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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Gateway to College at Laney College



2025-26 School Plan for Student Achievement (SPSA)

School: Gateway to College at Laney College
CDS Code: 1612590119859
Principal: William Ramos Ochoa
Date of this revision: n/a

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: William Ramos Ochoa	Position: Principal
Address: 900 Fallon Street Oakland, CA 94607	Telephone:
	Email: william.ramosocha@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: n/a

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement




The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: n/a

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

- ☐ Flyers in students' home languages ☐ Announcement at a public meeting ☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

William Ramos Ochoa Principal	 Signature	5/12/2025 Date
SSC Chairperson	Signature	Date
SELLS Representative (optional)	Signature	Date
Vanessa Sifuentes Network Superintendent	 Signature	5/12/2025 Date
Lisa Spielman Director, Strategic Resource Planning	 Signature	5/12/25 Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$32,930.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,355.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$32,040
Title I, Part A Parent & Family Engagement (#3010)	\$890
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$32,930

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$161,355.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$0
LCFF Equity Multiplier (#7399)	\$112,041
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$0
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$16,384
SUBTOTAL OF STATE & LOCAL FUNDING:	\$128,425

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Gateway to College at Laney College		School ID: 311
CDS Code: 1612590119859	SSC Approval Date:	Board Approval Date:
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.		
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, 2023-24

% 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. Begin the development of Concurrent Enrollment Guided Pathways that better aligns with student overall career and life goals.
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 trying to have all our students to have a clear understanding of education path. We are going to growth about 3 % every academic year.

English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-33.4	not available until fall 2025	-101.0
SBAC ELA Participation	All Students	80.0%	100.0%	not available until fall 2025	95.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-151.9	not available until fall 2025	-171.5
SBAC Math Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	15.4%	not available until fall 2025	N/A
California Science Test (CAST) Participation	All Students	9.1%	100.0%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	45.8%	45.5%	not available until fall 2025	N/A
On Track to Graduate: 9th Grade	All Students	50.0%	0.0%	not available until fall 2025	N/A
On Track to Graduate: 11th Grade	All Students	0.0%	3.6%	not available until fall 2025	6.0%
A-G Completion	All Students	11.8%	5.5%	not available until fall 2025	17.0%
College/Career Readiness	All Students	8.0%	37.7%	not available until fall 2025	17.0%

LCAP Goal 2: Within three years, 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 School 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

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	-120.5	not available until fall 2025	-101.0
SBAC ELA Distance from Standard Met	Low-Income Students	-105.7	-41.7	not available until fall 2025	-99.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students			not available until fall 2025	N/A
SBAC Math Distance from Standard Met	Special Education Students	-220.0	-119.0	not available until fall 2025	-171.5
SBAC Math Distance from Standard Met	Low-Income Students	-208.0	-160.9	not available until fall 2025	-202.0

Reclassification Measures & Targets**Reference [N/A](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	0.0%	not available until fall 2025	0.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.				
Identified School Need:	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 develop 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	All Students	49.3%		not available until fall 2025	55.3%
Out-of-School Suspensions	All Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students			not available until fall 2025	N/A
Chronic Absenteeism	African American Students			not available until fall 2025	N/A

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	To develop and implement a community of practice with families, staff and students with the intention of providing an affective and effective postive learning environment GtC students and families.				
Identified School Need:	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 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. Begin the development of Concurrent Enrollment Guided Pathways that better aligns with student overall career and life goals.</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. The next phase in strengthening career exploration are to align our program and services to design a Guided Pathways model focused on students that complete their high school diploma by offering concurrent enrollment courses that are career exploration based. The aligning those courses to a more targetted approach with industry professionals and mentors.</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 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. Development of targetted intervention approaches for foundational GtC college courses and ongoing communication regarding four year college field trips and workshops.</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 engagement limited in services and resources that can provided; in the beginning of building a family network to further support students</i>

LCAP Goal 4:	<i>To develop and implement a community of practice with families, staff and students with the intention of providing an affective and effective postive 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>
Goal Area:	School Goal:	Priority Challenges
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. Begin the development of Concurrent Enrollment Guided Pathways that better aligns with student overall career and life goals.</i>	<i>Students not meeting with our counselor to support with academic services. Communication via email and phone is conducted, but at times is not enough for students to actually schedule an academic counseling meeting.</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>Students not meeting with our counselor to support with academic services. Communication via email and phone is conducted, but at times is not enough for students to actually schedule an academic counseling meeting. Title I student funds are currently unallocated. Gateway to College will allocate these funds to support targeted academic interventions and programs designed to enhance student achievement in core subject areas.</i>
LCAP Goal 3:	<i>Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.</i>	<i>Connecting families to come in person on a weekday is extremely difficult. Many parents work throughout the day and also have additional familial responsibilities. We are thinking of possibly providing an evening parent night, but will provide a survey to parents and families. Title I Parent Involvement funds are currently unallocated. Gateway to College will use these funds to support family engagement initiatives that strengthen the school-home partnership and promote student success.</i>

LCAP Goal 4:	<i>To develop and implement a community of practice with families, staff and students with the intention of providing an affective and effective postive 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>
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Gateway to College at Laney College

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Due to a shift with District Policies at the Peralta Community College District, Gateway to College needs to shift the type of contracting and staffing that the program has traditionally utilized. This affected our current program design and model, we transitioned from having Resource Specialists supporting students to now transitioning towards having a Coordinator and two Instructional assistants. In addition, the previous Director of GtC returned to their permanent post here at the program which then led to a re-acclimation phase. In turn, these changes have affected the previous SPSA program reporting. We are currently re-evaluating our design and services that align with our current staff and the services we can provide within their scope of work. Although there have been staffing changes, we have continued to provide services (Counseling, optional one-to-one check-ins with GtC staff, and intervention supports). We have integrated tutoring in both our foundational courses and have introduced our students to Laney College tutor workshop on best practices with regard to study habits and note taking.

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

Students have had various exposures to career exploration and engagement activities catered to support their overall student success and their career life goals. We have an uptick of students completing A-G requirements and some students have been accepted to attend four-year colleges directly. We have recently received a CEEB code and have also begun the assessment of our counseling documents to align our practices with Guided Pathways.

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.

Staffing changes are planned to be in place late Fall 2025 semester. Due to the recent changes in Peralta District policy, we were required to shift our staffing. Due to this change, our program will now be able to hire three full-time staff members for the upcoming FY 25-26 school year. We are hoping that these changes will support the program with transforming the type of services we can provide and have more efficiency with our overall programming structure. In addition, if GtC is granted two grants (CCSP and CCAP Pathways Grant), this will provide essential funding with transforming the GtC program into a more robust Concurrent Enrollment Guided Pathways Program.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
iPads for English Class	Purchase of iPads to provide staff and students with accessible and efficient technology systems for delivering student support services in English classes.	College/Career Readiness	The program provides daily academic support and targeted literacy interventions to help students succeed in English classes. Staff work directly with students to improve reading, writing, and overall literacy skills for better educational outcomes.	Due to our program being housed at Laney College/Peralta Community College District, OUSD technology at times have restrictions to support current staff. For example, staff would need to go to District IT, update the account in an OUSD server. Instead of having the tech delivered directly to us. I believe this might just apply to tech assigned to staff directly. The newly implemented iPads are being integrated into English classes to support literacy instruction, with teachers observing early signs of increased student participation in digital activities. While full impact data is not yet available, the school will track: (1) teacher-reported student engagement levels, (2) frequency of iPad-assisted interventions in literacy lessons, and (3) student work samples demonstrating technology-aided progress.	GtC will continue iPad implementation for English literacy support but enhance onboarding by documenting existing tech barriers and solutions in a shared resource. This ensures new staff receive consistent troubleshooting guidance during orientation, reducing delays in technology access. The program will track adoption rates and teacher feedback through monthly GtC team meetings to adjust support as needed.

Computers to support Academic Mentors	3 Computers to support Academic Mentors.	College/Career Readiness	Coaches use computers for data analysis, performance tracking, and communication with students, staff, and families. They also help students explore careers, research schools, and complete applications. The computers enable flexible, on-the-go support, allowing specialists to meet students anywhere on campus.	The program is working well, as the new computers allow coaches to track student data, communicate efficiently, and support career exploration from anywhere on campus. Qualitative evidence includes positive feedback from coaches and increased student engagement during mobile check-ins. However, quantitative data (e.g., improved academic performance or college acceptance rates) is still needed to fully measure effectiveness.	We will continue providing computers to coaches and specialists because they enhance flexibility, communication, and student support, as evidenced by improved engagement and accessibility. We will change our approach by implementing tracking systems to collect quantitative data (e.g., student performance metrics) to better assess impact. Nothing will be discontinued, as the current tools are proving effective, but future adjustments will depend on further evaluation.
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Gateway to College at Laney College	SCHOOL ID:	311
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3: SCHOOL STRATEGIES & ACTIVITIES

2025-26 High School SPSA Guidance

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 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 trying to have all our students to have a clear understanding of education path. We are going to growth about 3 % every academic year.

#	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: Within three years, 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	Maximize Capacity of 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 in joyful schools.

School Goal:		Launch Gateway's Student and Family Welcome Week and establish a Parent Committee/Support Group at Gateway.		
Identified Need:		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 planning to develop 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	Academic/Behavioral/Mental Health/	Tier 1 - Universal
3-2	Continuous 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	Staff 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.

School Goal: To develop and implement a community of practice with families, staff and students with the intention of providing an affective and effective postive learning environment GtC students and families.

Identified Need: 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 postive 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	Leadership time, we will review the Equity Initiatives: 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.	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
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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 2025-26 SCHOOL SITE BUDGET

Site Number: 311

School: Gateway to College at Laney College

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