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OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

# Memo

**To** Board of Education

**From** Maria Santos, Deputy Superintendent  
Monica Vaughn, Director, Alternative Education

**Board Meeting Date** April 23, 2014

**Subject** **Annual Report on the Gateway to College Program at Laney College**

**Action Requested** **ACCEPTANCE BY THE BOARD OF EDUCATION OF THE ANNUAL REPORT ON THE GATEWAY TO COLLEGE PROGRAM AT LANEY COLLEGE**

**Background**  
*A one paragraph explanation of why the consultant's services are needed.*

Section 7 of the Agreement between the District and Peralta Community College for the Gateway to College program at Laney College requires that the District prepare an annual report to be submitted to the Board of Education and the California Department of Education. The Agreement was approved by the Board as Enactment No. 13-0743 on May 8, 2013.

**Discussion**  
*One paragraph summary of the scope of work.*

As required by the Enactment No. 13-0743 approved by the Board on May 8, 2013, Staff submits to the Board and requests the Board to accept the annual report to the Board of Education and the California Department of Education on the Gateway to College program at Laney College.

**Recommendation** **ACCEPTANCE BY THE BOARD OF EDUCATION OF THE ANNUAL REPORT ON THE GATEWAY TO COLLEGE PROGRAM AT LANEY COLLEGE**

**Fiscal Impact** No funds involved

**Attachments**

- **ANNUAL REPORT ON THE GATEWAY TO COLLEGE PROGRAM AT LANEY COLLEGE**



GARY YEE, ED.D. Acting Superintendent

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July 22, 2013

State Superintendent California Department of Education  
1430 N Street  
Sacramento, CA 95814

Dear Superintendent Torlakson:

Oakland Unified School District (OUSD) respectfully requests your renewal of our Alternative School of Choice Waiver Requests, which are necessary to continue implementation of our Gateway to College program in partnership with Laney College.

Gateway to College (GtC) provides an educational option for Oakland residents ages 16-20 years who have left high school without a diploma or who are not on track to graduate. The program, based on a national model, empowers youth to recover credits by enrolling in college courses which allow them to earn both high school and college credits in a supportive environment on a college campus. The first GtC program opened at Portland Community College in 2000 and quickly gained attention as an innovative dropout prevention and recovery program for high-risk youth. Gateway to College has since evolved into a national network of 43 colleges in 23 states, partnering with more than 120 school districts.

On a local level, Oakland has identified dropout prevention and recovery efforts as a top priority. Although OUSD has reduced our dropout rate from over 40% to 25% in the past three years, we are far from meeting our overall goal of ensuring that all students graduate from high school prepared for college and career. Moreover, our dropout rates continue to be higher for our most numerous student groups – namely Latino and African American students.

OUSD launched our GtC program in partnership with Laney College in Oakland four years ago. Students who enroll in the school first take a set of “foundational” courses to build skills and knowledge needed to succeed in college classes, and subsequently enroll in mainstream college classes. Since 2009 we have reengaged more than 300 students who have dropped out to continue their education and pursue graduation while earning college credits, while building strong institutional relationships between OUSD and Laney College.

During the 2012-13 school year, Gateway to College at Laney served 138 very-high-risk Oakland students. The average student enters the GtC program at 17.7 years of age with a 1.5 grade point average and 105 of the 190 high school credits needed to graduate – essentially a senior in terms of age but at the start of their junior year in terms of credits earned. Many have one or more of the following barriers to educational success: poverty, family problems, involvement with the child welfare or juvenile justice system, teen parenthood, and mental and physical health and/or addiction issues. The vast majority of GtC students are from low-income families, and have a history of chronic truancy and behavioral problems in school.

GtC is committed to giving every one of these students a second chance to reengage in education and create better lives for themselves and their families. At GtC at Laney College, students come to school in a safe, inclusive, collegial atmosphere where they are accepted by their peers, teachers, and counselors, challenged, and supported with tough love and high expectations. Without GtC, few of these students would ever finish high school and even fewer would complete a post-secondary course of study. Most GtC students become the first in their families to attend college when they enroll in GtC. Each class they pass gets them closer to earning their high school diploma and obtaining a college degree or certificate and/or transferring to a four-year institution.



GARY YEE, ED.D. Acting Superintendent

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OUSD fulfilled the Superintendent's office's conditions of approval for our prior requests for GtC (in 2011), by (1) developing an acceptable audit process and documentation to demonstrate our ADA funding for the GtC program is only used for this program, and (2) implementing end-of-semester reviews of student attendance and achievement outcomes to inform a continuous improvement process. We feel that this process has in fact led to improvements in student engagement and achievement at GtC. For instance:

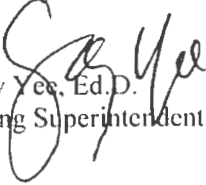
- **Continued improvement in persistence.** 72% of students who were new to GtC in the Fall 2012 term continued to take at least one course at GtC in Spring 2013. Additionally, of students that started in Fall 2011 51% returned in Fall 2012 and enrolled in a course. This is an increase of 15% from the last academic year's rate of 35% (Fall 2010 to Fall 2011).
- **Improved success in classes.** In Fall 2012, 44% of new students passed all of their courses with a "C" grade or better, and this was the case for 33% of new students in Spring 2013; both are improvements over the 21% rate in Spring 2012.
- **High number of credits earned.** In Fall 2012, new students earned an average of 38 credits toward graduation, and in Spring 2013, new students earned an average of 35 credits earned, both more credits than students could earn in one semester at a traditional high school. At the same time, our students are accruing college credits, meaning that as they advance toward high school graduation, they are also progressing toward an AA degree.

As detailed in the accompanying annual report, we have identified several current through our ongoing program monitoring and have devised specific strategies to address them in order to better support students, improve student attendance and persistence, and thereby enable students to accelerate their earning of high school and college credits and progress toward graduation. In these efforts to develop continuous improvement plans, GtC staff and students have benefited greatly from the invaluable support we have received from CDE's Carol Abbott and Chiem-Seng Yaangh of the Educational Options, Student Support, and American Indian Education Office as well as Gordon Jackson of the Coordinated Student Support and Adult Education Division.

Under the Waiver Authority of Education Code Section 58509 we would appreciate your consideration of our application for renewal waivers so that we can continue to re-engage students who have dropped out of our traditional K-12 system. A chart summarizing our requests is attached. We have forwarded completed applications to the Educational Options Office.

Thank you for your support of Oakland Unified School District's Gateway to College at Lancy College program. We appreciate your consideration of our request for waiver renewals and your continued support of our most at-risk students.

Sincerely,

  
Gary Yee, Ed.D.  
Acting Superintendent

	Comments	Examples
K-12 funding per student	\$5,216.61	\$25.10 ADA <i>or</i> \$1,500 per semester
Pass through rate from school district	86%	
Method of counting students for K-12 billing purpose	Full Time Equivalent Students Per Semester	80% <i>or</i> 100%, but school district retains all special ed. funding
K-12 billing cycle	Semi-Annual	
Tuition per student	\$46 / credit + fees	Average daily attendance <i>or</i> Enrollment during first 20 days in the fall
Tuition billing arrangement	Tuition not charged to program - contributed as in-kind by college	
		Annual <i>or</i> Quarterly
If Other Funding, please explain	9,950 GtCNN stipend	
Tuition per student		\$1,500 per term <i>or</i> \$35 per credit hour
Tuition billing arrangement		Tuition not charged to program - contributed as in-kind by college <i>or</i> 80% of Tuition for students outside of foundation term are charged to program

### Contact Info

**Name** Susan Rinne  
 Peralta Community College  
**Position** District Budget Manager  
**Telephone number** (510) 466-7220  
**Email address** [srinne@peralta.edu](mailto:srinne@peralta.edu)

**Gateway to College  
Program Expenditures**

College:

Laney College

Funding Period:

From: 7/1/12

To: 6/30/13

Program Budget							Variance GtC Budget vs GtC Actual	
Cost Center	Total Grant Budget	Total Grant Actual	K-12 Funding Actual	Other Funding Actual (please specify)	In-Kind Actual	Total	Amount	Percent
<b>REVENUE</b>								
Funds carried over (if applicable)		274,405				274,405	274,405	
Gateway Grant	9,950					9,950	9,950	
K-12			398,553			398,553	398,553	
Other:				-		-		
In-Kind Income					250,298	250,298		
<b>Total Revenue</b>		<b>284,355</b>	<b>398,553</b>	<b>-</b>	<b>250,298</b>	<b>933,206</b>	<b>682,908</b>	
<b>EXPENSES</b>								
<b>Personnel Expenses</b>								
Salary			325,638			325,638	325,638	
Benefits			48,276			48,276	48,276	
<b>Total Personnel</b>	-	-	<b>373,914</b>	-		<b>373,914</b>	<b>373,914</b>	
<b>Student Costs / Operating / Travel</b>								
<b>Direct Student Costs</b>								
Transportation			60			60	60	
Books			69,388			69,388	69,388	
Student Fees			3,932			3,932	3,932	
<b>Subtotal</b>	-	-	<b>73,380</b>	-		<b>73,380</b>	-	
<b>Operating</b>								
Office Supplies			6,255			6,255	-	
Printing / Copying			2,056			2,056	-	
Postage			113			113	-	
Equipment			450			450	-	
GtCNN Membership			2,000			2,000	-	
Consultants / Prof. Serv			25,355			25,355	-	
Misc. (specify): Catering for student recognition ceremony, recruitment materials, BART to social outing			2,279			2,279	-	
Indirect Cost			24,429			24,429	-	
<b>Subtotal</b>	-	-	<b>62,937</b>	-		<b>62,937</b>	-	
<b>Travel / Training</b>								
Travel/Training: In District			-			-	-	
Travel/Training: Out-of-Dist.			2,788			2,788	-	
<b>Subtotal</b>	-	-	<b>2,788</b>	-		<b>2,788</b>	-	
<b>Total Student Costs / Operating / Travel</b>	-	-	<b>139,105</b>	-		<b>139,105</b>	-	
<b>In-Kind Expenses</b>								
Personnel					125,213	125,213		
Direct Student Costs (please specify): 13 new computers, laser printers					12,500	12,500		
Operating (please specify)						-		
Travel/Training						-		
Other (specify): Financial fax machine use, phones, phone lines					2,000	2,000		
Tuition & Fees					110,585	110,585		
<b>Total In-Kind Expenses</b>					<b>250,298</b>	<b>250,298</b>		
<b>Total Expenditures</b>	\$ -	\$ -	\$ 513,019	\$ -	\$ 250,298	\$ 763,317		
<b>Balance</b>	\$ -	\$ 284,355	\$ (114,466)	\$ -	\$ -	\$ 169,889		

# Gateway to College Annual Report

District: Oakland Unified School District; College: Laney College

School Year: 7/1/12-6/30/13

<i>Reporting Areas</i>	<i>Response/Outcomes</i>
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<b>Background</b>	<p>Every year, over a million teenagers drop out of high school or fail to graduate with their peers – adding up to nearly 25% of high school students in the United States who are at great risk for a future of poverty and limited opportunity. For students of color, the number is close to 50%. Compared to graduates, dropouts suffer much higher rates of incarceration, unemployment, and shorter lifespans. Helping these young people – reengaging them to get back in school and back on track to a positive future – is not only important for them and their families, it benefits society now and far into the future.</p> <p>Gateway to College (GtC) is a nationally recognized education model serving youth who have dropped out of high school. Across the country, GtC empowers youth who have dropped out or are not on track to graduate to earn a diploma and dual credit in a supportive college environment. The Gateway to College National Network (GtCNN) includes 43 colleges and 120 school districts in 23 states. GtC has served over 11,000 students directly - and their experiences cause countless positive ripple effects in the communities where they live. The involvement of colleges, school districts, and state departments of education helps GtCNN to continue working to build a stronger network, provide better training and coaching opportunities for GtC educators, and deepen our positive impact on young people, families, and communities.</p> <p>In June 2008, Oakland Unified School District (OUSD) authorized the establishment of Gateway to College as an Alternative Education high school to be operated on the Laney College campus in Oakland, in partnership with GtCNN. The program opened its doors to students in Fall 2009. Students attending Gateway are 16 to 20 years old and concurrently enrolled in Laney College and OUSD. GtC’s “New Learning Community students” – those in their first semester at the school – take, as part of a learning community, a set of “foundation courses” that focus on basic academic skills, knowledge, and study skills they will need to succeed in college classes. Subsequently, as continuing students, they are enrolled in mainstream college classes. From their first day at Gateway, students earn credits toward both a high school diploma and an Associate’s Degree.</p> <p>As is the case nationally, Gateway’s student body in Oakland is largely comprised of students who face a variety of issues in their lives that have prevented them from fully engaging with and being successful in an educational environment, including: poverty, family problems, teen parenting, and recovery from homelessness or drug and alcohol abuse, and other mental and physical health problems. In addition to our academic program, GtC strives to provide or link students to a range of appropriate support services to address these barriers and equip them to succeed in school.</p>
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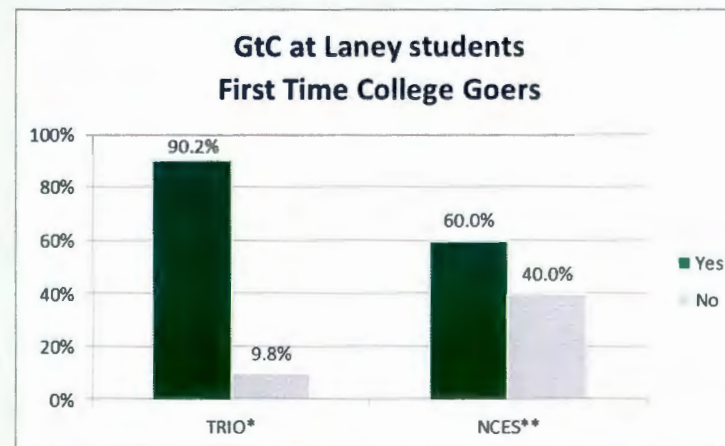
<b>Reporting Areas</b>	<b>Response/Outcomes</b>
<b>Mission Statement</b>	Gateway to College at Laney College is a scholarship program that provides academically and economically disenfranchised Oakland residents 16 to 20 years old with an opportunity to experience success in an academically rigorous environment as they pursue their high school diploma and transition into a college.
<b>Program Objectives</b>	<p>Consistent with the GtCNN's efforts, Gateway to College at Laney works to challenge low expectations for high school dropouts. We believe that dropout recovery and prevention must feature meaningful post-secondary opportunities. In this regard, we deeply believe that:</p> <ul style="list-style-type: none"> <li>• Breaking the cycle of poverty requires preparing young people to access the education and training needed for family wage jobs;</li> <li>• High school diplomas and GEDs cannot be considered terminal credentials; and</li> <li>• Students who have previously struggled academically recognize the need to complete post-secondary education.</li> </ul> <p>The core objective of the GtC program is to reengage students who have dropped out of high school and assist them the opportunity to complete their high school education and have access to college.</p> <p>To this end, GtC offers an alternative that challenges and inspires students utilizing best practices including:</p> <ul style="list-style-type: none"> <li>• Innovative instructional strategies,</li> <li>• Collaboration between faculty,</li> <li>• Learning communities of students, teachers, and support staff,</li> <li>• Wrap-around and solution-focused support, and</li> <li>• Curriculum that meets high school standards while allowing students to earn college credit.</li> </ul>
<b>Local Context</b> <ul style="list-style-type: none"> <li>• Target population</li> <li>• Student profile</li> <li>• Barriers to success in high school</li> <li>• Socioeconomic factors</li> </ul>	<b>Target Population</b> <ul style="list-style-type: none"> <li>• <b>Community Dropout Rate</b> (Oakland Unified School District): 25.5%</li> </ul> <b>From Local Program</b> <ul style="list-style-type: none"> <li>• <b>Target population</b> (OUSD high school students class of 2011-12, data from CDE Dataquest): Dropout n=704 of cohort enrollment n=2,765 <ul style="list-style-type: none"> <li>○ Cohort dropout rate district-wide 2011-12 for OUSD = 25.5%</li> <li>○ See also <i>District-wide Dropout Demographics</i> table below</li> </ul> </li> <li>• <b>Student profile</b> (Data on GtC at Laney students from GtCNN student database) (n=329): <ul style="list-style-type: none"> <li>○ Average age at entry = 17.7 years</li> <li>○ Average credits at entry = 104.8</li> <li>○ Average credits needed at entry = 94.9</li> <li>○ See also <i>GtC Student Demographics</i> below</li> </ul> </li> </ul>

## Reporting Areas Response/Outcomes

- **Student-reported barriers to success in high school** (Data from GtC at Laney new student survey) (n=293):
  - 63.5% of students reported 5 or more barriers to completing high school. These barriers include those shown in Table 1 (with % of students that reported each barrier):

Table 1. Barrier	%	Barrier	%
Attendance	76.90%	Legal issues	16.80%
Academic problems	64.30%	Nobody cared	45.10%
Conflicts with work/need to work more	18.90%	Problem with school admin and/or faculty	41.30%
Did not feel the environment was safe	31.50%	Problems speaking/reading English	7.70%
Drugs and alcohol	10.10%	Problems with family or household	60.80%
Frequent moving	29.70%	Problems with my peers	46.20%
Health problems not related to drugs or alcohol	28.70%	Teachers did not know me	31.50%
Homelessness	14.00%	Too many family responsibilities	45.10%

- **Socioeconomic factors** (data from new student survey) (n=293)
  - 72.8% of GtC students come from households that have received public assistance (self-reported)
  - 11% of students reported having 1 or more children
  - 10.8% of students have ever lived in a foster home
  - 60% to 90% of students are the first in their families to go to college, depending on the definition (see graph right)



\*TRIO Definition: *Neither parent has attained a post-secondary credential (student reports neither has earned a bachelor's or higher, or don't know)*

\*\*NCES Definition: *Neither parent has attended a post-secondary institution (student reports neither less than some college on the above questions, or don't know)*



**Reporting Areas    Response/Outcomes**

**District-wide  
Dropout  
Demographics for  
OUSD**

**Data source:  
CDE Dataquest  
Class of 2011-12  
cohort (n=2,765)**

As shown in Table 2, African American and Latino students in OUSD drop out at higher rates than the district’s overall dropout rate. Of students who attend GtC at Laney, the largest groups by race/ethnicity are African-American and Latino (see Table 4). This is consistent with district dropout patterns.

<b>Table 2. Race/Ethnicity of OUSD students</b>	<b>Cohort Students (Class of 2011-12)</b>	<b>Cohort Percent</b>	<b>Cohort Dropouts</b>	<b>Cohort Dropout Rate</b>
African American, Not Hispanic	1,086	39.3%	315	29.0%
American Indian or Alaska Native, Not Hispanic	17	.6%	*	23.5%
Asian, Not Hispanic	497	18.0%	71	14.3%
Filipino, Not Hispanic	23	.83%	*	4.3%
Hispanic or Latino of Any Race	893	32.3%	256	28.7%
Pacific Islander, Not Hispanic	51	1.8%	14	27.5%
White, Not Hispanic	153	5.5%	26	17.0%
Two or more races, Not Hispanic	19	.69%	*	31.6%
Not Reported	26	.94%	11	42.3%
<i>OUSD overall</i>	<i>2,765</i>		<i>704</i>	<i>25.5%</i>

\*An asterisk (\*) appears on the reports to protect student privacy where there are 10 or fewer students.

**Reporting Areas    Response/Outcomes**

**College Demographics for Laney College**

Laney College serves substantial numbers of African American and Latino students; however, as shown in Table 3, Latino students are especially underrepresented as a proportion of students at the college as compared to school district demographics, while white and Asian students are over-represented.

**Date source:**  
**IPEDS, College Navigator**  
**Fall 2011**  
**(n=12,070)**

<b>Table 3. Race/Ethnicity of Laney College students</b>	<b>Count</b>	<b>% of Laney student body</b>	<b>% of students in OUSD overall</b>
American Indian or Alaska Native	0	0%	<1%
Asian	3,138	26%	14%
Black/African American	3,138	26%	29%
Hispanic or Latino of Any Race	1,811	15%	42%
Native Hawaiian or other	0	0%	<1%
Pacific Islander	121	1%	1%
White/Caucasian	1,811	15%	9%
Two or more races	362	3%	2%
Race/ethnicity unknown	1,207	10%	2%
<i>Laney College overall enrollment</i>	<i>12,070</i>		

**GtC Student Demographics**

GtC's student body reflects the diversity of OUSD (Table 4), although the vast majority of GtC's students are African American or Latino students – the groups at greatest risk for dropping out of high school. White students are underrepresented as compared to their presence in OUSD.

**Data source:**  
**New student surveys**  
**Fall 09 – Spring 13**  
**(n=291)**

<b>Table 4. Race/Ethnicity of GtC Laney students</b>	<b>Count</b>	<b>% of GtC student body</b>	<b>OUSD overall</b>
American Indian or Alaska Native	6	2.1%	<1%
Asian American/Pacific Islander	46	15.8%	15%
Black/African American	122	41.9%	29%
Hispanic or Latino of Any Race	95	32.6%	42%
White/Caucasian	2	.7%	9%
Two or more races	9	3.1%	2%
Other/unknown	11	3.8%	2%

<b>Reporting Areas</b>	<b>Response/Outcomes</b>
<b>Why students choose the GtC program</b>	<p>The primary reasons why students choose to attend GtC are as follows:</p> <ul style="list-style-type: none"> <li>• Learning community model (small cohort of students, dedicated group of teachers, staff)</li> <li>• Ability to earn both college and high school credits (dual credit courses) – at no cost</li> <li>• Opportunity to on-ramp into college</li> <li>• Priority registration for college courses</li> <li>• Desire to learn in a college environment</li> <li>• Desire to be in a safe and positive academic environment</li> <li>• Dedicated program counselors</li> <li>• Supplemental instruction (tutors, math lab)</li> <li>• Positive feedback from peers and/or counselors about the program</li> </ul>
<p><b>Number of students served</b>  <b>Data source:</b>  GtCNN Student Database  <b>Fall 12-Spring 13 (n=138)</b>  Count of Unique students enrolled in 1 or more courses and who did not drop in the first 30 days</p>	<p><b>Number of students served during 2012-13 academic year: 138</b></p>

<b>Reporting Areas</b>	<b>Response/Outcomes</b>
<p><b>Summary of supports provided to students to include:</b></p> <ul style="list-style-type: none"> <li>• <b>Type of support services</b></li> <li>• <b>Frequency of the services provided</b></li> </ul>	<p><b>Support services provided at GtC include:</b></p> <ul style="list-style-type: none"> <li>• Academic and personal counseling</li> <li>• Career exploration and counseling</li> <li>• Life planning</li> <li>• Education planning</li> <li>• Crisis intervention</li> <li>• Tutoring and study skills coaching</li> <li>• Referrals to external nonprofit partners (housing, jobs &amp; internships, mental / physical health services)</li> <li>• Parent outreach</li> <li>• Team-based approach to classroom management</li> <li>• Coordination of academic supports with instructors</li> <li>• Legal advocacy (e.g., support for probation / court hearing, referrals to attorneys)</li> <li>• Consultation and advocacy with other systems (e.g., case workers, probation officers)</li> </ul> <p><b>Frequency of the services provided:</b> 15 hours per week</p>
<b>Finance Summary</b>	<b>Please see Itemized Program Expenditures report (attached)</b>
<b>Kindergarten through grade twelve (K-12) funding per student (base revenue limit)</b>	\$5,216.61 per ADA
<b>Explain whether or not the community colleges receive funding from the State for the pupils participating in the GtC programs</b>	Laney College and the Peralta Community College District do not receive FTEs or any additional funding from the State for pupils participating in the Gateway to College program.
<b>Pass-through rate from school and</b>	\$4,500.37 OUSD passes through 86.27% of ADA to Laney College. OUSD utilizes the remaining 13.73% of ADA monies for indirect

<b>Reporting Areas</b>	<b>Response/Outcomes</b>
<p><b>community college district (Please list uses of the pass-through rate below for indirect and direct expenses)</b></p>	<p>and direct expenses to support GtC, including the following:</p> <ul style="list-style-type: none"> <li>• State and Federal compliance monitoring, reporting, and support</li> <li>• Technology costs (Aeries, IFAS)</li> <li>• Data services</li> <li>• Financial services</li> <li>• Services from the district Legal Office</li> <li>• Oversight and support from High School Network Executive Officer and Director of Alternative Education</li> <li>• Student Assignment Office support (referrals, transfers)</li> <li>• Support from Department of Leadership, Curriculum, and Instruction (alignment of curricula, professional development)</li> </ul> <p>Laney College utilizes 5% of ADA remittance for administrative overhead, which the Peralta Community College District allocates forcosts including:</p> <ul style="list-style-type: none"> <li>• State reporting</li> <li>• MIS data services</li> <li>• Fiscal oversight and support services</li> </ul>

<b>Reporting Areas</b>	<b>Response/Outcomes</b>
<ul style="list-style-type: none"> <li>• <b>Method of counting students for K-12 billing purposes</b></li> <li>• <b>Procedure of attendance accounting</b></li> </ul>	<p>GtC follows Community College attendance policies to count students for billing purposes. K-12 billing is based on community college census counts collected by Laney College.</p> <p>Although we do not conduct regular attendance accounting for apportionment purposes, we recognize that daily attendance is critical for student success. Research suggests that attendance is a better predictor of college grades than a host of other factors (Roche &amp; Kieszczynka, 2010). Therefore, we have established processes to both monitor and support student attendance. We have put in place the following measures to ensure that students are physically present for their courses:</p> <ul style="list-style-type: none"> <li>• <u>New Learning Community students:</u> <ul style="list-style-type: none"> <li>○ Staff contact students by phone and/or text if they have not arrived by 9:30 am (classes start at 9 am)</li> <li>○ Program requires students who arrive late to request a hall pass in order to enter the classrooms; tardies (as well as general attendance) are currently tracked in an Excel spreadsheet</li> <li>○ Students are required to sign out Monday – Thursday (instructors take attendance)</li> <li>○ Students are required to sign in and out on Fridays and must submit a Friday attendance sheet that is signed by instructional aide.</li> </ul> </li> <li>• <u>Continuing students:</u> <ul style="list-style-type: none"> <li>○ Students are required to sign-in and out on days they have classes</li> <li>○ Students required to submit</li> </ul> </li> </ul>
<b>Tuition billing arrangements</b>	<p>OUSD provides payment based on GtC program FTEs which provide funding to cover the following:</p> <ul style="list-style-type: none"> <li>• 11 Units (\$46 per credit X 11 credits = \$506), plus In the past the program has covered up to two (2) additional units for 15 students who were in their last semester of eligibility, which allowed them to complete the units necessary to earn their high school diploma</li> <li>• Heath Fee: \$18</li> <li>• Campus Use Fee: \$2</li> <li>• Easy Pass (AC Transit) Fee: \$36 – Students are required to pay this fee, but the program has covered this expense for a small number of students who have been unable to afford it.</li> <li>• Books</li> </ul>
<b>Total program costs for the year</b>	\$511,418 (not including \$250,298 of in-kind expenses))

<b>Reporting Areas</b>	<b>Response/Outcomes</b>
<b>Average program cost per student for the year</b>	138 students were served during this fiscal year / \$511,418 = \$3,705.93 per student
<b>In-kind college contribution:</b>	<ul style="list-style-type: none"> <li>• Tuition remission</li> <li>• Additional college staff time, include types of staff and services</li> <li>• Office space, etc.</li> </ul>
	<p><u>Tuition Remission</u></p> <ul style="list-style-type: none"> <li>• Credit (\$46 per for up to \$11/credits) &amp; fee remission</li> </ul> <p><u>Space</u></p> <ul style="list-style-type: none"> <li>• 2 dedicated classrooms and 3 offices + supply closet</li> <li>• 1 conference room</li> <li>• Maintenance</li> </ul> <p><u>Equipment</u></p> <ul style="list-style-type: none"> <li>• 3 phone lines and 5 phones</li> <li>• 18 computers</li> <li>• 4 printers</li> <li>• 80 desks + 20 desk chairs</li> </ul> <p><u>Other Campus Services &amp; Resources</u></p> <ul style="list-style-type: none"> <li>• Math Lab</li> <li>• Writing Lab</li> <li>• Library</li> <li>• Health Center</li> <li>• Categorical Programs (e.g., TRIO)</li> </ul> <p><u>Personnel Time</u></p> <ul style="list-style-type: none"> <li>• Administrators' and staff's time to support personnel recruitment, hiring and management; finance and administration; research and evaluation; maintenance</li> </ul>

## Reporting Areas Response/Outcomes

### Student Enrollment Data source: Data source: GtCNN Student Database

Students enrolled in 1 or more courses and who did not drop in the first 30 days.

#### Total number of students

- *Enrolled and disenrolled during the Fall 2012 term*

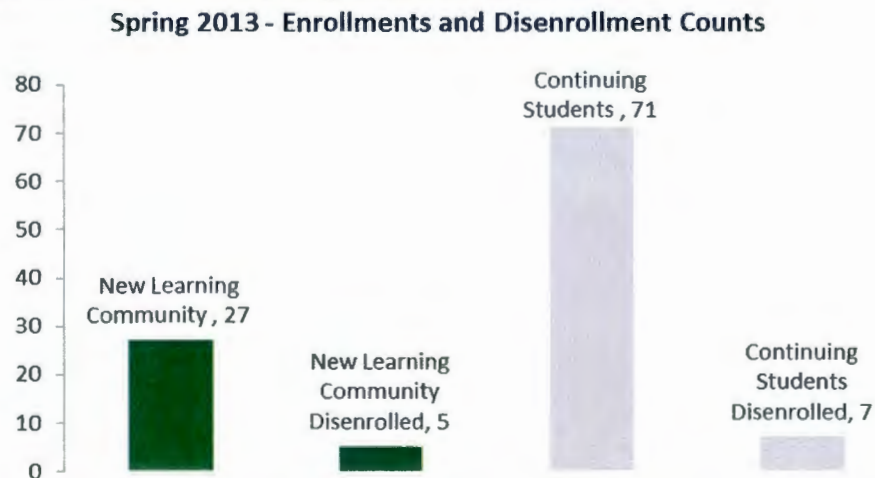
The graph below indicates the numbers of both new enrollees and continuing students who attended GtC in Fall 2012 as well as the numbers from both groups who disenrolled.



#### Total number of students

- *Enrolled and Disenrolled during the Spring 2013 term*

The graph below indicates the numbers of both new enrollees and continuing students who attended GtC in Spring 2013 as well as the numbers from both groups who disenrolled.





<b>Reporting Areas</b>	<b>Response/Outcomes</b>
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<b>Fall to spring persistence rate __%</b>	Students from the Fall 2012 Learning Community (n=43) who took one or more courses at GtC in the Spring 2013 term (n=31) = <b>72.1%</b>
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<b>Student Achievement</b>	Data source: GtCNN Student Database
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- |  |   |
|--|---|
| <b>Number of students who received high school diploma by year</b> | <ul style="list-style-type: none"> <li>• Fall 2009 and Spring 2010 - <b>0 students graduated</b></li> <li>• Fall 2010 and Spring 2011 - <b>3 students graduated</b></li> <li>• Fall 2011 and Spring 2012 - <b>3 students graduated</b></li> <li>• Fall 2012 and Spring 2013 - <b>6 students graduated</b></li> <li>• Number of graduates to date is = <b>12</b> <ul style="list-style-type: none"> <li>○ Summer 2013 - <b>11 pending graduates</b></li> </ul> </li> </ul> |
|--|---|

GtC is only four years old and serves students who enter with very few high school credits. During that time, GtC has reengaged hundreds of students in school and given them the opportunity to continue their high school education and begin a college education. As expected the large majority of our students have not yet completed their diploma. At the same time, the number of students earning enough credits at GtC to graduate from high school is increasing, and our students are simultaneously accumulating college credits (please see data below). GtC is succeeding for many students who have not succeeded in other schools. Each class they pass gets them closer to earning their high school diploma and obtaining a college degree or certificate.

We have taken measures to reduce barriers to students' earning enough credits to graduate. For instance, to address the issue of many students having to take remedial courses which weren't counted toward graduation, we have revised our course articulation to help maximize students' ability to earn credits while building their academic skills and preparing them for success in college. Further measures we are taking to facilitate student persistence, credit earning, and graduation are detailed under "Plans for Continued Improvement" below.

- |   |  |
|---|--|
| <b>Number of years or semesters students are enrolled prior to high school graduation</b> | <ul style="list-style-type: none"> <li>• Average number of months of enrollment for graduates: <b>21</b></li> <li>• Average number of terms of enrollment for graduates: <b>4</b></li> </ul> |
|---|--|

<b>Average number of high school credits earned by graduates</b>	100.2 high school credits
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<b>Average number of</b>	34.9 college credits
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**Reporting Areas Response/Outcomes**

college credits earned by graduates  
 Describe the distinction between high school and college credits. Please indicate the number of college credits required to obtain an associate degree.

- 1 college credit = 3.33 high school credits
- High school credits are rounded to the nearest whole number, e.g., 10.3 credits = 10 credits and 10.5 credits = 11 credits
- It is possible to earn 70 to 80 high school credits per year
- 190 credits are needed to earn a high school diploma
- 60 college credits are needed to earn an AA/AS degree

**Student Testing—for Academic Year 2012-13**

% of students who passed their Math and English California High School Exit Exam (CAHSEE)

Source: OUSD

All students take part in CAHSEE preparation during their first semester at GtC. The table below presents the number and percentage of students who passed the CAHSEE as of March of the 2012-13 academic year. While GtC students' CAHSEE pass rates were mixed, we see some positive trends. The passage rates for grades 11 and 12 were in line with those at other OUSD alternative high schools. And the rate of 10<sup>th</sup> grade students at GtC who passed the CAHSEE increased from 0% of test takers in 2011-12 to 50% in 2012-13.

Grade	Total Tested	Math Pass		ELA Pass		Passing Both	
10	10	6	60%	7	70%	5	50%
11	15	9	60%	10	67%	8	53%
12	75	58	77%	65	87%	55	73%

Students who do not pass either component of the CAHSEE in their first year at GtC receive targeted instruction to further build their academic skills and prepare them for the test in subsequent terms.

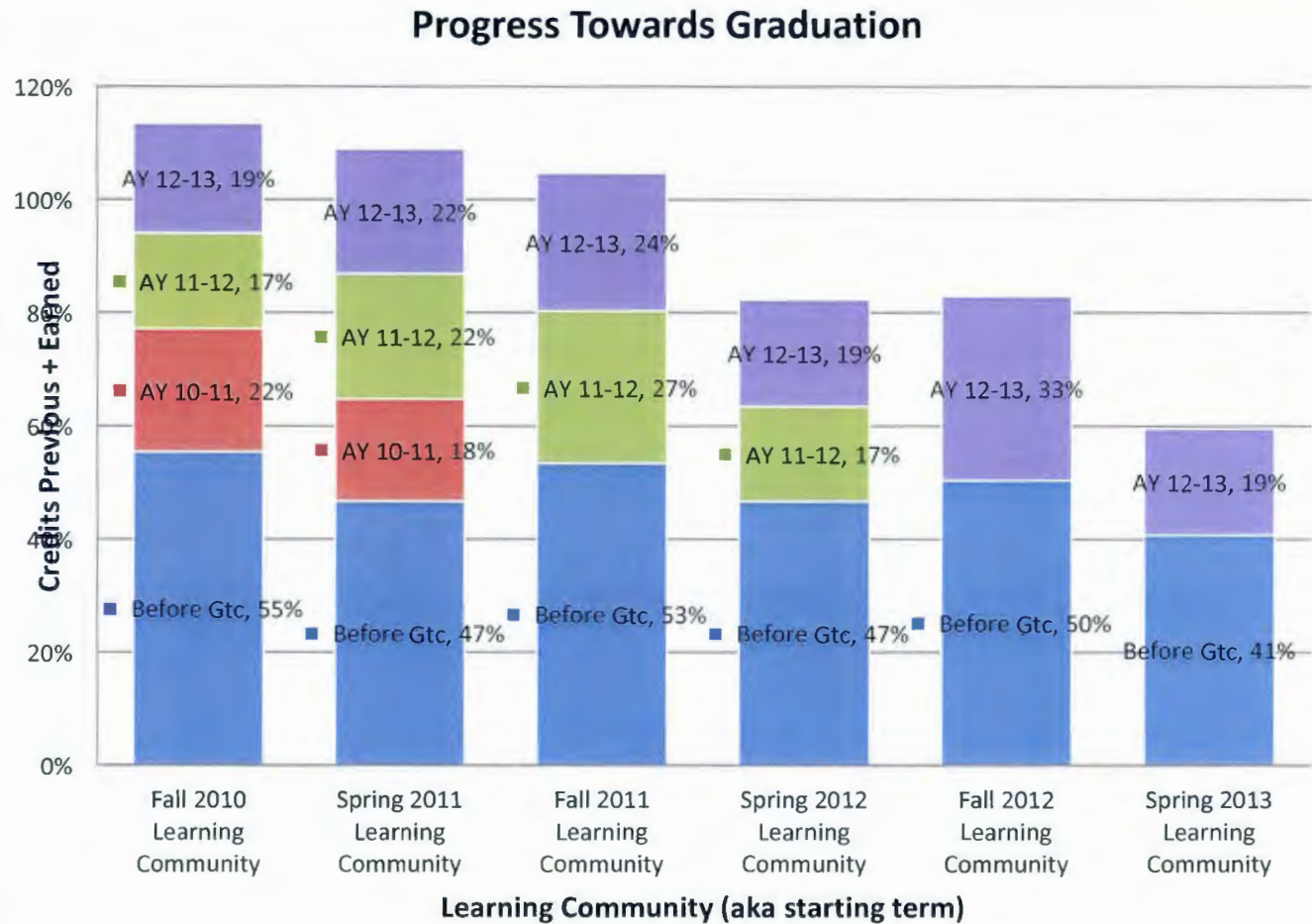
**Student Achievement— Progress Towards Graduation (PTG)** Data source: GtCNN Student Database

## Reporting Areas Response/Outcomes

Students enrolled in 1 or more courses, who earned more than 0 credits hours, and who did not drop in the first 30 days.  
Credits earned/courses passed with D or better, including pass/fail pass grades

### Progress Toward Graduation (PTG)

- Required high school credits to graduate = 190
- $PTG = \frac{\text{credits earned prior to GtC} + \text{Credits earned during GtC}}{\text{the credits needed to graduate at the program}}$



## Reporting Areas Response/Outcomes

### Counts of students who earned more than 0 high school credits by learning community and term

Term	Fall 2010 Learning Community (n=41)	Spring 2011 Learning Community (n=32)	Fall 2011 Learning Community (n=43)	Spring 2012 Learning Community (n=28)	Fall 2012 Learning Community (n=43)	Spring 2013 Learning Community (n = 29)
Fall 2010	30					
Spring 2011	19	25				
Fall 2011	10	19	32			
Spring 2012	5	13	19	18		
Fall 2012	4	9	12	7	33	
Spring 2013	4	10	7	4	16	19

The data on PTG in the graph and table above show that GtC students are moving toward graduation at a rate faster than what they could expect in a traditional high school setting. Students from the Fall 2012 Learning Community who were active in the program for the entire 2012-13 school year earned 33% of the credit they needed to graduate during that school year. This moved them from 50% to 84% of their graduation requirements. Additionally, each academic year, the GtC program has increased the number of credit students are earning, with the help of academic and social supports. While many students are leaving by the end of the second term, they are leaving with some credits toward their diploma and a college-based experience. This attrition is one of the areas GtC is working on decreasing through our continuous program improvement efforts, as detailed below.

### **First Semester Success Rates** Data source: GtCNN Student Database

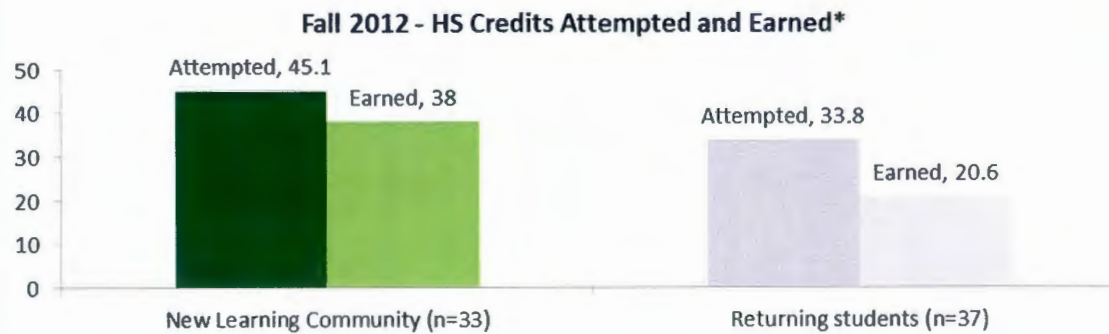
Students enrolled in 1 or more courses, and who did not drop in the first 30 days

Fall 12	<ul style="list-style-type: none"> <li>• <b>72.1%</b> (31 of 43 students) passed two or more of their first term courses with a "D" or better</li> <li>• <b>60.4%</b> (26 of 43 students) passed three or more of their first term courses with a "D" course grade or better</li> <li>• <b>44.2%</b> (19 of 43 students) passed all their first term courses with a "C" course grade or better</li> </ul>
Spring 13	<ul style="list-style-type: none"> <li>• <b>55.1%</b> (16 of 29 students) passed two or more of their first term courses with a "D" or better</li> <li>• <b>55.1%</b> (16 of 29 students) passed three or more of their first term courses with a "D" or better (same)</li> <li>• <b>33.3%</b> (9 of 29 students) passed all of their first term courses with a "C" or better</li> </ul>

**Student Achievement—Fall 2012** Data source: GtCNN Student Database

Students enrolled in 1 or more courses, who earned more than 0 credits hours, and who did not drop in the first 30 days.

**Average number of high school credits earned / out of credits attempted during fall 2012 semester**



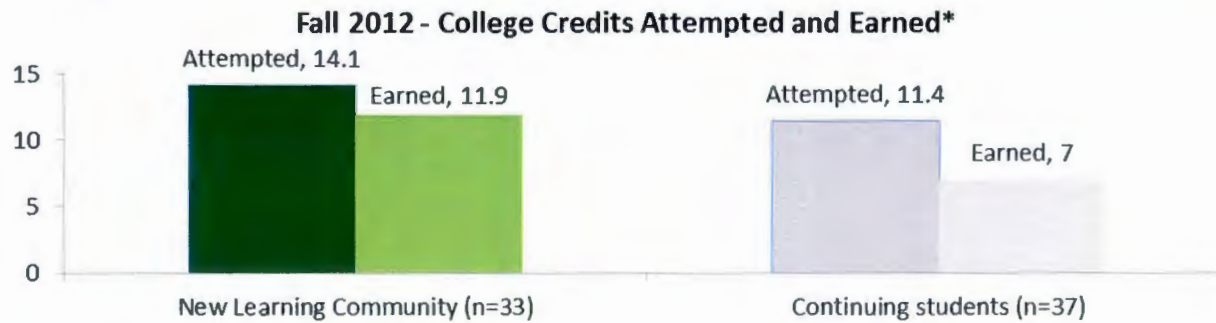
*\* D or better course grade, including pass/fail pass grades*

- Fall 2012 New Learning Community students – credits earned out of credits attempted = **84.3%**
- Fall 2012 Continuing students – credits earned out of credits attempted = **60.9%**

We would like to highlight that the average number of credits earned per semester at GtC has increased from year to year. The 38 credits earned on average by new students in fall 2012 exceeds the number of credits students could have earned in a traditional high school. At the same time, students are accruing college credits (see below), meaning that as they advance toward high school graduation, they are also progressing toward earning an AA degree.

**Reporting Areas Response/Outcomes**

**Average number of college credits/hours earned / out of credits/ hours attempted during fall 2012 semester**



*\* D or better course grade, including pass/fail pass grades*

- Fall 2012 New Learning Community students – credits earned out of credits attempted = **84.3%**
- Fall 2012 Term Continuing students – credits earned out of credits attempted = **61.4%**

**Number of courses passed**

Fall 12 New Learning Community (n=33)

Courses Taken	Withdrawals	Courses Passed*	Course Passage Rate
124	6	112	86.2%

Fall 12 Term Continuing students (n=37)

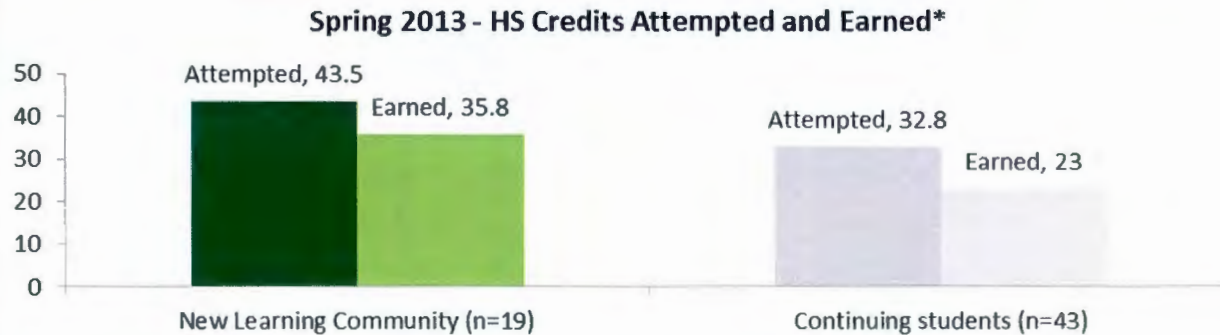
Courses Taken	Withdrawals	Courses Passed*	Course Passage Rate
110	23	67	60.9%

\* D or better course grade, including pass/fail pass grades in fall semester

## Student Achievement—Spring 2012 Data source: GtCNN Student Database

Students enrolled in 1 or more courses, who earned more than 0 credits hours, and who did not drop in the first 30 days.

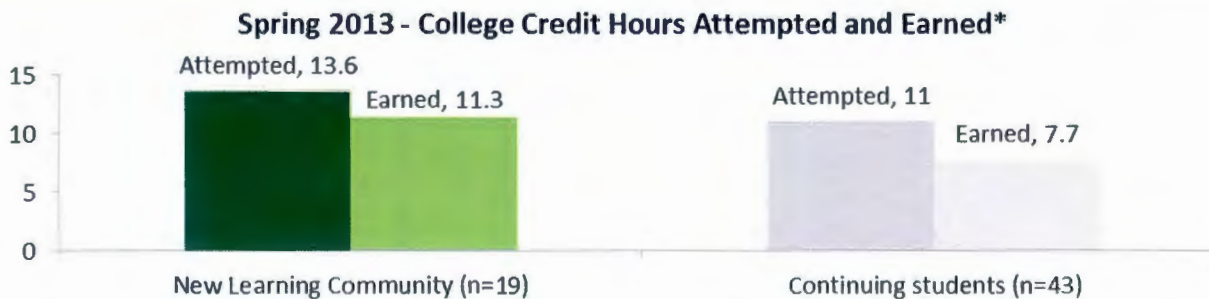
**Average number of high school credits earned / out of credits attempted during spring 2013 semester**



*\* D or better course grade, including pass/fail pass grades*

- Spring 2013 New Learning Community students – credits earned out of credits attempted = **82.3%**
- Spring 2013 Continuing students – credits earned out of credits attempted = **70.1%**

**Average number of college credits/hours earned / out of credits/ hours attempted during spring 2013 semester**



*\* D or better course grade, including pass/fail pass grades*

- Spring 2013 New Learning Community students – credits earned out of credits attempted = **83.1%**
- Spring 2013 Continuing students – credits earned out of credits attempted = **70.0%**

**Number of courses passed**

Spring 2013 New Learning Community students (n=19)

<b>Courses Taken</b>	<b>Withdrawals</b>	<b>Courses Passed</b>	<b>Course Passage Rate</b>
74	6	59	86.8%

Spring 2013 Term Continuing students (n=43)

<b>Courses Taken</b>	<b>Withdrawals</b>	<b>Courses Passed</b>	<b>Course Passage Rate</b>
125	21	89	71.2%



## Plans for Continued Program Improvement (P + GtCNN)

<b>High School and College Credits:</b>	
<b>Reflection</b>	Few students have 100% on-time attendance.
<b>Present Issues</b>	<ul style="list-style-type: none"> <li>• <u>New students:</u> <ul style="list-style-type: none"> <li>○ Policies created without follow through or consequence for student absences (e.g., parent involvement, dismissal)</li> <li>○ Lack of attendance software which can show a snapshot of student attendance patterns to address issues</li> </ul> </li> <li>• <u>Continuing students:</u> <ul style="list-style-type: none"> <li>○ Clear policies not established at orientation</li> <li>○ Less accountability for missing documents (e.g., weekly attendance forms, sign in/out sheets, progress reports)</li> </ul> </li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• <u>New &amp; Continuing students:</u> Delineation of clear policies outlined in the Gateway Student Handbook and the student contract and distributed to students at the beginning of the semester; step-by-step process to be documented in GtC database (student notes);</li> <li>• <u>New Students:</u> Continue Instructional Team (I-Team) Meetings, with a shift to instructors taking leadership roles to train and support their Instructional Aides to improve their skills in classroom management, with counselors providing support and possible interventions to address behavioral patterns that will encourage on-time attendance.</li> <li>• <u>Continuing Students:</u> Increase interaction with Laney instructors by Continuing Student Counselor and Academic Liaison, including letters, progress reports and emails directly to instructors.</li> </ul>
<b>Projections/ Objectives</b>	<ul style="list-style-type: none"> <li>• Encourage students' college appropriate behaviors in attendance and lifelong learning</li> <li>• Build partnership with non-GtC instructors to support Gateway students in a lasting, meaningful way</li> </ul>

### Persistence

<b>Reflection</b>	Too many students are not making satisfactory academic progress.
<b>Present Issues</b>	GtC staff are not making enough consistent contact with students beyond their first term experience.
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Enhance and strengthen support services</li> <li>• Offer more programming specific to continuing students</li> </ul>
<b>Projections/Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce student contract and handbook to continuing (and new) students outlining program requirements, expectations, and supports <ul style="list-style-type: none"> <li>○ Re-institute academic progress reports and probation process / contracts</li> <li>○ Reiterate to students that satisfactory academic progress is a cumulative GPA of 2.0 ("C") or better and completion of two-thirds of courses attempted with a "C" or better</li> <li>○ Institute mandatory progress report check-ins with counselors</li> </ul> </li> <li>• Revamp orientation for continuing students</li> <li>• Launch peer-to-peer mentoring program which will pair continuing students with a New Learning Community student</li> <li>• Host guest speakers as well as social events / outings for continuing (and New Learning Community) students</li> <li>• Send letters to and follow-up with all continuing students' instructors</li> </ul>

## Partnership Sustainability

<b>Reflection</b>	GtC benefits from both a strong, collaborative partnership with OUSD and support from the Peralta Community College District.
<b>Present Issues</b>	<ul style="list-style-type: none"> <li>• There is not enough funding to offer needed support services</li> <li>• GtC has little funding to support staff learning community</li> <li>• GtC has little funding to support staff professional development</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Continue to have regular check-ins with OUSD partner</li> </ul>

## Partnership Sustainability

### Projections/Objectives

- Identify additional funding sources
- Jointly apply for available grants
- Invite OUSD partners & Peralta supporters to GtC Student Recognition and Graduation Ceremonies and other events, as appropriate to ensure their continued knowledge about and in-kind / support for the program

## **Letter of Support from K-12 District Partner (P)**

*Attached.*