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OAKLAND UNIFIED  
SCHOOL DISTRICT

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# Memo

To Board of Education  
 From Tony Smith, Ph.D., Superintendent  
 By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action  
 MS. Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date \_\_\_\_\_

Subject Annual Evaluation – Gateway to College at Laney College – Alternative Education

Action Requested Approval by the Board of Education of the Annual Evaluation of Gateway to College at Laney College for school year 2009-2010 and the submission of the Evaluation to the California Department of Education.

Background  
*A one paragraph explanation of why the consultant's services are needed.*  
 Oakland Unified School District partners with Laney College in providing the Gateway to College option for students who have dropped out of school and wish to pursue a dual enrollment program and earn a high school diploma while earning college credit. The program opened in 2009-2010 and the district has completed an evaluation of the first operational year.

Discussion N/A  
*One paragraph summary of the scope of work.*

Recommendation Approval by the Board of Education of the Annual Evaluation of Gateway to College at Laney College for school year 2009-2010 and the submission of the Evaluation to the California Department of Education.

Fiscal Impact None

Attachments
 

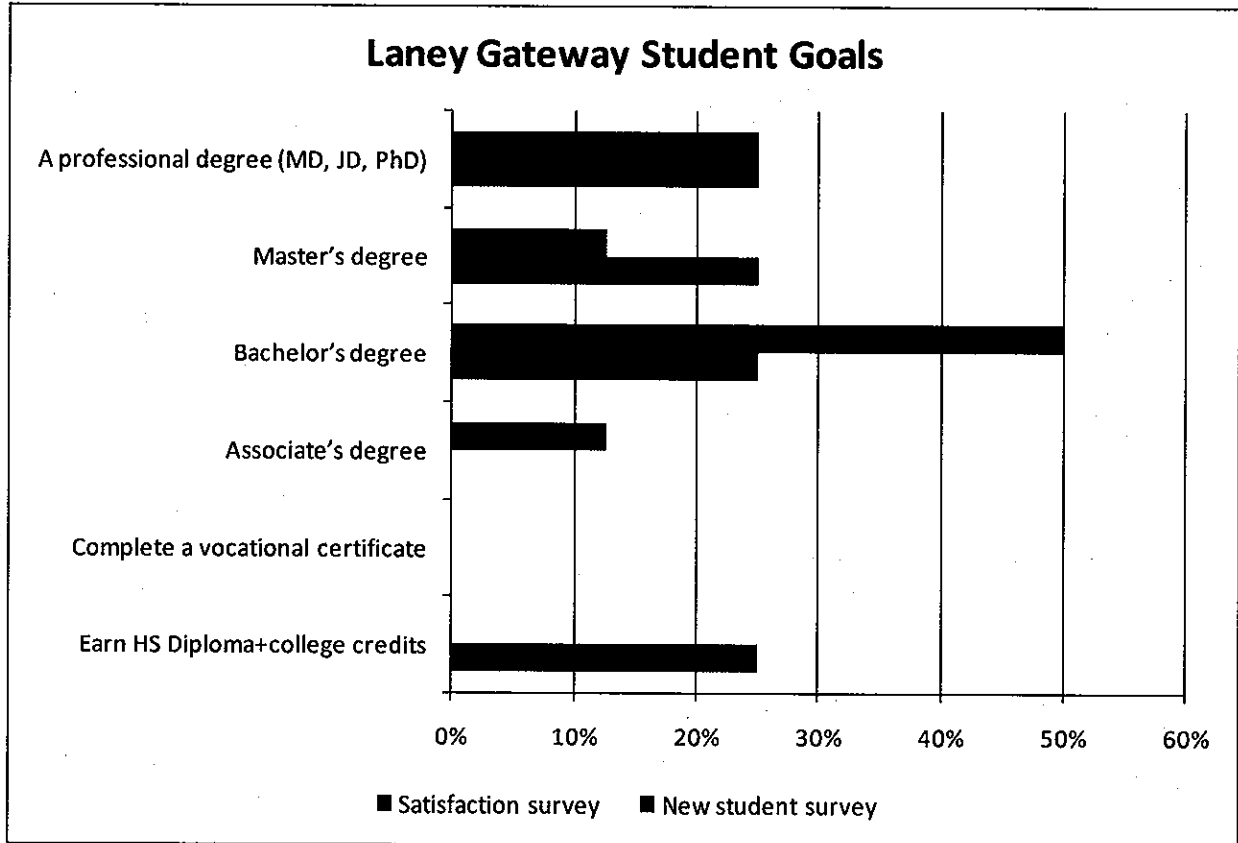
- Annual Evaluation of Gateway to College at Laney College for school year 2009-2010.

- Utilize the Professional Learning Community model adopted by OUSD where foundation instructors create an integrated curriculum.
- Create a community college standards based, backwards planning model of instruction in order to create a more skills focused Foundation Curriculum.
- Imbed ancillary skills development throughout the core curriculum to maximize skills development.
- Create a summer transition program to orient incoming students in the GTC program and to impart skills (e.g., study skills, note taking, time management) needed to succeed in their foundation term.
- Engage students in meaningful ways in shaping their educational experience and in the school's educational reform work, via surveys, focus groups, internships, community service and other leadership development activities.
- Aggressively reach out to enlist parents/guardians/supporters in positive ways at GTC.
- Further develop GTC's relationships with various departments and certificate programs on campus to provide greater academic support to students, as well as to link academic courses with student exploration of various majors and career choices.

GTC will require additional support from OUSD, through grants/fundraising pursued by the Office of Alternative Education, and from the school site itself in the following areas:

- Collaboration with high schools to identify potential dropouts eligible for the program.
- Funding for CAHSEE prep materials that can be incorporated into the core curriculum.
- Funding to support faculty collaboration and professional development.

Resources to sustain and expand availability of mental health services students—for example, through the Alt Ed Coordinator's work with Alameda County to bring more Medi-Cal EPSDT-funded services to the school.



**Objective 2.2—ATTENDANCE:** *Achieve and maintain a 95% attendance rate in the 2009-2010 school year.*

Results: *Not Achieved*

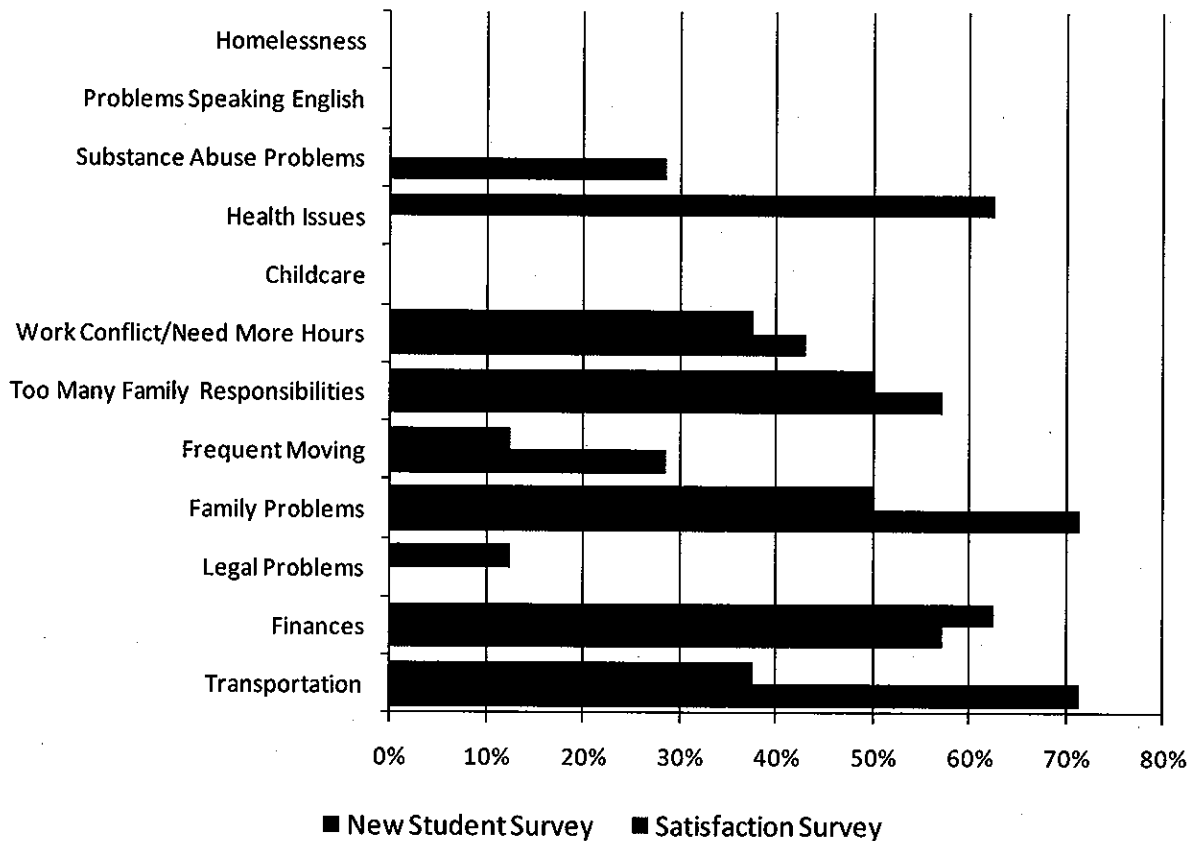
Term	Number of Records	Average Rate
Fall 2009	58	84.0
Spring 2010	105	52.4
2009-2010 Academic year	163	63.6

The standard was set against the highest achieving GTC programs. During the fall term, our foundation students achieved an average attendance rate of 84%. The Spring 2010 term resulted in a 52% attendance rate. This drop in attendance is attributed to teacher turnover prior to the start of the term, which resulted in the hiring of instructors, counselors and other support staff who did not have the benefit of sufficient GTC model training. Also, the numbers include students who were continuing from fall to spring, thus taking classes on the general Laney college campus. Overall, the resulting average was 63.6% attendance for the 2009-10 school year. Although we did not reach the target goals, the numbers are somewhat encouraging since most of our students have had extremely low attendance rates prior to entering GTC.

**RECOMMENDATION TO RESPONSIBLE AUTHORITIES**

Based on the findings of this evaluation, the evaluator makes the following recommendations to GTC's Principal to improve students' academic performance outcomes:

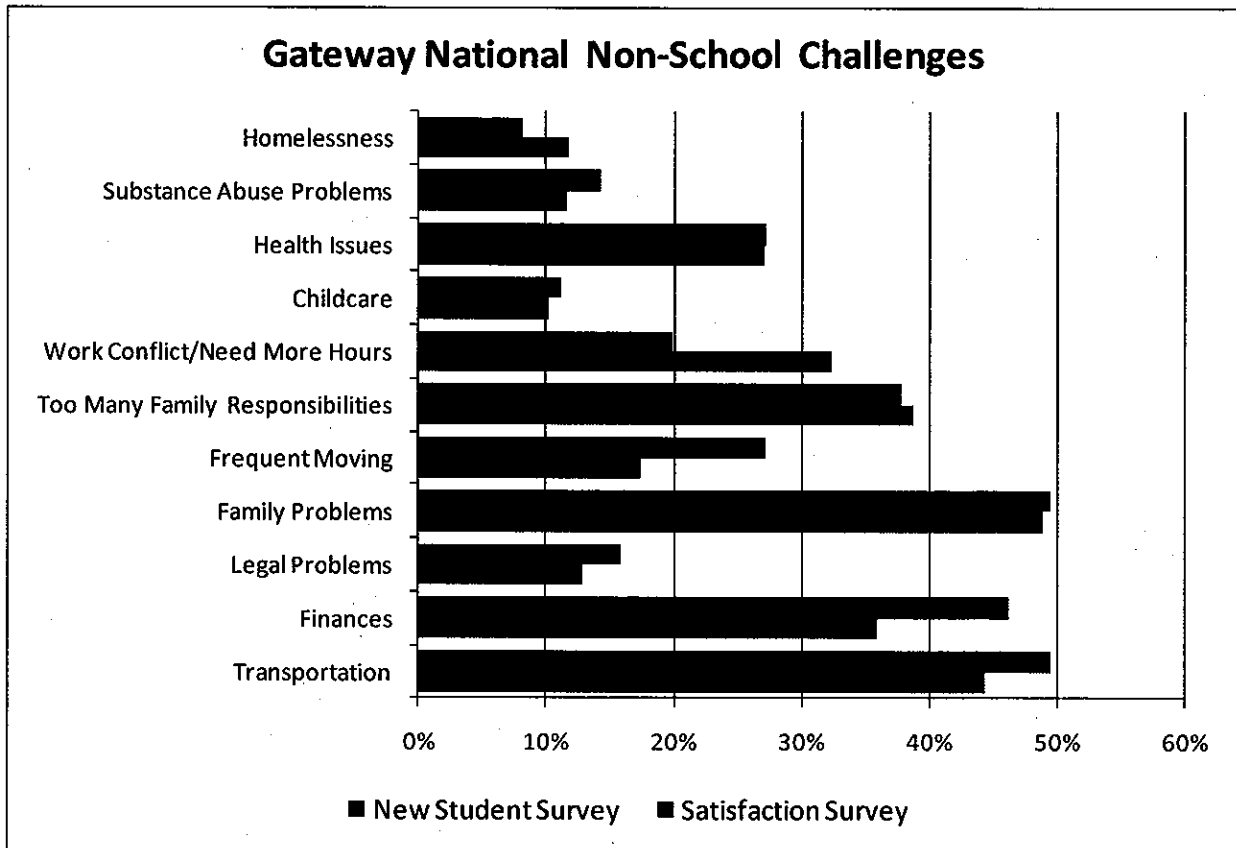
## Laney College Gateway Non-School Challenges



GTC staff has done a tremendous job of creating a positive and nurturing environment for students. From more frequent and positive interaction between students and staff, as well as peer to peer, GTC has created a supportive, collegial learning environment that has virtually eliminated behavioral issues within the classroom. Still, students face many barriers outside of class that affect their overall academic performance. GTC will continue to work hard at connecting students to community services and resources to support them addressing these non-school challenges.

Gateway students are also asked about their goals and aspirations in the Fall and Spring surveys. The graph below shows the breakout of the students' educational goals. Twenty-five percent of the students consistently identified their educational ambition to obtain an MD/JD/PhD. The number choosing to pursue a master's degree dropped from the Fall to the Spring survey and the number pursuing a bachelor's degree increased over the same period. Twelve percent opted for an Associate's Degree, and 25% said that they would get a high school diploma and take some college classes without ambition beyond that level. Interestingly, none of the students surveyed indicated an interest in a vocational certificate in either survey administration.

above). The data below shows the results for the entire GTC Network and for the Laney Gateway Program in the areas of self-identified non-school oriented challenges.



It is worth noting that the National Surveys are relatively consistent between the New Student Survey (i.e., in the Fall upon entry into the program) and the Satisfaction Survey which occurs in the Spring toward the end of the program.

However, the Laney Surveys show much more volatility between the Fall and Spring surveys. Interestingly, the Spring surveys showed more students experiencing barriers than in the Fall. This may be because students discovered barriers as they went through the school year, or, perhaps, they are being more honest about difficulties as they have become more comfortable and trusting with the program. For example, no students indicated substance abuse issues in the Fall and almost 30% acknowledged them in the Spring.

It was also worth noting that none of the Laney students indicated any problems with homelessness, English language problems, or childcare issues. In the national sample, these issues were also modest challenges affecting only about 10% of the students involved.

Below are the numbers of students who have passed the CAHSEE by end of term 2010. Although many students may have passed one or both of the CAHSEE exams prior to coming in to Gateway, we see our overall pass rate on par with or exceeding most other alternative high schools in the district.

Exam	Count	# Who passed	% Who Passed
CAHSEE English	100	67	67.0%
CAHSEE Math	99	57	57.6%
Both	199	124	62.7%

Below are the numbers of students who took the CASHEE exam at Gateway during the 2009-10 school year. Our average CAHSEE completion rates are on par with or exceed other alternative schools in the district:

Grade	Total	Math Pass		ELA Pass		Passing both	
10 <sup>th</sup>	21	8	38%	12	57%	7	33%
11 <sup>th</sup>	22	12	55%	11	50%	10	45%
12 <sup>th</sup>	24	24	55%	29	66%	21	48%

Gateway is making a more concerted effort to ensure that all students are prepared for and pass the CAHSEE within their first year in the program. Since most students need an average of 83.1 high school credits to graduate, they will be in GTC an average of one and a half to two years (approximately 3-4) semesters. This will give students ample time to prepare for and pass the CAHSEE while at GTC.

### 3. School Climate

**Objective 2.1—SCHOOL CLIMATE AND CULTURE:** *70% of student surveyed will respond positively to the “Student Satisfaction” survey regarding school climate and culture.*

Results: *Partially achieved*

- Students reported fewer problems with school administration and or faculty.
- Students reported fewer problems with peers.
- Students reported that they felt safer in their school.
- 55.6% of students said they have improved in math.
- 88.9% of students said they have improved in writing papers.
- 77% of students said they have improved their understanding of what they read.
- 77.8% of students said they have improved working in a group.
- 77.8 % of students said they have improved asking instructors for help.

At the end of every term, students are given a “Student Satisfaction Survey” in which they respond to questions related to their overall experience in the program. Our students during the 2009-10 school year showed an improvement in school oriented challenges. (See data numbers

ENGLISH LANGUAGE ARTS															
Group	Far Below Basic & Below Basic						Proficient & Advanced								
	2008-09			2009-10			2008-09			2009-10			Change		
	Total	#	%	Total	#	%	Total	#	%	Total	#	%			
<b>SchoolWide</b>															
Gateway Overall	0			5	1	20%				0			5	0	0%
<b>By Grade</b>															
Grade 9	0			0						0			0		
Grade 10	0			2	0	0%				0			2	0	0%
Grade 11	0			3	1	33%				0			3	0	0%
<b>MATHEMATICS</b>															
Group	Far Below Basic & Below Basic						Proficient & Advanced								
	2008-09			2009-10			2008-09			2009-10			Change		
	Total	#	%	Total	#	%	Total	#	%	Total	#	%			
<b>SchoolWide</b>															
Gateway Overall	0			3	3	100%				0			3	0	0%
<b>By Grade</b>															
Grade 9	0			0						0			0		
Grade 10	0			1	1	100%				0			1	0	0%
Grade 11	0			2	2	100%				0			2	0	0%

**Objective 1.2---NON-FOUNDATION COURSES PASSED WITH A C OR BETTER—68%**  
*of students passing non-foundation courses with a C or better*

Results: *Not achieved*

- More than 30% of students pass these courses in four subject areas: Art/Music, Physical Geography, Psychology and Social Science courses.

In the first year, we allowed students testing high on their Laney College Compass assessment to take classes on the general campus. Since instructors on the Laney College general campus are not trained in the GTC model of best practices in teaching and learning, it will take time to find instructors and courses that match the ability levels of our students. Most articulated courses between OUSD and Laney College are UC transfer level courses. As a result, our work has been to prepare students who have not been successful in a traditional educational setting to be successful in a faster paced, much more academically rigorous setting. The low pass rates are attributed to our student's low academic skills and/or accompanying ancillary skill level (study skills, communication, time-management etc.). To improve academic achievement, we have been working to better sequence our course selection, identify instructors willing to work with our student population, and provide more academic tutoring in various subject areas.

**Objective 1.3 CAHSEE TARGETS:** *75% of 10<sup>th</sup> grade students will pass all sections of CAHSEE; 85% of 11<sup>th</sup> grade students will pass the CAHSEE, and 95% of seniors will pass the CAHSEE in order to achieve graduation requirements by the end of the school year.*

Results: *Not Achieved.*

- 30% of students are passed their Foundation Math 253 course
- 43.5% of students passed their Counseling 224 course
- 42.5% of students passed their Foundation English 269A course
- 32.1% of students passing all Foundation courses for 2009-10

The standard set in this area is against the highest achieving GTC programs nationally. That said, GTC Laney has made some progress toward achieving its target of Foundation completion. The first year was dedicated to providing the structural components necessary that help facilitate student success on the community college campus. This is a challenge since there are only two other GTC programs in the state of California, one in San Francisco and one in Riverside. GTC Laney is different from Riverside, which functions as a charter school. Our first year was spent trying to hire and train Laney College instructors in the GTC model of teaching and learning, which very much mirror the larger OUSD initiative to improve student outcomes. We had a high instructor turnover rate the first year that contributed to the lack of consistent improvement in the quality of instruction. Additionally, most of our students came into our school deficient in basic skills in math and English, which also accounted for us not being able to meet our lofty target pass rate in our first year. Foundation courses consist of year 1 high school English (English 269A), Pre-Algebra (Math 253) and College Freshman Counseling (Counseling 224). These courses, like all college courses, are faster paced, require higher level/more consistent work and near perfect attendance.

### **CST Data**

Due to low retention the first year, coupled with the inflexible CST testing period which coincides with Laney College midterms, we had a low number of students taking the CST. For data collection purposes, this is an area that we will improve in the subsequent year.



Completed work plan and timeline for Gateway to College Evaluation		
Task	Date completed	Person responsible
Gather student achievement data relevant to 2010-2011 objectives	September 30 <sup>th</sup> , 2010	AltEd Coordinator
Review of achievement data and discussions of factors that have contributed (positively/negatively) to results	October 15 <sup>th</sup> , 2010	Director, counselors, instructors
Discussion with evaluator regarding school performance and relevant factors	October 30 <sup>th</sup> , 2010	Director, AltEd Coordinator NExO
Evaluation report drafted	October/November 2010	AltEd Coordinator
Site Council review draft and suggest revisions	April 2011	Director
Final draft completed	May 2011	AltEd Coordinator

d. Expected outcomes

**1. Academic Achievement**

**Objective 1.1—Foundation Completion:** 71% of new students will pass both English and math foundation courses.

**Objective 1.2—Continuing Student Course Completion:** 70% of all continuing students will pass at least two of their Laney College courses.

**Objective 1.2—CAHSEE Targets:** 75% of 10<sup>th</sup> grade students will pass all sections of CAHSEE; 85% of 11<sup>th</sup> grade students will pass the CAHSEE, and 95% of seniors will pass the CAHSEE in order to achieve graduation requirements.

**2. School Climate**

**Objective 2.1—**70% of student surveyed will respond positively to the "End of Semester" survey regarding school climate and culture.

**Objective 2.2—**Achieve and maintain a 90% attendance rate in the 2010-2011 school year.

**4. Evaluation Outcomes**

e. Comparative data from basic skills foundation and CST

**1. Academic Achievement**

**Objective 1.1--FOUNDATION COMPLETION/CST –** 71% of students passing Foundation courses with a C or better (GTC National Average)

Results: Not achieved – as follows:

Additionally, by each cohort having the same counselor, a stronger bond between staff and students starts to develop.

- One on one academic/personal counseling is also provided to students. This type of positive experience with an adult who serves as their mentor, supporter and advocate is new to many of our students. Students meet with their counselor at a minimum of once every other week, though daily and weekly contact with students is common. When meeting with students, counselors take a “solutions-based approach” to advising students, which consists of students coming up with concrete strategies to meet their academic and personal goals. Additionally, counselors use a case management approach to student advising as well, which consists of connecting students to services such as housing, mental health, childcare, and personal development. This holistic strategy of supporting the complex array of students’ needs contributes to a small, familial learning environment in which students feel safe and supported.
- An additional approach that GTC takes is the creation of a Student Educational Plan (SEP). The student and counselor worked together to create this personalized plan, charting what educational goals the student needs to accomplish in order to graduate, and an agreed-upon course of action on how meet those goals. The student and counselor meet formally at least three or more times during the semester to discuss student progress toward their goals and to modify their plan, if appropriate. This practice, coupled with a “solutions-based approach” toward student counseling, empowers students to make better academic and personal choices.
- In its first year, GTC provided a special study period that was equipped with tutors, as well as with the actual instructors, so that students could receive additional individual academic support. Campus tutoring resources were also made available, as well as other resources such as computer labs, health and job services. It is a continual process to embed the program within the community college structure for the purposes of enhancing student supports.

Other strategies to support student learning at GTC include:

- Peer tutoring.
- Use of math computer lab tutorials
- CAHSEE test prep
- Use of Cyber High software to help students polish their skills and make up credits toward graduation
- Use of a school-wide conflict mediation program, including mediation/no bullying training for students and staff to improve student behavior and school climate and thereby reduce barriers to learning
- Use of parent informational sessions, weekly progress reports, and frequent communication between instructor, counselor and students regarding academic progress

c. Intended and completed evaluation steps or procedures in chronological order, with the name of the person responsible and the completion date

our school because they can take college courses in a college environment, while at the same time earning dual credit toward their high school diploma.

GTC serves students from all over East and West Oakland, many of whom are formerly incarcerated, in foster care, homeless, teen parents, and from low income backgrounds. Most students have high incidences of truancy, disciplinary problems with school administration and/or faculty, as well as with peers.

At GTC, students can come to school in a safe, inclusive, collegial, atmosphere where they are accepted, challenged, nurtured, and supported with tough love and high expectations.

Unlike other alternative school students, our students are matriculated, full-time college students taking college level classes once they are accepted into the program. Most classes taken by our students are Laney College classes that meet UC transfer requirements.

At Entry	N =	Min	Max	Mean
Age	119	16.0	20.0	18.0
GPA	115	0.17	3.50	1.5
HS Credits Earned	117	0.0	240.0	111.0
HS Credits Needed	117	5.0	230.0	83.1

During the 2009-2010 school year, the GTC served 120 students in grades 9-12. The average age of our students at entry was 18 years old. The average GPA upon entering was 1.5 and the average number of credits students came in with was 111, Therefore, on average our students needed 83 credits to graduate.

b. Identification of the variables expected to facilitate student achievement

GTC has taken various measures to promote and accelerate student learning. Based on years of practice at other GTC programs across the nation, the following are best practice strategies implemented over the past year to improve student outcomes:

- GTC faculty and staff expanded the use of its Professional Learning Community (PLC) to inform instructional improvements. The PLC met every week to discuss the learning needs of individual students and students, to analyze student work and test data<sup>1</sup> in order to guide classroom measures for accelerating learning, and to collaborate across subject areas and grade levels. The PLC focused on devising strategies to help students who were low performing so that they can be supported to reach academic proficiency. Another focus of the PLC was the continuing integration of reading, writing and mathematical skills development throughout the curriculum, supported by professional development for teachers
- Another important approach used to support student achievement is GTC's *learning community* strategy—in which each student takes all of their classes with a cohort of fellow students. This is very much like the "Advisory" approach employed by other OUSD alternative schools. Each cohort of students has a counselor who gets to know all of the students within the cohort. Another purpose of this strategy is for the students to develop a close relationship with each other in order to create an environment of positive peer support.

## 2. Annual evaluation design

### a. Statement of purpose

GTC is a small alternative education high school located on the Laney College campus. The school has been in existence since the 2009-2010 school year. The GTC program empowers youth, who have dropped out of high school or are not on track to graduate, to earn a diploma and dual credit in a supportive college environment.

GTC is open to any OUSD high school student; however there is a rigorous selection process. Students must first complete an application that must include three essays, transcripts from previous schools, as well a student academic form filled out by their previous school. If a student is under 18, a parent form must also be filled out and signed. A student must then attend an information session in which they are given an API reading test that measures their reading level. A student must score at the 8<sup>th</sup> grade level or above in order to be invited back for another round of testing. The students then take four more Gateway academic evaluation tests in the areas of

Gateway Evaluation Scores	Math	Reading	Writing	Grammar
Fall 09	51.4	70.9	69.6	55.5
Spring 10	47.8	67.4	53.7	53.8
<b>Average</b>	<b>49.5</b>	<b>69.1</b>	<b>61.3</b>	<b>54.6</b>

math, reading, grammar and essay writing. After this round of testing, students are then interviewed by a panel comprised of instructors, staff and current/former students. Students are selected based on a combination of

all of the above. See the average evaluation scores above.

As you can see, our students are scoring low in math, reading, writing and grammar, based on the GTC National academic skills tests. This attests to the fact that most of our students come into our program basic skills deficient in all academic areas.

Most Gateway to College (GTC) students are typically from low-income neighborhoods in East and West Oakland and take one or two buses or BART to attend school. GTC is located on the Laney College campus and is considered a "safe" school with a positive learning environment where students get along well with each other in a collegiate environment. Culturally speaking, Gateway's student population generally reflects the diversity of Oakland, with the exception that all the students are of color. Below is the ethnic breakdown of our student population for 2009-10.

Ethnicity	#	%
Asian/Pacific Islander	19	15.7%
Black/African American	60	50.4%
Hispanic/Latino/a	37	31.4%
Native American	0	0.0%
White/Caucasian	0	0.0%
Other	3	2.5%
Not Specified	0	0.0%

Like the other OUSD Alternative Education schools, GTC was designed as a small school where at-risk students can have a "second chance" at succeeding. Gateway is a school of high expectations and high levels of community support in order to ensure that vulnerable youth receive a real opportunity to re-engage in education in a meaningful way and create better lives for themselves. Since most classes are taken on the community college campus, students are attracted to

- The transient nature of Oakland's student population, as well as the significant ancillary needs that students have, makes it difficult to provide the consistent, sustained support they need to make significant strides in their academic skills and performance.
- Part-time staffing and/or high turnover do not allow for effective relationship- building with students. Further, it limits staff's ability to receive adequate training, which impedes the creation of an integrated, outcomes-based curriculum.
- Insufficient resources and staffing to effectively meet the complex and varied needs of our high-risk, generally low-income, and diverse student body.
- Due to our continuing students' varied course schedules on the general campus, it is difficult to plan student development workshops, as well as to follow up with students in timely manner.

### **RECOMMENDATIONS**

Based on the findings of this evaluation, the evaluator makes the following recommendations to Gateway's Principal to improve students' academic performance outcomes:

- Utilize the Professional Learning Community model adopted by Oakland Unified School District where foundation instructors create an integrated curriculum.
- Create a community college standards-based, backwards planning model of instruction in order to create a more skills focused Foundation Curriculum.
- Imbed ancillary skills development throughout the core curriculum to maximize skills development.
- Create a summer transition program to orient incoming students in the GTC program and to impart skills (e.g., study skills, note taking, time management) needed to succeed in their foundation term.
- Engage students in meaningful ways in shaping their educational experience and in the school's educational reform work, via surveys, focus groups, and other leadership development activities.
- Aggressively reach out to enlist parents/guardians/supporters in positive ways.
- Further develop GTC's relationships with various departments and certificate programs on campus to link academic courses with student exploration of various majors and career choices.

GTC will require additional support from OUSD, through grants/fundraising pursued by the Office of Alternative Education, and the school site itself in the following areas:

- Collaboration with high schools to identify potential dropouts eligible for the program.
- Funding for CAHSEE prep materials that can be incorporated into the core curriculum.
- Funding to support faculty collaboration and professional development.
- Resources to sustain and expand availability of mental health services for students—for example, through the AltEd Coordinator's work with Alameda County to bring more Medi-Cal EPSDT-funded services to the school.

### **EVALUATION PROCESS**

This evaluation has been undertaken by Monica Vaughan, OUSD Coordinator of Alternative Education, with assistance from Gateway's Professional Learning Community (PLC) and its Director, Lilia Celhay.

- 77.8 % of students said they have improved asking instructors for help.

The GTC staff has done a tremendous job of creating a positive and nurturing environment for students. We have created a more frequent and positive interaction between students and staff, as well as peer to peer. Thus, GTC has created a supportive, collegial learning environment that has virtually eliminated behavioral issues within the classroom.

**Objective 2.2—ATTENDANCE:** *Achieve and maintain a 95% attendance rate in the 2009-2010 school year.*

Results: *Not Achieved.*

The standard set against the highest achieving GTC programs. During the Fall term, our foundation students achieved an average attendance rate of 84%. The Spring 2010 term resulted in a 52% attendance rate. We attribute this drop in attendance to teacher turnover prior to the start of the term, which resulted in the hiring of instructors, counselors and other support staff who did not have the benefit of sufficient GTC model training. Also, the numbers include students who were continuing from fall to spring, thus taking classes on the general Laney college campus. Overall, the resulting average was 63.6% attendance for the 2009-10 school year. Although we did not reach the target goals, the numbers are encouraging due to the fact that most of our students had extremely low attendance rates prior to entering GTC.

#### **CONTRIBUTORS TO POSITIVE OUTCOMES**

It appears that a number of the components of Gateway's academic and overall program contributed positively to students' academic achievement, including:

- Creation of *Learning Communities where students take all classes together as a cohort.*
- Providing ancillary tutoring for foundation English and math courses, as well as integrated campus resources such as individual tutoring and use of computer labs on campus.
- *Personalized academic planning* strategies for all students, which help promote attendance and academic engagement.
- Establishing a solution-based approach to counseling, and students meeting with counselors every other week to use this additional time for individual planning, mentoring, and relationship-building.
- Continued *integration of English, math and personal skills* development throughout the curriculum, supported by professional development for teachers.
- *CAHSEE test prep* course.

#### **IDENTIFIED OBSTACLES**

Obstacles GTC faces in achieving its academic performance objectives and, more broadly, enabling all students to meet proficiency standards in core academic skills, include the following:

- The challenge of academically accelerating low-performing, newly-enrolled students while simultaneously enabling them to successfully complete college transfer level coursework.

successful in a traditional educational setting to be successful in a faster paced, much more academically rigorous setting. The low pass rates are attributed to our student's low academic skills and/or accompanying ancillary skill level (study skills, communication, time-management etc.). To improve academic achievement, we have been working to better sequence our course selection, to identify instructors willing to work with our student population, and to provide more academic tutoring in various subject areas.

**Objective 1.3 CAHSEE TARGETS:** *75% of 10<sup>th</sup> grade students will pass all sections of CAHSEE; 85% of 11<sup>th</sup> grade students will pass the CAHSEE, and 95% of seniors will pass the CAHSEE in order to achieve graduation requirements by the end of the school year.*

Results: not achieved.

Below is the number of students who have passed the CAHSEE by end of term 2010. Although many students may have passed one or both of the CAHSEE exams prior to coming in to Gateway, we see our overall pass rate on par with or exceeding most other alternative high schools in the district. However, we have not yet met our ambitious targets.

Below is the number of students who took the CASHEE exam at Gateway during the 2009-10 school year. They are on par with other alternative schools in the district.

Grade	Total	Math Pass		ELA Pass		Passing both	
10	21	8	38%	12	57%	7	33%
11	22	12	55%	11	50%	10	45%
12	24	24	55%	29	66%	21	48%

Gateway is making a more concerted effort to ensure that all students are prepared for and are passing the CAHSEE within their first year in the program. Since most students need an average of 83.1 high school credits to graduate, they will be in GTC for one and a half years to two years (approximately 3-4) semesters which will provide us time to increase their skills and performance level to pass the exit exam by the time they are ready for graduation.

## 2. School Climate

**Objective 2.1—SCHOOL CLIMATE AND CULTURE:** *70% of student surveyed will respond positively to the "Student Satisfaction" survey regarding school climate and culture.*

Results: *Partially achieved.*

Results relevant to this objective were as follows:

- Students reported fewer problems with school administration and or faculty.
- Students reported fewer problems with peers.
- Students reported that they felt safer in their school.
- 55.6% of students said they have improved in math.
- 88.9% of students said they have improved in writing papers.
- 77% of students said they have improved their understanding of what they read.
- 77.8% of students said they have improved working in a group.

## **SCHOOL OBJECTIVES AND RESULTS**

In 2009-10, objectives for student academic achievement and school climate and actual performance vis-à-vis these objectives were as follows:

### **1. Academic Achievement**

**Objective 1.1--FOUNDATION COMPLETION/CST** – *71% of students passing Foundation courses with a C or better (GTC National Average)*

Results: *Not achieved* – as follows:

- 30% of students are passed their Foundation Math 253 course
- 43.5% of students passed their Counseling 224 course
- 42.5% of students passed their Foundation English 269A course

The standard set in this area is against the highest achieving GTC programs nationally. That said, GTC Laney has made progress toward achieving its target of Foundation completion. The first year was spent trying to hire and train Laney College instructors in the GTC model of teaching and learning. As a program, we had a high turnover of instructors during the first year that contributed to the lack of consistent improvement in the quality of instruction. Additionally, most of our students came into our school deficient in basic skills in math and English, which also contributed to our falling short of meeting the ambitious national average rate for GTC in our first year. Foundation courses consist of year 1 high school English (English 269A), Pre-Algebra (Math 253) and College Freshman Counseling (Counseling 224). These courses, like all college courses, are faster paced, entail more/consistent work and require near perfect attendance.

### **CST DATA**

Due to low student retention and the CST schedule conflicting with Laney College mid-terms, we had very few students actually take our scheduled CST. We are working on ways to build the CST into the program by making it a requirement.

**Objective 1.2---NON-FOUNDATION COURSES PASSED WITH A C OR BETTER**—*68% of students passing non-foundation courses with a C or better*

Results: *Not achieved*-as follows:

- We had just over 30% of students passing their courses in four subject areas: Art/Music, Physical Geography, Psychology and Social Science courses.

In the first year, we allowed students testing high on their Laney College Compass assessment to take classes on the comprehensive campus. Since instructors on the Laney College comprehensive campus are not trained in the Gateway model of best practices in teaching and learning, it will take time to find instructors and courses that match the ability levels of our students. Most articulated courses between OUSD and Laney College are UC transfer level courses. As a result, our work has been focused on preparing students who have not been



## **2. Executive Summary**

Gateway to College (GTC) is a small alternative education high school in the Oakland Unified School District (OUSD) that is located on the Laney College campus. GTC is a unique partnership between OUSD, Peralta/Laney and the GTC National Network. The GTC model is a nationally recognized education model serving youth who have dropped out of high school. The mission of GTC is to help high school dropouts, or students on the verge of dropping out, (ages 16-21) earn a high school diploma while also earning college credits toward a certificate program and or AA degree.

Like the other OUSD Alternative Education schools, GTC was designed as a small school where at-risk students can have a "second chance" at succeeding. Gateway is a school of high expectations and equally high levels of community support in order to ensure that vulnerable youth receive this second chance to re-engage in education in a meaningful way and create better lives for themselves. Since most classes are taken on the community college campus, students are attracted to our school for the fact that they take college courses while at the same time earning dual credit toward their high school diploma.

GTC serves students from all over East and West Oakland many of whom are formerly incarcerated, in foster care, homeless, teen parents. The vast majority are from low income backgrounds. Most students have high incidences of truancy and behavioral problems with administration and peers.

At GTC, students can come to school in a safe, inclusive, collegial, atmosphere where they are accepted, challenged, nurtured, and supported with tough love and high expectations.

Unlike other alternative school students, our students are matriculated, full-time college students taking college level classes once they are accepted into the program. Most classes taken by our students are Laney College classes that meet UC transfer requirements.

During the 2009-2010 school year, the GTC served 120 students in grades 9-12. Fifty percent of students were African American, 31% were Latino, 15% were Asian/Pacific Islander and 2% identified as other. The average age of our students at entry was 18 years old. The average GPA was 1.5 and the average number of credits students at entry was 111.

## 1. Introductory information

a. **Name of school or program**

GTC, Laney College  
Alternative High School  
CDS: 01 61259 0119859

2009-2010 enrollment: 120students in grades 9-12

b. **Address and other contact information**

900 Fallon St.  
Oakland, CA 94607  
Phone (510) 986-6941  
Fax (510) 464-3231

c. **Name of school district**

Oakland Unified School District

d. **Date of school or program inception**

August, 2009

e. **Evaluation period (school year)**

2009-10 school year

f. **Name and title of evaluator with contact information**

Monica Vaughan  
Coordinator, Alternative Education  
4521 Webster Street  
Oakland, CA 94609  
Phone (510) 879-2140  
Fax (510) 879-2146

g. **Name of school principal or program director with contact information**

**Director**                      Anthony Flores  
Phone (510) 464-3592  
Fax (510) 464-3231  
aflores@peralta.edu

**OUSD Alt Ed**                      Alison McDonald  
**Program Directors**              High School Network Executive Officer

Monica Vaughan  
Coordinator, Alternative Education