprehensive academic support, ensuring that students have a guided pathway focused on their long term career and life goal.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Counseling Workshops	Academic Success Fridays will be calendered to provide these essential services for a once per month counselor intervention through Academic Success Fridays.	End of the Semester Student Survey - to evaluate efficacy of ASF interventions		
1-2	Success Coach - Case Management Check In	Academic Success Fridays will be calendered to provide these essential services for a bi-weekly meeting with their designated Success Coach	End of the Semester Student Survey - to evaluate efficacy of Success Coach Interventions		
1-3	Community Engagement	Academic Success Fridays will be calendered to provide these essential services for a once a month speaker series.	End of the Semester Student Survey - to evaluate efficacy of Community Engagement		
1-4	Leadership - Study Hall	Space geared towards providing homework and academic support through Success Coaches and Intervention Specialists	Daily Attendance and Support based on the academic needs of GtC students		
1-5	College Field Trips	Field trips to various CSU's and UC's in the local area	Declaring College Major when meeting with college counselor		

1-6	Engagement Specialist - Family/ Group Interventions	Online and In Person space geared towards providing homework and academic support through success coaches and embedded tutors	Ongoing		
1-7	CTE Field Trip	Field Trips to various CTE Departments at the Laney College Campus	Declaring College Major when meeting with college counselor		

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Student Education Plans
School Theory of Change:	Assessing and Evaluating Gateway to College Students Educational plan to graduate from the program, but more importantly focus on their overall individual career and/or life goal.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Foundational Students will receive a comprehensive 2 Year Educational Plan focused on their trade and/or major of choice for post-graduation	One on One appointments with Academic Counselor to assess and evaluate student career and life goals	Foundational and continuing students will have their own separate counseling support to provide a mandatory Comprehensive Student Education Plan per college semester.		
2-2	Continuing Students will receive an updated 2 Year Educational Plan focused on their trade and/or major of choice for post-graduation	One on One appointments with Academic Counselor to assess and evaluate student career and life goals	Mandatory Student Semester Check In's regarding 2 Year Educational Plan		

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

School Priority:	Ongoing community building with staff to support wrap-around Student Intervention Services.
School Theory of Change:	Contnious development of Student Interventions for Adolescent youth Ages 16 - 21 for ongoing student support. Implementation of Academic Success Fridays, Professional Development for Success Coach Student Intervention Practice, and the pilot

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Hosting Parent and Student Orientation	One week prior to the Fall and Spring Semester Beginning students will participate in a week long comprehensive student support intervention with all GTC staff. During this week GTC has programmed different areas of foundational student support to increase student success.	Developed a full academic calendar that outlines Summer, Fall and Spring programmatic services. Practice is ongoing across fiscal years.		
3-2	General Assembly - Welcome	One week prior to the Fall and Spring Semester Beginning students will participate in a week long comprehensive student support intervention with all GTC staff. During this week GTC has programmed different areas of foundational student support to increase student success.	Developed a full academic calendar that outlines Summer, Fall and Spring programmatic services. Practice is ongoing across fiscal years.		
3-3	Academic Counselor & Class Schedule Check In- New & Continuing Students	One week prior to the Fall and Spring Semester Beginning students will participate in a week long comprehensive student support intervention with all GTC staff. During this week GTC has programmed different areas of foundational student support to increase student success.	Developed a full academic calendar that outlines Summer, Fall and Spring programmatic services. Practice is ongoing across fiscal years.		

3-4	Success Coach Expectations and Academic Support	One week prior to the Fall and Spring Semester Beginning students will participate in a week long comprehensive student support intervention with all GTC staff. During this week GTC has programmed different areas of foundational student support to increase student success.	Developed a full academic calendar that outlines Summer, Fall and Spring programmatic services. Practice is ongoing across fiscal years.		
3-5	Foundation English and Math College Course - Instructor Check In	One week prior to the Fall and Spring Semester Beginning students will participate in a week long comprehensive student support intervention with all GTC staff. During this week GTC has programmed different areas of foundational student support to increase student success.	Developed a full academic calendar that outlines Summer, Fall and Spring programmatic services. Practice is ongoing across fiscal years.		
3-6	Parent/Guardian Night	Have an evening dedicated to informing families and parents regarding resources to support them during the shelter in place while also continuing to strengthen GtC family networks.	Parent Survey to capture concerns and comments of families experience with GtC program		
3-7	Professional Development - Community Engagement Best Practices	Training Provided to support best practices to strengthen relationship building with staff and students. In addition provide trauma informed training that discussed an overview on Mental Health warning signs for Gateway students and how to properly refer students to Mental Health Resources.	Staff Retreat Survey		

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

School Priority:	To develop and implement a community of practice with families, staff and students with the intention of providing an affective and effective positive learning environment GtC students and families.
School Theory of Change:	Implement a Community network with Parents/Guardians and families to better inform them regarding programmatic best practices and important information regarding student learning
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Development of a sustainable parent network	Implementation of a semesterly Parent/Community Night to inform parents and community members about program updates and future implementation of program goals	Letter sent to parents/community members to update on programming and have the Zoom Presentation easily accessible to Parents/Community Members		

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Establish Family and Student Engagement by providing a thorough
School Theory of Change:	Strengthen the Postsecondary pipeline to ease access to Learning Communities and Additional supports for African American/Black students at Laney College
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Support Foundation English Courses with including more cultural centered A.A/Black Experiences in Curriculum	Within English 1A Foundation Course - Included Literature focused on Black experiences	Instructor for English 1A Foundation Course focused learning on Autobiography on black experiences		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	English Language Development				
School Theory of Change:	Increasing English Language Development Supports				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	English 1A and English 264 Basic Skills Workshop	Additional Writing Workshop Supports for students that need support with building their Literacy and Writing Skills for College English Composition	Ongoing		
6-2	English Intervention Specialist	Support with Strengthening of Foundational English Course passing rate and improvement of basic English skills	Responsible for tracking of student progress with assignments and overall experience with Foundational English courses		

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 311

School: Gateway to College at Laney College

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Support with Re-Engagement for GtC students through Field Experience	\$1,875	3010	4399						Student Connectedness to School	student connectedness to school	311-1