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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 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 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Gateway to College at Laney College  
**CDS Code:** 1612590119859  
**Principal:** Judit Trinidad  
**Date of this revision:**

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:

<b>Contact:</b> Judit Trinidad	<b>Position:</b> Principal
<b>Address:</b> 900 Fallon Street Oakland, CA 94607	<b>Telephone:</b> <b>Email:</b> judit.trinidad@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* [REDACTED]

*The District Governing Board approved this revision of the SPSA on:* 8/14/2024

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                      | <input type="checkbox"/> Additional Targeted Support & Improvement            | <input type="checkbox"/> 21st Century Community Learning Centers                   |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input type="checkbox"/> After School Education & Safety Program (ASES)       | <input type="checkbox"/> California Community Schools Partnership Program          |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant            | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                         | <input type="checkbox"/>   |

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 § 6500.
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:** \_\_\_\_\_

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:**

Judit Trinidad  
 \_\_\_\_\_  
*Principal*

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
*SSC Chairperson*

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Vanessa Sifuentes  
 \_\_\_\_\_  
*Network Superintendent*

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Lisa Spielman  
 \_\_\_\_\_  
*Director, Strategic Resource Planning*

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

**2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
(Once it's approved)	GTC staff	Review draft of SPSA with Staff
4/5/2024	Family members/guardians/students supporters and students	Community Engagement Night
Ongoing	Family	Look for Community network with Parents/Guardians and families to better inform them regarding programmatic best practices and important information regarding student learning

## 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$18,565.00
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	\$118,325.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$16,920	LCFF Discretionary (General Purpose Discretionary #0000)	\$0
Title I, Part A Parent & Family Engagement (Title I #3010)	\$470	LCFF Supplemental (LCFF Supplemental #0002)	\$0
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	LCFF Equity Multiplier	\$88,419
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$1,175	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$11,341
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$18,565</b>		<b>\$99,760</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$118,325.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Gateway to College at Laney College</b>		<b>School ID: 311</b>
<b>CDS Code: 1612590119859</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
57.9%	21.1%	42.1%	0.0%	7.9%	6.6%	79.0%	4.0%	4.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
42.1%	5.3%	4.0%	4.0%	2.6%	2.6%	55.3%	0.0%	53.6%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** All students will engage in career exploration and create a 2-year student educational plan for community college studies (i.e. concurrent enrollment) with the support of success coaches in a guided career pathway at Laney College.

**Identified School Need:** Encouraging all students to explore diverse careers will be a primary focus this year, aiming to provide them with a clearer understanding of their preferences. By engaging in comprehensive career exploration, students will be better equipped to make informed decisions about their future career paths upon graduation. Because our college and career readiness score is a 8% we are

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-131.8	not available until fall 2024	not available until fall 2025	-101.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	N/A	not available until fall 2024	not available until fall 2025	N/A

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-201.5	not available until fall 2024	not available until fall 2025	-171.5
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	not available until fall 2024	not available until fall 2025	N/A

**Graduation Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	45.8%	not available until fall 2024	not available until fall 2025	N/A
On Track to Graduate: 9th Grade	All Students	50.0%	not available until fall 2024	not available until fall 2025	N/A



On Track to Graduate: 11th Grade	All Students	0.0%	not available until fall 2024	not available until fall 2025	6.0%
A-G Completion	All Students	11.8%	not available until fall 2024	not available until fall 2025	17.0%
College/Career Readiness	All Students	8.0%	not available until fall 2024	not available until fall 2025	17.0%

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

<b>School Goal:</b>	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.
<b>Identified School Need:</b>	We are collaborating with a counselor to establish Student Individual Plans (SEPs) for all students. Given that our low-income students currently score below -105.7, our goal is to improve their outcomes to -99 through guided pathways. This involves personalized 1:1 engagements with the counselor and meticulous attendance tracking

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-158.0	not available until fall 2024	not available until fall 2025	-130.0
SBAC ELA Distance from Standard Met	Low-Income Students	-105.7	not available until fall 2024	not available until fall 2025	-99
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	N/A	not available until fall 2024	not available until fall 2025	N/A
SBAC Math Distance from Standard Met	Special Education Students	-220.0	not available until fall 2024	not available until fall 2025	-214.0
SBAC Math Distance from Standard Met	Low-Income Students	-208.0	not available until fall 2024	not available until fall 2025	-202

Reclassification Measures & Targets <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	not available until fall 2024	not available until fall 2025	0.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
<b>School Goal:</b>	Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.				
<b>Identified School Need:</b>	All students will build relationships to feel connected and engaged in the learning space since we have about 49.3% of students not connected to the school we are planing to developot a strong connection with parents.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <i>*2021-22 baseline data</i>	All Students	49.3%	not available until fall 2024	not available until fall 2025	55.3%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students		not available until fall 2024	not available until fall 2025	N/A
Chronic Absenteeism	African American Students		not available until fall 2024	not available until fall 2025	N/A

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	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.				
<b>Identified School Need:</b>	Implement a Community network with Parents/Guardians and families to better inform them regarding programmatic best practices and important information regarding student learning				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers		not available until fall 2024	not available until fall 2025	N/A

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>All students will engage in career exploration and create a 2-year student educational plan for community college studies (i.e. concurrent enrollment) with the support of success coaches in a guided career pathway at Laney College.</i>	<i>Facilitating career exploration, conducting thorough transcript reviews, and synchronizing student schedules with their career goals, our dedicated staff exhibits a robust understanding of the programs offered at Laney and the broader Peralta Community College system.</i>
LCAP Goal 2:	<i>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.</i>	<i>GTC success coaches; cohort model; embedded tutoring with staff and tutors; weekly general assembly with workshops. Committed and high-capacity staff; intentional staff hiring and training; monitoring of student progress; have an attendance record.</i>
LCAP Goal 3:	<i>Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.</i>	<i>Student resource specialist will check-in with student families; Student engagement specialist GTC newsletter to update families on important announcements and dates.</i>

<i>LCAP Goal 4:</i>	<i>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.</i>	<i>To foster a positive and effective learning environment for GtC students and their families, our goal is to develop and implement a robust community of practice. This initiative aims to bring together families, staff, and students, fostering collaborative engagement to enhance the overall educational experience. Through our family night we plan to share expertise, experiences, and support, we seek to create an environment that maximizes the potential and success of GtC students within our community.</i>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Challenges</b>
<i>LCAP Goal 1:</i>	<i>All students will engage in career exploration and create a 2-year student educational plan for community college studies (i.e. concurrent enrollment) with the support of success coaches in a guided career pathway at Laney College.</i>	<i>Students not meeting with their success coaches to receive support in completing courses successfully</i>
<i>LCAP Goal 2:</i>	<i>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.</i>	<i>Not having a counselor on site- creates challenges for Gateway students to not be prioritized.</i>
<i>LCAP Goal 3:</i>	<i>Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.</i>	<i>Student engagement limited in services and resources that can provided; in the beginning of building a family network to further support students</i>

<p><i>LCAP Goal 4:</i></p>	<p><i>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.</i></p>	<p><i>To foster a positive and effective learning environment for GtC students and their families, our goal is to develop and implement a robust community of practice. This initiative aims to bring together families, staff, and students, fostering collaborative engagement to enhance the overall educational experience. Through our family night we plan to share expertise, experiences, and support, we seek to create an environment that maximizes the potential and success of GtC students within our community.</i></p>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

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

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

This year, we introduced entrepreneurship and career exploration initiatives aimed at fostering career development. Additionally, Laney implemented online student tutoring programs in collaboration with GTC success coaches to nurture a positive program climate, enhance the overall culture, and boost academic performance for students at Laney College.

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

All students will engage in career exploration and create a 2-year student educational plan for community college studies (i.e. concurrent enrollment) with the support of success coaches in a guided career pathway at Laney College.

**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.**

Continue utilizing virtual online tools and in person tools so the students can have the option of selecting what tool work for each person.

**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?
4399 - Unallocated				

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<b>School:</b>	Gateway to College at Laney College	<b>SCHOOL ID:</b>	311
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**3: SCHOOL STRATEGIES & ACTIONS** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	All students will engage in career exploration and create a 2-year student educational plan for community college studies (i.e. concurrent enrollment) with the support of success coaches in a guided career pathway at Laney College.
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<b>Identified Need:</b>	Encouraging all students to explore diverse careers will be a primary focus this year, aiming to provide them with a clearer understanding of their preferences. By engaging in comprehensive career exploration, students will be better equipped to make informed decisions about their future career paths upon graduation. Because our college and career readiness score is a 8% we are trying to have all our students to have a clear understanding of education path. We are going to growth about 3 % every academic year.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Leadership - Study Hall	All Students	Academic	Tier 1 - Universal
1-2	Success Coach - Case Management Check In (Academic Success Fridays will be calendared to provide these essential services for a bi-weekly meeting with their designated Success Coach)	All Students	Academic and Mental Health	Tier 1 - Universal
1-3	Community Engagement (Academic Success Fridays will be calendared to provide these essential services for a once a month speaker series.)	All Students	Academic and Mental Health	Tier 1 - Universal
1-4	Counseling support	All Students	Academic	Tier 1 - Universal

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

**School Goal:** 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.

**Identified Need:** We are collaborating with a counselor to establish Student Individual Plans (SEPs) for all students. Given that our low-income students currently score below -105.7, our goal is to improve their outcomes to -99 through guided pathways. This involves personalized 1:1 engagements with the counselor and meticulous attendance tracking

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Support students to go to general counselor to develop a Student Education Plan (SEP)	All Students	Academic	Tier 1 - Universal
2-2	Hire a part time counselor only for GTC students	All Students	Academic	Tier 1 - Universal
2-3	Explore different vocations and career options.	All Students	Academic	Tier 1 - Universal
2-4	Students have a better understanding where they are at	All Students	Academic	Tier 1 - Universal



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

<b>School Goal:</b>	Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.			
<b>Identified Need:</b>	All students will build relationships to feel connected and engaged in the learning space since we have about 49.3% of students not connected to the school we are planing to developot a strong connection with parents.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Ongoing community building with staff to support wrap-around Student Intervention Services.	All Students		Tier 1 - Universal
3-2	Contnious development of Student Interventions for Adolescent youth Ages 16 - 21 for ongoing student support. Implement Intervention Practice for students that are needing more support	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal
3-3	Hosting Parent and Student Orientation	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal
3-4	Success Coach Expectations and Academic Support	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal

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

<b>School Goal:</b>		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.		
<b>Identified Need:</b>		Implement a Community network with Parents/Guardians and families to better inform them regarding programmatic best practices and important information regarding student learning		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	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.	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal
4-2	Development of a sustainable parent network	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal
4-3	Monthly Newsletter to students and parents mail to their house	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal
4-4	Parent Night	All Students	Academic/Behavioral/Mental Health/	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	<p>Leadership time, we will review the Equity Initiatives:</p> <p>Implement policies and initiatives that address systemic inequalities and promote equal opportunities for all students. Periodically evaluate and update these initiatives based on their impact.</p>	African American	Academic	Tier 1 - Universal
5-2	<p>We uphold an open-door policy, encouraging all staff to engage with students facing personal challenges. To enhance our feedback mechanisms, we are introducing a comments and suggestions section in Google surveys for both families and students. Furthermore, we plan to integrate a similar feature on our website, providing a platform for staff to receive feedback and facilitate communication.</p> <p>In addition, we are devoted to establishing open lines of communication specifically for Black students, seeking their valuable input on their experiences and needs. We are committed to proactively acting on this feedback, ensuring the continuous improvement of our support systems.</p>	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>Stages of ELD Implementation Self-Assessment</i>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	Increasing English Language Development Supports	All Students	All	Tier 1 - Universal
6-2	Offering English 264A and English 1A Basic Skills (Additional Writing Workshop Supports for students that need support with building their Literacy and Writing Skills for College English Composition)	All Students	Academic	Tier 1 - Universal

PROPOSED 2023-24 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$16,920	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.	n/a	n/a	311-1
4399 - Unallocated	\$470	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.	n/a	n/a	311-2
4399 - Unallocated	\$1,175	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.	n/a	n/a	311-3

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Site Number: 311

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$11,341	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.	n/a	n/a	311-4
Placeholder	\$85,108	LCFF Equity Multiplier	4399					Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.	n/a	n/a	311-5