

Alternatives to Court and Community Schools through Pathways to Higher Education

Scan for Stanford Law School's Policy
Lab Report:
Gateway Reimagined: Enhancing
Educational Opportunity through
Partnership

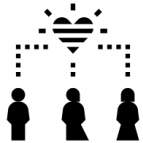


- County's redesign process
- Goals of our Policy Lab
- Program Plan Proposal
- Update on Current Progress
- Questions

EMBARKING ON LEARNING AND REIMAGINING



Learn and reflect on **best practices** for students in alternative settings



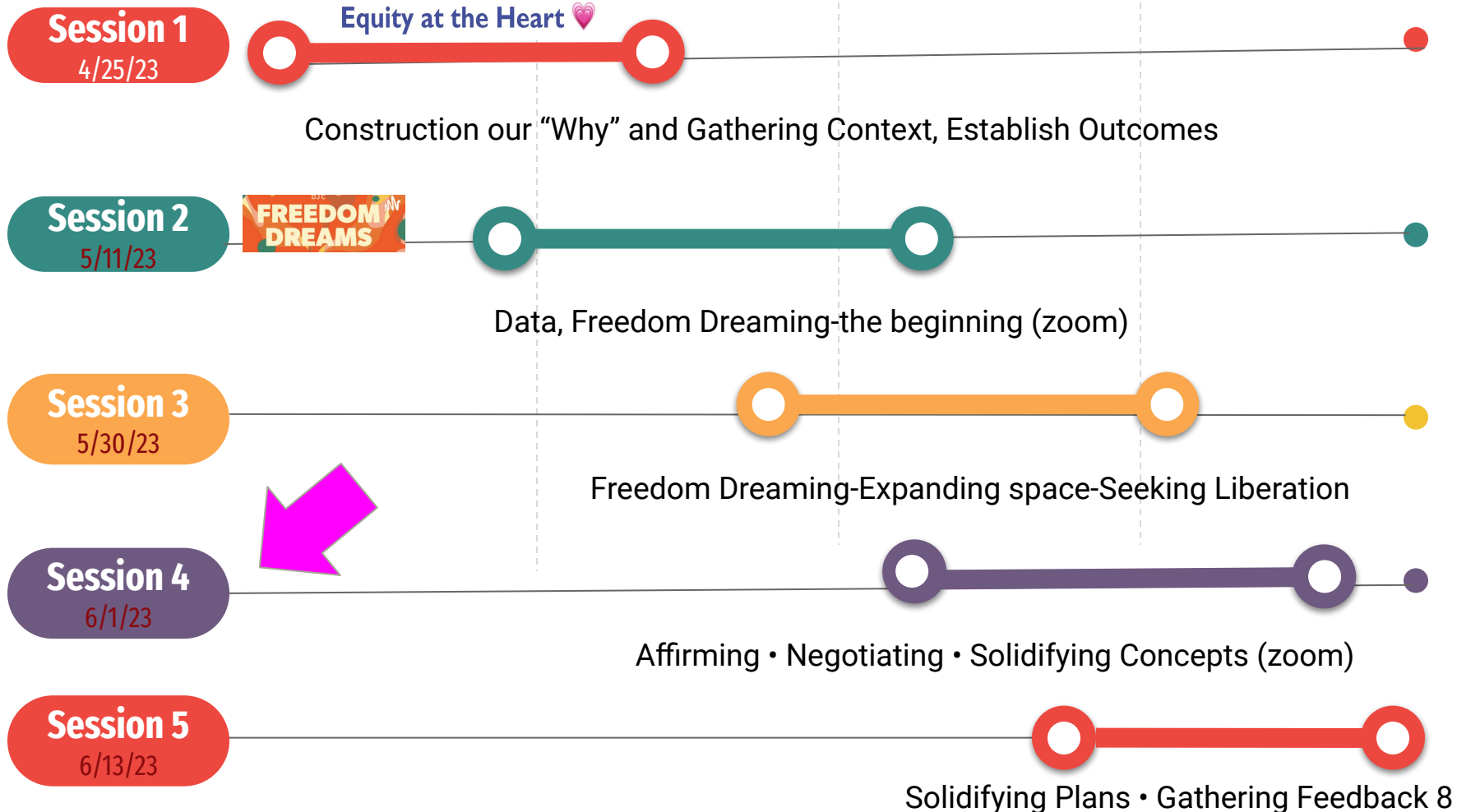
Establish a **common vision** for alternative education across LEAs focused on the highest quality educational experiences for every student



Draft a **joint proposal** outlining promising instructional pathways within and across our LEAs



Prepare proposal for **presentation to respective Boards** that may include multiple options/pathways for services and programs



Our Hopes & Aspirations

Break the cycle

GAME CHANGER!

Relevant learning opportunities that may not have had access to courses in a comprehensive

Innovative & Inspiring

Strong Sense of Community and Belonging

Building a community of learners, not just a few students who were expelled

Students stay strongly connected to their district community

Feeling of belonging to a school community working in partnership with them to realize goals and dreams

Skills to complete high school while returning to school reformed, restored, ready and resilient

Ability to address more than just traditional educational needs - family systems, substance abuse, etc.

Meeting the needs of students with other areas of need - school avoidance? Lower-level behavior? Etc

Students see it as an opportunity for change rather than purely a punishment, They find connection and hope for their future

Short-term with partnership between district and SMCOE for duration of placement

A dignified program where youth can thrive: This environment would have quality academic, social-emotional, and mental health services. It may include a live-in program for youth that may need additional supports

The fluency of a program to allow students to go return to district and community as soon as possible/desired

Connections: & Education with family (possible Parent education and support), with community (community as part of the program- job training (Fortitude, etc), opportunities for leadership

Students find a renewed sense of academic identity

Prototypes:

- **Expanded Partnerships with Community College**
 - Expansion and access for students to course offerings related to CTE pathways, dual enrollment, and increased access to project change participation.
- **Transition Programming**
 - Develop supports between Gateway and returning schools utilizing staff, timelines, and benchmarks to ensure success.
- **Professional Learning and Collaboration**
 - Engage adult mindsets around mindsets of students, integrating academics and hands-on learning through with connections to CTE opportunities

- Based on the COE's desire to redesign and reimagine Gateway, the policy lab looked at different alternatives the COE could consider to enhance the current program.
- We specifically looked at opportunities to leverage the community college programming.

1. **Why** Redesign?

County documents, including the National Equity Project report, COE mission statement, LCAP

2. **What** should a redesign include?

Interviews with the Youth Law Center Youth Leadership Cohort; FLY; experts and research

3. **How** can we accomplish those goals?

Interviews with other programs including Alameda COE and Life Learning Academy; best practices research; interviews with Project Change and CSM faculty

1. **Diverse Programming:**

- a. Address the varied needs of students by providing flexible learning options and spaces

2. **Inspiration & Motivation:**

- a. Create an uplifting environment that fosters hope and aspiration.

3. **Collaboration & Partnerships:**

- a. Leverage community and institutional resources to enrich student experiences and broaden support networks.



Hybrid Model: COE Middle College Design

Introducing our unique COE Flexible Middle College model housed at CSM

- Housed at CSM
- 2+ classes from HS teachers in COE Homeroom including Keys to Success
- Specific classes have COE Middle College cohorts with professor's agreement
- Access to all CSM supports, student groups, tutoring, centers
- Connects English Language Learners to CSM's English as Second Language Center
- Universal Design for Learning: Special Education services provided in homeroom; accommodations for classes in CSM

Transition In/Out

- Transparent entry practices
- Implementing a system for data collection
- Specialized Staff and full-time transition counselor
- Improving communication with sending district
- Options to return to school district once expulsion period is up or graduate from Gateway

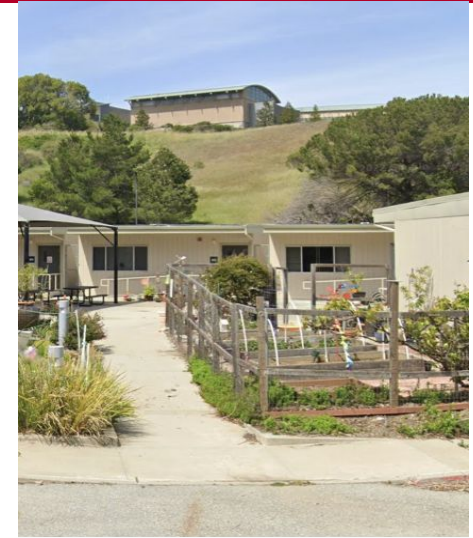
Academics

- Universal Design for Learning Principle
- Social-Emotional Learning Objectives and Curricula
- Individualized Academic Planning
- Continuous and Robust English Language Development
- Participation in Project Change's Keys to Success

Wrap-Around Services

- Project Change: Support and Mentorship
- Family counseling
- Guaranteed Mental health services through IEP or MediCal
- Trauma-informed practices
- A culturally responsive lens

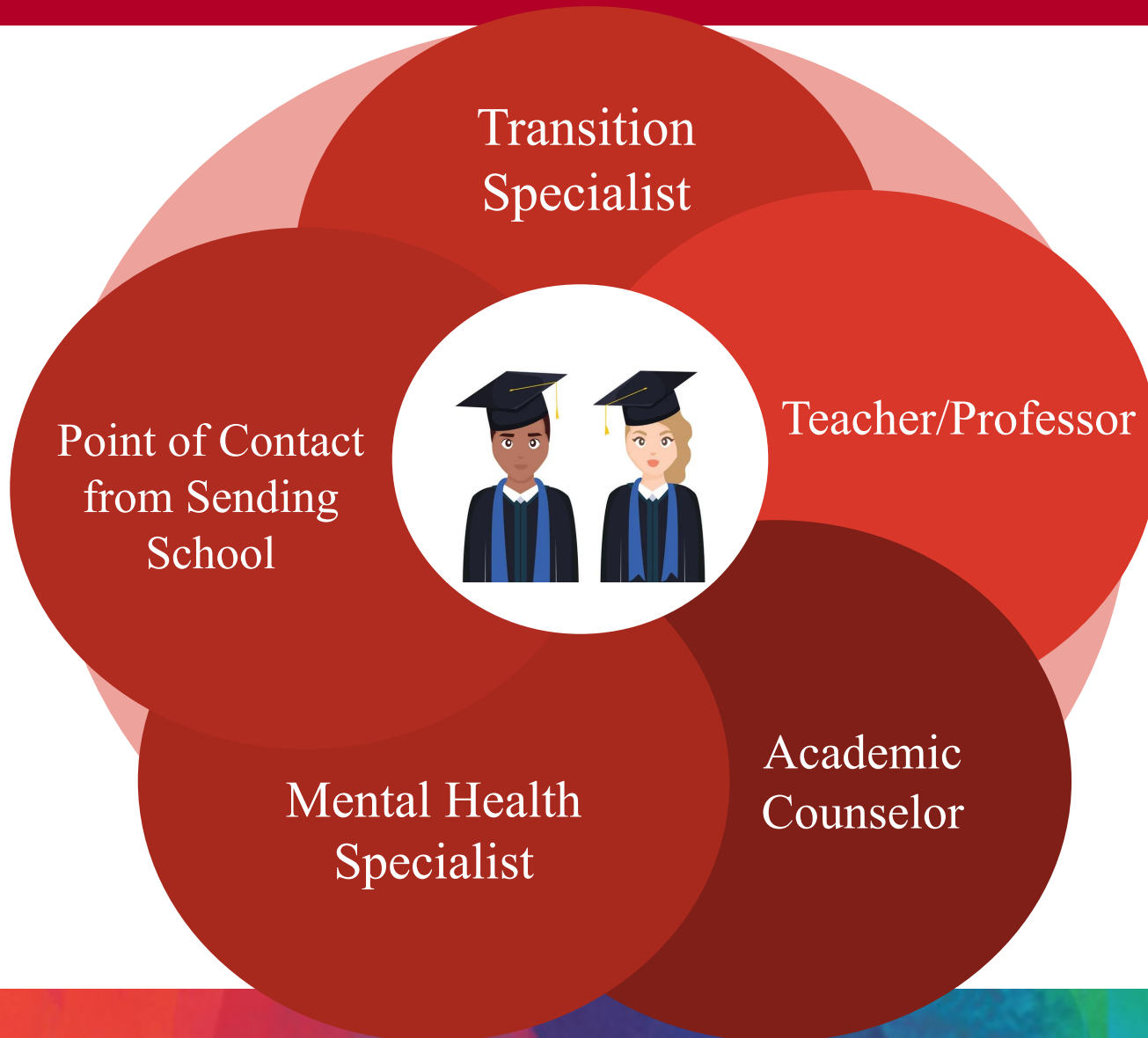
- Hybrid college model
- Housed at CSM
- 2+ classes taught by HS teachers in the COE Middle College Homeroom
- Keys to Success
- Specific classes will have COE Middle College “student cohorts” with professor’s agreement
- Access to all CSM resources, student orgs, academic services, and support centers such as CSM’s English as Second Language (ESL) Center
 - Universal Design for Learning: Special Education services provided in homeroom; accommodations for classes in CSM



Current Space: View of Juvenile Hall from Gateway

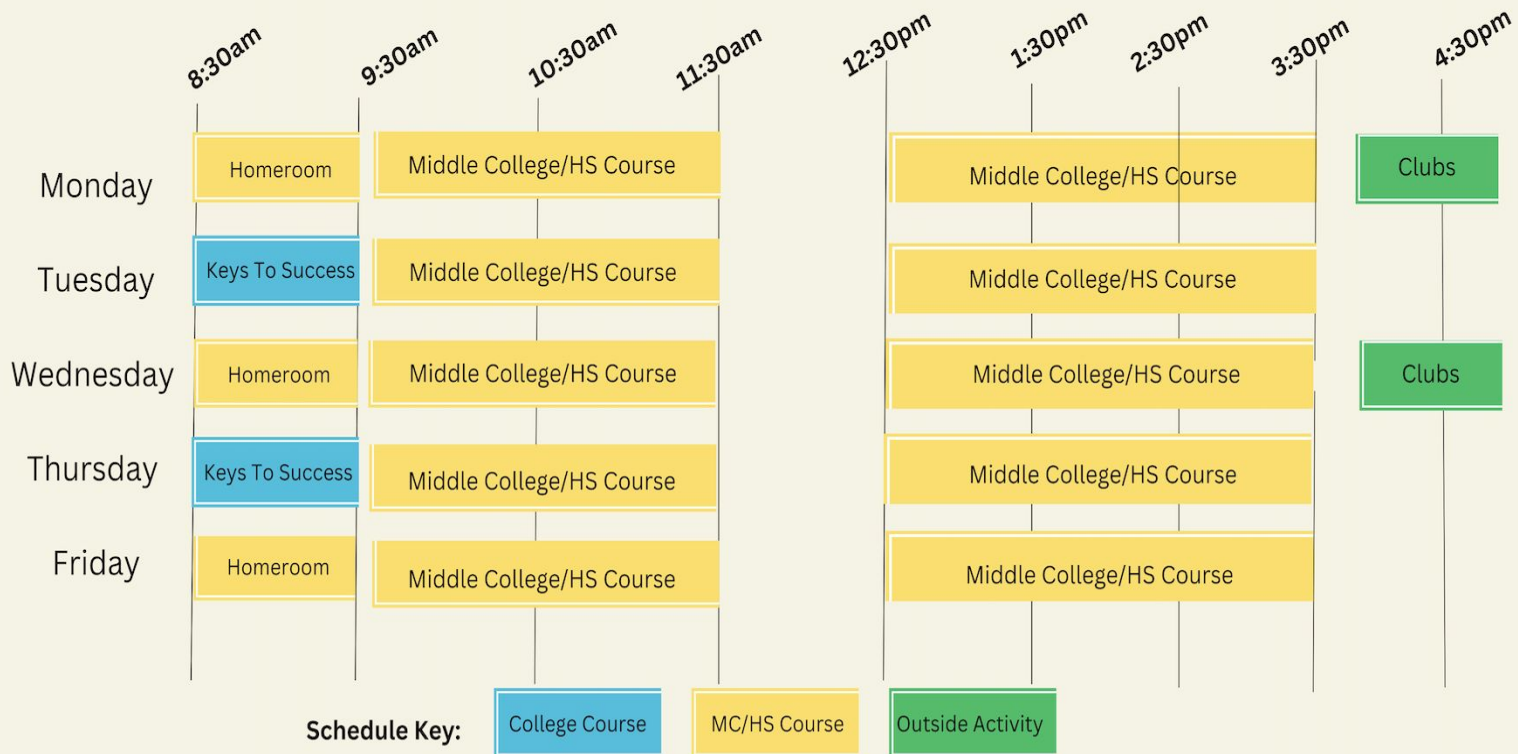


New, Proposed Location: College of San Mateo



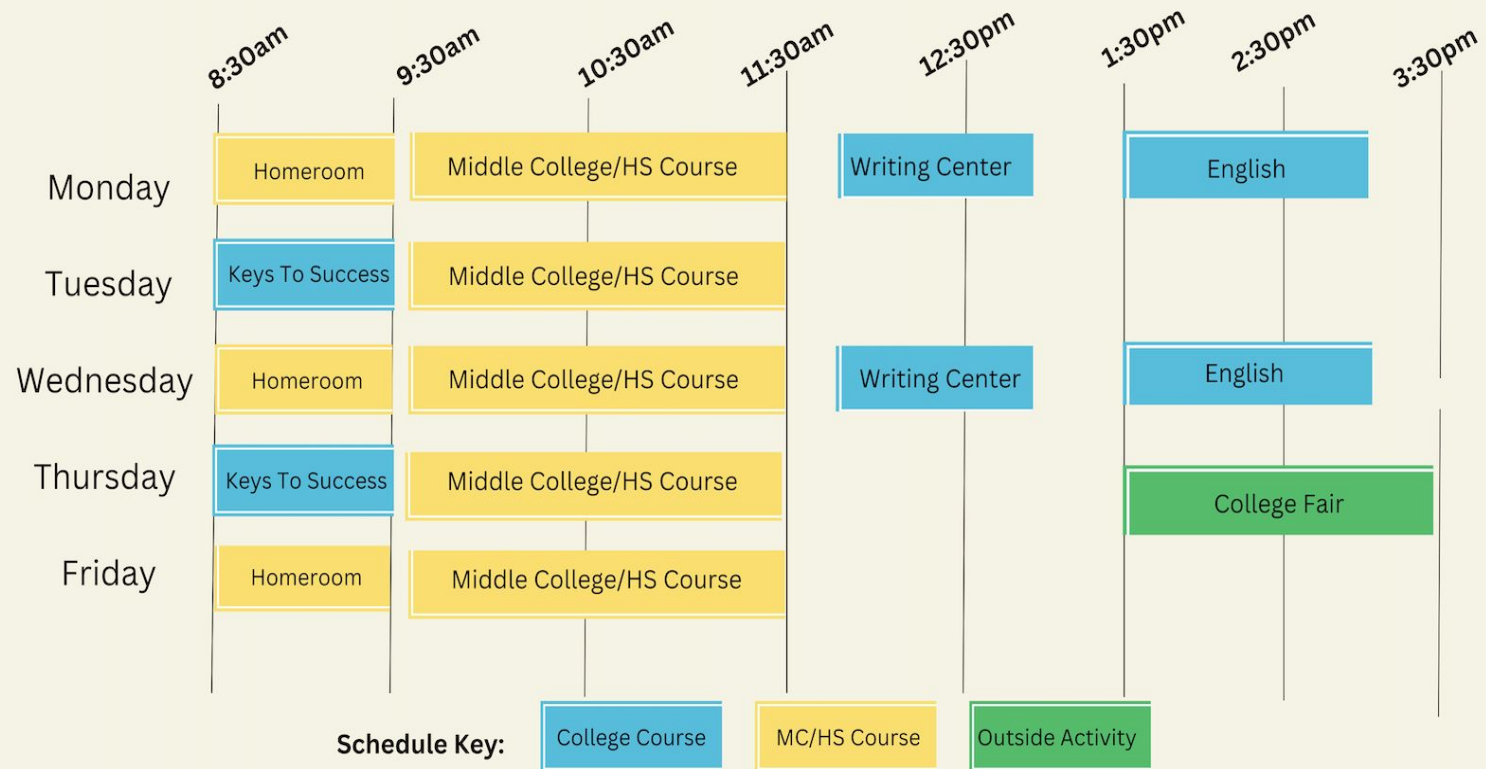
A Day in the Life: Kevin, 9th

Kevin is a new student at Middle College. Kevin is made aware of student life, class time, and outside activities available.



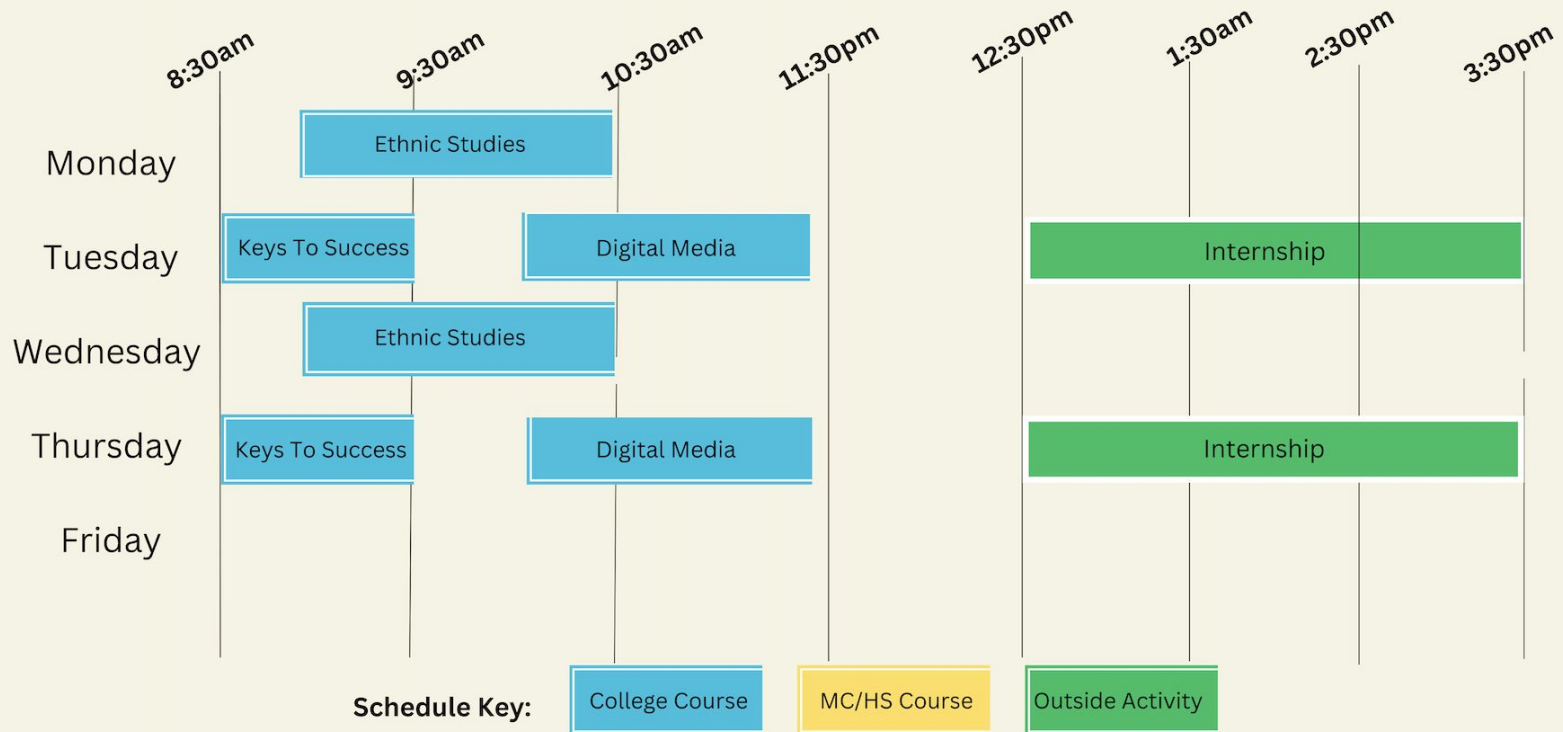
A Day in the Life: Michael, 11th

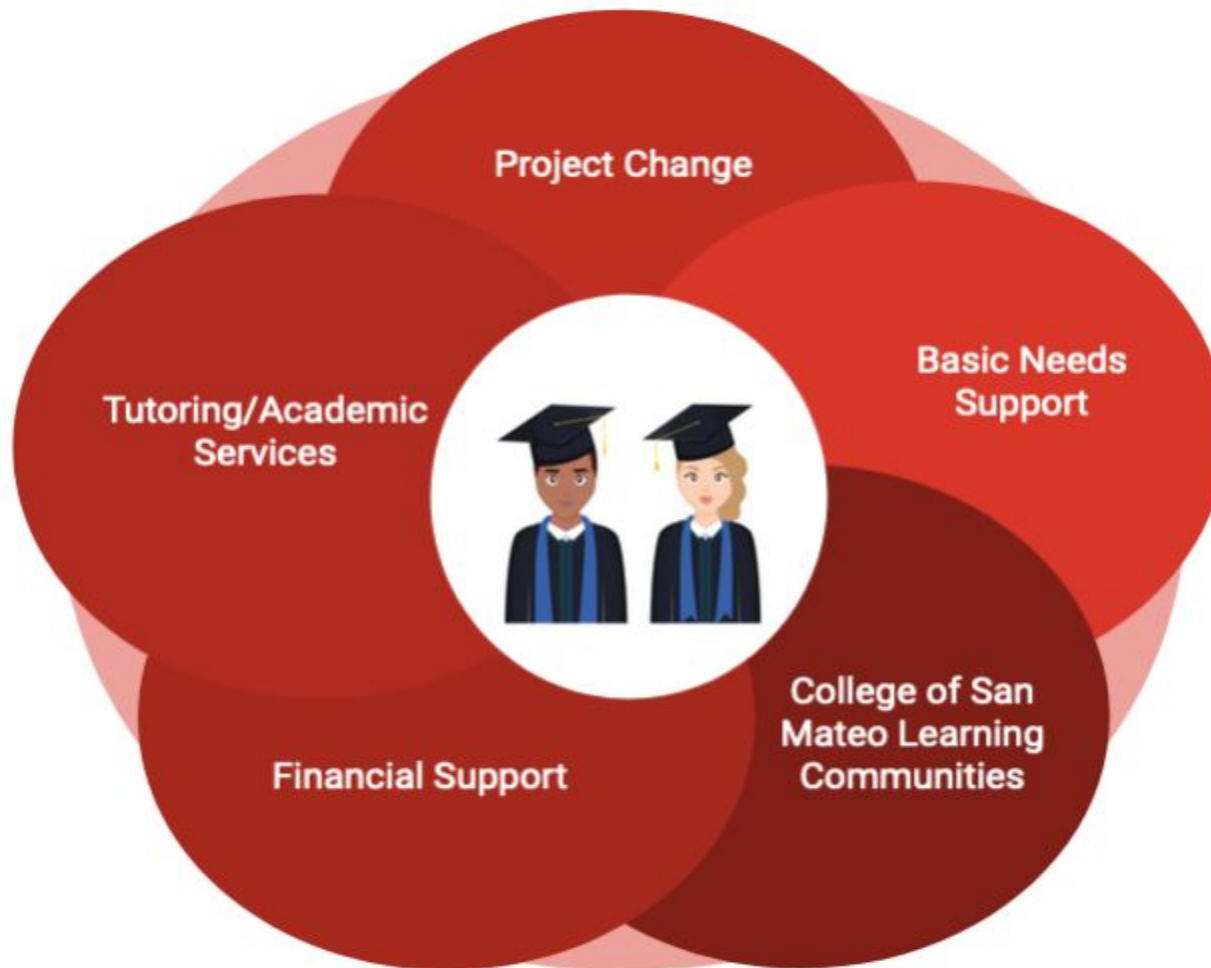
Michael recently arrived to Middle College during spring semester as a junior. For extra support in English, Michael regularly attends the Writing Center and takes advantage of outside activities on campus.



A Day in the Life: Angela, 12th

Angela is a senior at Middle College who continues to be part of the Project Change Cohort through Keys to Success, is closer to graduating, and has an internship that provides a stipend.





Our COE Flexible Middle College accomplishes these goals:

1. **Diverse Programming:**
 - a. Address the varied needs of students by providing flexible learning options and spaces
2. **Inspiration & Motivation:**
 - a. Create an uplifting environment that fosters hope and aspiration.
3. **Collaboration & Partnerships:**
 - a. Leverage community and institutional resources to enrich student experiences and broaden support networks.

From Process and Reports to Implementation

(1st Quarter Update)

Keys to Success

- CSM course: LCTR 105
- Successful transition to college
- CSU transferable credit

November 2024

- Review of Course Offerings
- Student Needs
- Identification of Spring Offerings

Golden State Pathways Program

- Dual Enrollment Entrepreneurship Pathway, Concentrator and Capstone (\$250K)





Patient Care I (Sports Med 1) (D)

- Human Anatomy, Physiology
- Cells, Tissues, Musculoskeletal
- Leads to Industry Certifications in Red Cross First Aid, CPR, AED Infant and Adult
- Biology/Life Science

Entrepreneurship Business Math (C)

- Local, Regional, and Global Economies
- Ownership, Investment
- Market Research, Cost/Benefit Analysis, Advertisement, Operating Costs, and Projections
- Resume, Letter of Introduction, Portfolio, and Mock Interviews
- Math 11

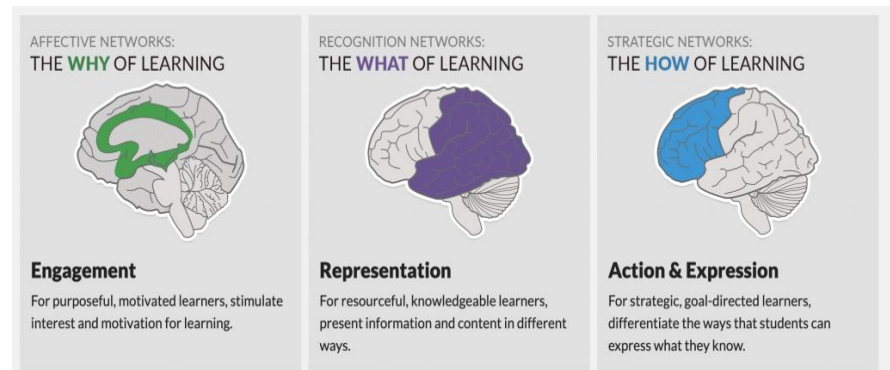
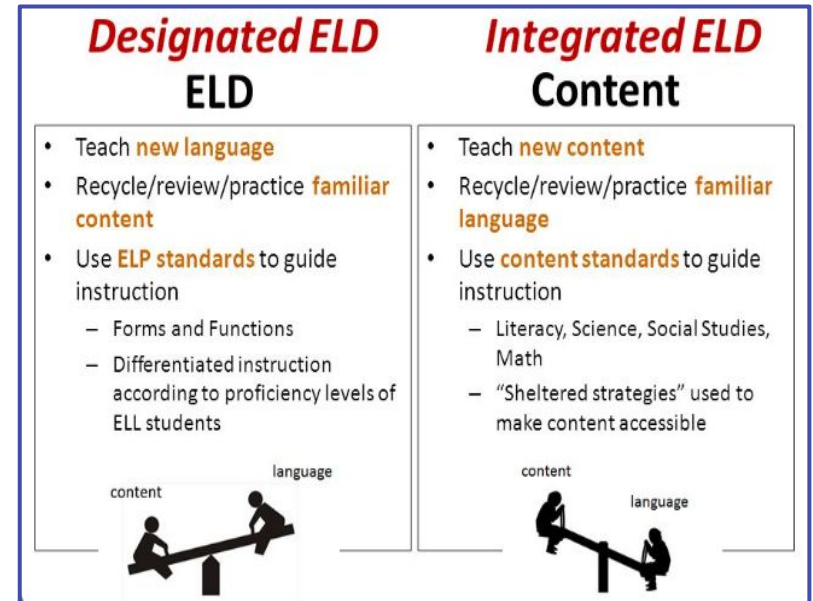
Course	Discipline	Learning Environment
A History / Social Science <i>2 years required</i> ?		
▼ A-G Modern World History	World History / Cultures / Historical Geography	Classroom-based
▼ American Gov	Civics / American Government	Online
▼ American Government	Civics / American Government	Classroom-based
▼ Modern World History	World History / Cultures / Historical Geography	Online
▼ U.S. History	U.S. History	Classroom-based
▼ US History	U.S. History	Online

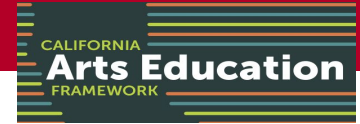
Course	Discipline	Learning Environment
B English <i>4 years required</i> ?		
▼ (EDGE) CA- Common Core English Language Arts 12	English	Online
▼ English 10	English	Online
▼ English 10th	English	Classroom-based
▼ English 11	English	Online
▼ English 11th	English	Classroom-based
▼ English 12th	English	Classroom-based
▼ English 9	English	Online
▼ English 9th	English	Classroom-based
▼ English, Entrepreneurship, eSports, eCommerce Exploring Employment and Expository & Expressive Essays	English	Classroom-based

C Mathematics <i>3 years required, 4 years recommended</i> ?		
▼ Algebra 1	Algebra I	Online
▼ Entrepreneurship Business Math 1	Mathematics II	Classroom-based
D Science <i>2 years required, 3 years recommended</i> ?		
▼ Integrated Science 1	Integrated Science 1	Classroom-based
▼ Patient Care (SportsMed) 1	Biology / Life Sciences	Classroom-based
F Visual & Performing Arts <i>1 year required</i> ?		
▼ 3-Dimensional Design Sculpture & Prototyping	Visual Arts	Classroom-based
▼ Drama 1-2	Theater	Classroom-based
G College-Preparatory Elective <i>1 year required</i> ?		
▼ Economics	History / Social Science	Online
▼ Economics (P)	History / Social Science	Classroom-based
▼ Exploring Careers	Interdisciplinary	Classroom-based

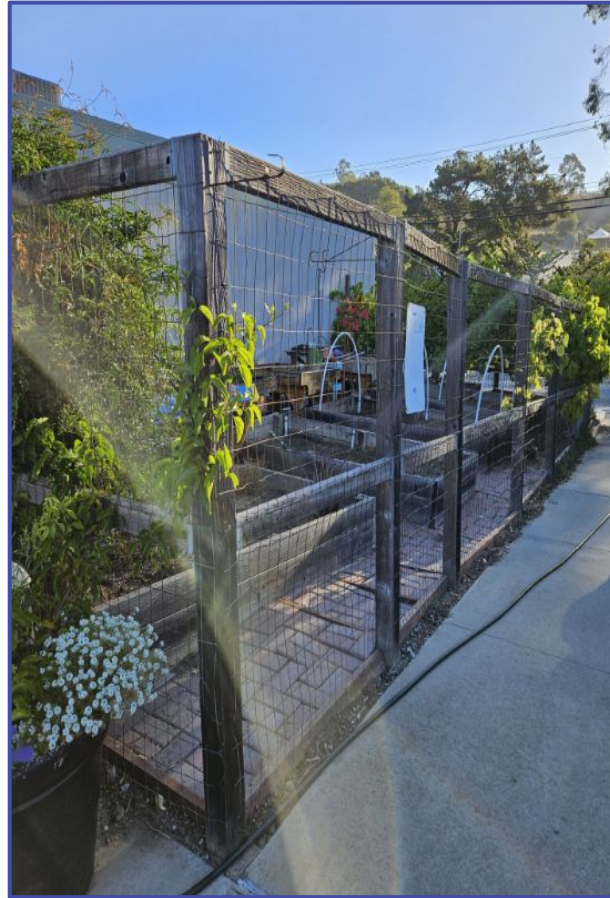
***A-G courses are a minimum requirement for admission to the University of California (UC) and California State University (CSU) systems**

- English and ELD are now available on campus during the school day
- Students are identified through transcript analysis, English Language Proficiency Assessments for California (ELPAC), or school placement
- Students maintain access to arts, environmental, and career technical education programming
- Incorporating the principles of Universal Design for Learning (UDL)





- Aligns/integrates with Entrepreneurship Math and Patient Care Science learning
- Students and staff will plan garden spaces and maintenance and learn about growing zones and cycles of harvesting
- Make connections between our food system and the environment
- Address food insecurity and community service
- Climate Corps Fellow provides weekly support



Fall/Winter 2024: Theater Arts

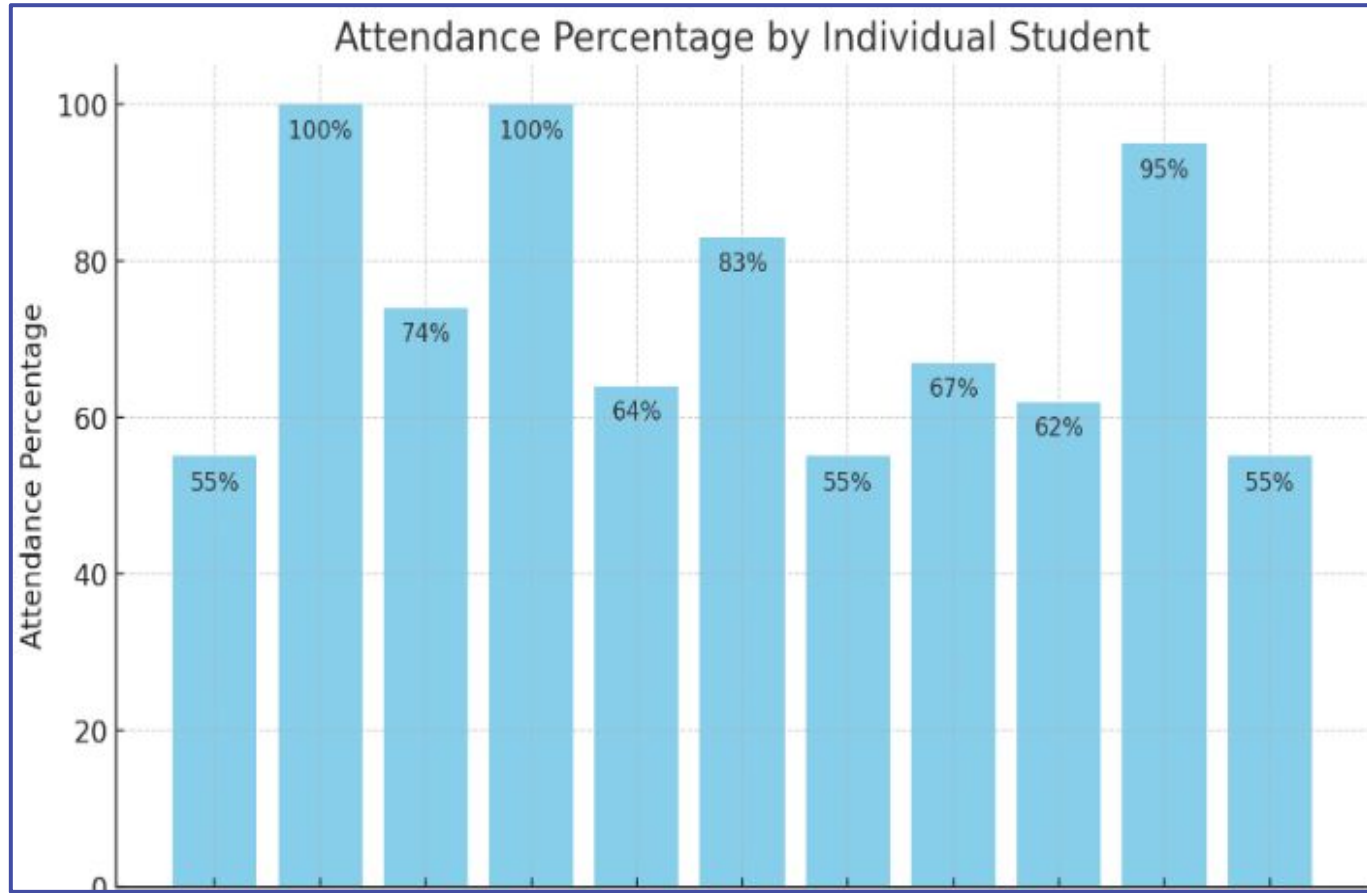
- Facilitated theater experience with a professional artist
- Provides exposure and connection to the influence of culture in the arts
- Explores “Creating a Rite of Passage” story based on Indigenous Elders and Wisdom Keepers

Winter/Spring 2025: Visual Arts

- Focused on a campus beautification project
- Will work collaboratively with youth on the project design

Average Daily Attendance (Gateway)

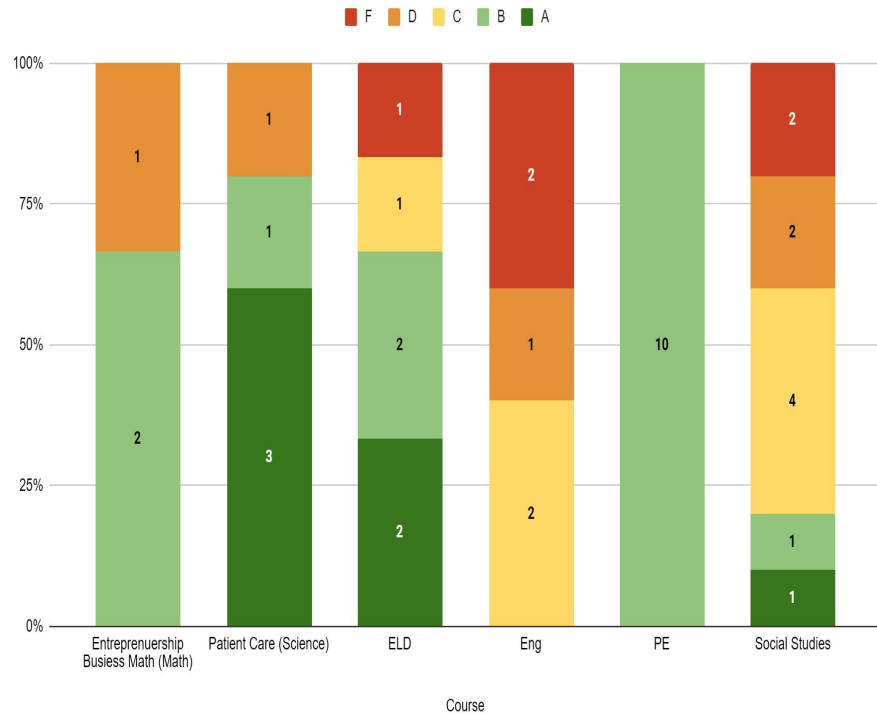
Time Period: 8/19/24-10/15/24 - 68%



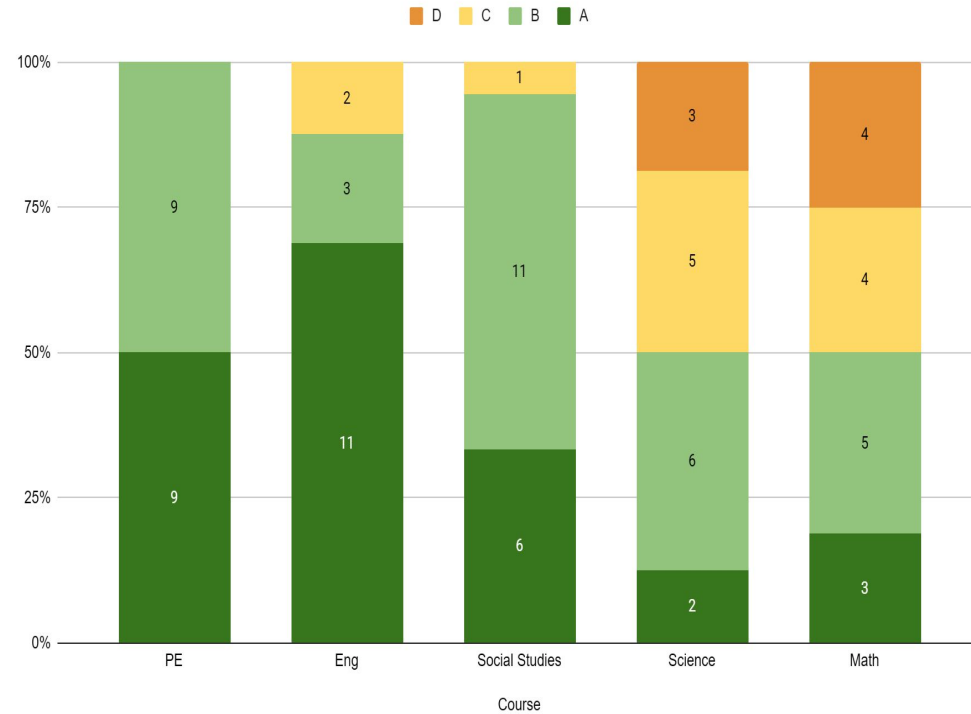
*this is preliminary attendance data

Quarter Grade Distribution

Grade Distribution by Course (Gateway)



Grade Distribution by Course (Hillcrest)



Individual Learning Plans (ILPs) (Gateway, Hillcrest)



San Mateo County Office of Education Multi Tiered System of Supports Individual Learning Plan & Student Progress Monitoring

Name (Last, First, M.I.)			Stu. ID:			Date of Birth			Grade		IEP_____	
School				Language Classification: English Learner		Language			Classification Date			
Student Data												
CAASPP			ELPAC			Local Assessment Data			Attached Documents:		Is the student on track to meet graduation requirements?	
	ELA	Math	Science	Oral Lg.	Written Lg.	Overall			<input type="checkbox"/> Report Card/Transcript			
Date									<input type="checkbox"/> Writing Sample	Credits Earned:		
Score									<input type="checkbox"/> -----	Credits Needed:		
Student strengths and successes						Student needs based on initial data						

Individual Learning Plans (ILPs)

	Academic Support Examples			Social Emotional/Health Support Examples		Behavioral Support Examples	
Tier 1 Supports	<ul style="list-style-type: none"> Teacher proximity Increase check for understandings Multiple/flexible groupings Extended time Manipulatives Graphic organizers Language Development Strategies Check-in on grad status 	<ul style="list-style-type: none"> Increase scaffolds and/or discourse opportunities Set objectives and provide feedback Vary student response opportunities Increase visuals, charts, models Reteach and reassess Re-entry Plan Check In 	<ul style="list-style-type: none"> Technology tools Adjust collaboration opportunities Primary language reference materials Monitor, revisit, and adjust goals Teacher/home correspondence Reengagement activities Other: _____ 	<ul style="list-style-type: none"> Clear consistent routines with visual aids Vision/Hearing accommodations Referral to Wellness Center Effective Solutions connection Classroom meetings Other: _____ 	<ul style="list-style-type: none"> Clear consistent routines with visual aids (PBIS) Review rules and routines Routine reteaching of expectations Reinforcement with 5 Star check ins Increase teacher proximity 	<ul style="list-style-type: none"> Multisensory techniques/tools Other: _____ 	
Tier 2 Supports	<ul style="list-style-type: none"> Varied texts/assignments Additional time in small group w/teacher or IA Academic contracts (meet with student to review progress, set goals, and plan of action) Copies of notes 	<ul style="list-style-type: none"> Small group/1:1 reteach/reengagement activities Peer tutoring/support Weekly check ins with teacher Extended day opportunities 	<ul style="list-style-type: none"> Online supplemental programs Executive functioning skills support Other: _____ Student Conference with Counselor Credit recovery enrollment Preferential seating Extended time on assignments 	<ul style="list-style-type: none"> Small group SEL Support School SEL Support Homeless Liaison Weekly Check in and connect Weekly behavior correspondence Setting goals for _____ SEL _____ 	<ul style="list-style-type: none"> Peer mentor support Alternate seating options Other: _____ Referral to partner agency 	<ul style="list-style-type: none"> Weekly behavior log Small group behavior review Alternate/modified break Increased Positive reinforcement plan Student Conference with Counselor 	<ul style="list-style-type: none"> Cool down/ Transition time Student/Parent Classes Peer mentor support Alternate seating options Other: _____

Tier 3 Supports	<ul style="list-style-type: none"> Daily check-ins with teacher Extended day Opportunities 	<ul style="list-style-type: none"> Tutor Referral for SpEd. DOR Eligibility Review and Referral 	<ul style="list-style-type: none"> Other: _____ 	<ul style="list-style-type: none"> Daily check-in and connect Daily behavior log Referral for SpEd. 	<ul style="list-style-type: none"> Homeless liaison Individual SEL Support Plan Other: _____ 	<ul style="list-style-type: none"> Behavior log 1:1 behavior review Alternate/modified breaks 	<ul style="list-style-type: none"> 504 plan (if qualifies) Referral for SpEd. Other: _____
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The Five Essential Components are:

- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision-Making
- Family, School, and Community Partnering
- Layered Continuum of Supports
- Evidence-Based Practices

Thank You

Scan for our report:
Gateway Reimagined: Enhancing Educational
Opportunity through Partnership



Questions?

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