

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Fairfield-Suisun Unified District



Matt Garcia Career and College Academy

Local Board Approval Date: 06/14/2018

Schoolsite Council (SSC) Approval Date: 05/02/2019

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PURPOSE AND DESCRIPTION

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The Single Plan for Student Achievement is written to outline Matt Garcia Career and College Academy schoolwide program for the 2019-20 school year. The plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved with the greatest focus on improving services/supports for the achievement group identified in red and/or orange on the CA School Dashboard.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Matt Garcia Career and College Academy's school plan is aligned to the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP). The school's goals and metrics are identical to the goals and metrics outlined in the LCAP. The development of the plan included a comprehensive needs assessment taking into account information on academic achievement of students, and particularly, the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including, how the strategies will provide opportunities for all students, including each student group, to meet the state standards. Additionally, the plan will describe how Matt Garcia Career and College Academy will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well as address the needs of all students in the school, particularly those at-risk of not meeting the state standards.



STAKEHOLDER INVOLVEMENT

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

[Involvement Process for the SPSA and Annual Review and Update.](#)

SPSA was reviewed on a regular basis at School Site Council meetings with stakeholders, staff, and students (9/11/18, 11/13/18, 11/28/18, 12/14/18, 4/30/19, 5/2/19)

SPSA was reviewed and discussed at Matt Garcia Foundation meetings with stakeholders (9/5/18, 11/7/18, 4/3/19)

Surveyed needs of staff to determine needs of school during transition to middle school format (3/5/19)



RESOURCE INEQUITIES

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Goals, Strategies, Expenditures, & Annual Review



GOAL 1

Goal Area: Attendance, School Climate/Parent Engagement

Goal Title: Provide a safe, inclusive and welcoming learning environment

LEA Goal:

- LEA Goal 4: By July 2020, all students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State Priorities:

- 1 - Basic Services
- 5 - Pupil Engagement

LCAP Goal:

- Create a safe, inclusive and welcoming learning environments where students attend and are connect to their schools.

Identified Need:

Goal Statement:

Provide a safe, inclusive and welcoming learning environment

- Increase the number of opportunities/events for students to participate in activities aligned to their interests by three clubs or sports teams.
- Provide loaner uniforms to students who come to school out of dress code.
- Provide uniforms to students who are unable to purchase their own.
- Improve attendance rate by .25 percentage points school wide and .5 percentage points for socio-economically disadvantaged, homeless/foster youth and students with disabilities until all groups are above 96% or maintain if above 96%.
- There will be a minimum 1 percentage point reduction in chronic absenteeism annually for all students and 3 percentage points for Foster Youth/Homeless students.
- Maintain the overall score on the Facilities Inspection Tool (FIT) as reported in the School Accountability Report Card.

What data did you use to form this goal (findings from data analysis)?

- MGCCA increased clubs from the 2015-2016 school year of only having a Homework Club and Battle of the Books in the middle school and no clubs in the high school to having Homework Club, Battle of the Books, Garden Club and sports in the middle school and Fashion Club, Game Club, Music Club and Garden Club in the high school, in addition to after school tutoring. Beginning with the 2018-19 year, MGCCA has also added Safe School Ambassadors and GSA to the roster of clubs. MGCCA did not hold regular recognition ceremonies in the 2015-2016 school year to holding 8 recognition assemblies in the 2016-2017 school year. While during the 2018-19 school year, there were less recognition ceremonies, MGCCA added a honor roll and assemblies to go along with the new recognition.
- Ensuring students are in dress code everyday has been an ongoing issue. Feedback from staff and families have indicated there needs to be a better system in place to make sure all students are in dress code all day without having to lose instruction time by calling home and waiting for a uniform to be brought to school.
- The District collected data indicates MGCCA met the attendance goals of 2017-2018 by increasing the overall attendance rate by 5%. In 2018-19, the attendance rate continued to remain stable at the 96%+ level to this point in the school year.
- District collected chronic absenteeism data indicated that goals were met in the 2015-2016 school year of 15% in

middle school and 33% in high school. The goal remains a priority to continue to reduce chronic absenteeism. Since there was a drastic reduction in chronic absenteeism continuing to reduce it by 1% and 3% is realistic and attainable.

- The FIT evaluation scored the highest score possible of 110% during the spring 2017 inspection which has increased from 104% in 2016. The 2018 FIT evaluation was again excellent, scoring 104%. The school will continue to work to maintain this score since it is the highest possible. The 2019 FIT score was again excellent, scoring at 103%.

What process will you use to monitor and evaluate the data?

- Review student sign in sheets to ensure students are attending and clubs are occurring.
- Discuss club/sport attendance and participation with teachers at monthly staff meetings.
- Discuss and monitor uniform compliance with staff.
- Review monthly attendance data as provided by the District Office.
- Review FIT data as provided by the District Office.

Strategy:

- Calendar club/sport meeting dates prior to the start of clubs and collect student sign in sheets- this will document who participates in what.
- Purchase uniforms for students to borrow when they come to school out of uniform.
- Review monthly attendance data as provided by the district office and share with stakeholder groups.
- Review FIT data and share with stakeholder groups.

What did the analysis of the data reveal that led you to this goal?

- The data analysis reveals that MGCCA has increased the number of after school activities offered to students in the 2018-2019 school year and has positively contributed to the school culture. For the 2018-2019 school year the implementation of additional clubs and activities continued to be a priority since enrollment is also increasing. For the 2019-20 school year, MGCCA will become a middle school, so MGCCA will look to continue to expand opportunities for students outside of the classroom in the middle school setting.
- Attendance will remain a high focus area as there were a few months when attendance goals were slightly missed and all stakeholders agreed attendance needs to be a high priority.
- The FIT score indicated the school received the highest score possible and will continue to maintain a clean facility in good repair.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Teacher Mis-Assignment	Rate is 0%	There will be a minimum 10% reduction annually until we have zero certificated vacancies
Access to Instructional Materials as determined by William's Reports	All annual Williams' Reports will find that all students have access to	All annual Williams' Reports will find that all students have access to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standards- aligned instructional materials.	standards- aligned instructional materials.
Facilities in Good Repair	103%	100%
Attendance Rates		
All Students	All Students- 96.18%	All Students- 96.7%
Foster Youth	Foster Youth- 0%	Foster Youth- N/A
Homeless	Homeless-	Homeless-
English Learners	English Learners-	English Learners-
Socio-Economically Disadvantaged	Socio-Economically Disadvantaged-	Socio-Economically Disadvantaged-
Chronic Absenteeism Rate		
All Students	All Students- 7.6%	All Students- 5%
Foster Youth	Foster Youth- N/A	Foster Youth- N/A
Homeless	Homeless- 0%	Homeless- 0%
Middle School Dropout Rate	Rate is 0%	No more than 10 middle school students will drop out annually.
Attendance Liaison Pre-Post Intervention	N/A for 2018-19	Average daily attendance rates will increase for a minimum of 50% of students who receive intervention from attendance liaisons measured by random sampling.
School Effectiveness Survey	64%	There will be a minimum growth of 3 percentage points annually in the percentage of parents and students that report an overall perception of Excellent/Good.
School Effectiveness Survey - Families Feeling Welcomed on Campus	70%	There will be a minimum growth of 3 percentage points annually in the percentage of families that feel welcomed on campus reporting Excellent/Good.

STRATEGY/ACTIVITY 1

Strategy Title: Student Engagement

Students to be Served by this Strategy/Activity:

All student

Strategy/Activity:

Task:

- Provide stipends or hourly pay for teachers to offer extracurricular/extended day activities
- Purchase materials and supplies for extended day activities
- Purchase uniforms for students to borrow when they come to school out of uniform
- Athletic officials and related expenses

Measures:

- Rosters and/or sign in sheets from extracurricular/extended day activities
- Number of extracurricular/extended day activities offered
- Requisitions from the purchase of uniforms
- Requisitions from athletic scheduling

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Student Engagement/Site Discretionary	Materials and supplies for after school clubs/activities	\$1,628.00
Lottery: Unrestricted	Materials and supplies for after school clubs/activities	\$946.00

STRATEGY/ACTIVITY 2

Strategy Title: Student Recognition

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity:

Task:

- Provide awards to recognize students with improved attendance
- Provide an award to the class with overall best attendance
- Provide materials and supplies for student store
- Provide materials, supplies, and food for honor roll ceremonies
- Provide materials, supplies, and substitutes for 8th grade promotion activities

Measures:

- School-wide monthly attendance rates
- School-wide chronic absenteeism rates
- Student store inventory
- Student semester grades

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Recognition- supplies and materials related to school-wide student events	\$1,250.00

STRATEGY/ACTIVITY 3

Strategy Title: School Facility Safety

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity:

Task:

- Beautification of school- including and not limited to signage, posters, bulletin boards
- School garden and related supplies for maintenance and upkeep (soil, plants, tools, etc.)
- Repairs and maintenance for safety and campus improvement as needed to maintain 100%+ on FIT

Measures:

- FIT profile
- Viable garden

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Repairs and maintenance	\$2,000.00
Lottery: Unrestricted	General operating expenses related to school garden and school beautification	\$500.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Battle of the Books had a full team and the most successful season to date
- FIT score was 107 and has been above 100 the last 3 years
- Attendance rate has remained above 96% last two years

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Uniforms became a serious issue on campus with high school students once the school reconfiguration was announced
- Chronic absenteeism remained low this year after not having an attendance liaison for this school year

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon reviewing the goals, it has been decided to modify the uniform policy for the 2019-20 school year, which will be reflected in the new student handbook.

Also, there will be an adjustment in the recruitment of athletes for after-school sports due to only having grades 6-8 next school year. This will be reflected in the activities at the start of the school year.

» GOAL 2

Goal Area: **Parental Involvement**

Goal Title: **Engage parents and community partners to support student success.**

State Priorities:

- 3 - Parent Involvement

LCAP Goal:

- Engage parents, families and community partners through education, communication and collaboration to promote student success.

Identified Need:

Goal Statement:

Engage parents and community partners to support student success:

- Provide a minimum of four parent engagement activities/events beyond required activities like Back to School Night.
- Convene at least six School Site Council meetings during the 2019-20 school year.
- Convene at least four English Learner Advisory Committee meetings during the 2019-20 school year.

What data did you use to form this goal (findings from data analysis)?

- Number of parent/community engagement events
- Current level of parent involvement based upon attendance at school events and Parent Volunteer Meetings
- Number of School Site Council meetings

What process will you use to monitor and evaluate the data?

- School calendar- specific scheduled dates for meetings and communication of those dates to the community
- Sign in sheets
- Agendas

Strategy:

- Create and facilitate community engagement events focusing on college and career and parent involvement
- Create and oversee a parent volunteer committee
- Monthly School Site Council meetings
- Quarterly English Learner Advisory Committee meetings

What did the analysis of the data reveal that led you to this goal?

- Four parent/community engagement events
- Very low attendance at monthly coffee chats and parents not visible during the school day
- Three fundraisers completed, one in progress for May
- Five School Site Council meetings as of 4/30/2019

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Opportunities	Harvest Festival- November Pancakes with Santa- December	Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.
Attendance at Community Events	National Night Out Matt Garcia Foundation Snow-Lympics	Every district and site level FSUSD administrator will attend at least two community events by March annually.
A-G Workshop Attendance	Two meetings held and 100% of families were either EL or SED	Attendance at "a-g" parent workshops for English learners, socioeconomically disadvantaged students, foster youth and students with disabilities (10% growth each year)

STRATEGY/ACTIVITY 1

Strategy Title: Parent and Community Engagement

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity:

Task:

- Provide at least four parent education nights (topics may include, but are not limited to: bullying, parenting skills, positive relationships)
- Provide at least two family-school connection events to support academic progress of at-risk students. Provide materials, presenters, and pay extra hourly for classified and certificated staff
- Recruit, support, and provide training for parent volunteers
- Hold at least six School Site Council meetings
- Materials and supplies related to Back to School Night
- Provide translators to ensure access for all parents to school events

Measures:

- School calendar
- Sign in sheets from parent education nights
- School Site Council agendas and minutes
- Sign in sheets from parent volunteer meetings
- FSUSD Parent/Student/Staff Survey

People Assigned:

- Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Parent Involvement/Site Discretionary	Supplies and food for parent events	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Four parent education nights/two family-school connection events	\$3,000.00
Supplemental Concentration Grant	Provide childcare, light snacks, and interpretation for parent workshops targeting EL, foster youth, and socio-economically disadvantaged parents	\$1,385.00

STRATEGY/ACTIVITY 2

Strategy Title: Materials and Supplies for Community Events

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity:

Task:

- Provide materials to support parent education events
- Provide food for parents attending parent education events
- Purchase materials and supplies to support parent volunteer meetings
- Purchase food for community events
- Materials and supplies to support community events

Measures:

- Requisitions
- Sign in sheets for parent events
- Sign in sheets for community events
- School calendar
- FSUSD Parent/Student/Staff Survey

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Parent Involvement/Site Discretionary	Snacks for parent education nights	\$284.00
Parent Involvement/Site Discretionary	Materials and supplies for parent events	\$344.00
Lottery: Unrestricted	Materials, supplies, and food for community events on campus	\$1,000.00
Lottery: Unrestricted	Snacks and supplies for community events on campus	\$500.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Convening School Site Council and ELAC meetings have been a challenge this school year. Parent participation dropped from August and with a small number of staff members, meetings constantly conflicted. Our parent engagement activities have been intermittently attended throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Better recruitment of parents for committees is important and must be followed through.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to this strategy during the year, but for next year, recruitment of parents must be an early goal.

» GOAL 3

Goal Area: Mathematics, English-Language Arts, School Climate/Parent Engagement, English Language Development

Goal Title: Refine and expand targeted interventions and supports for students.

LEA Goal:

- LEA Goal 2: By July 2020, all limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better, in English Language Arts and Mathematics.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Refine and expand targeted interventions and supports for students' academic, health, and social-emotional development.

Identified Need:

Goal Statement:

Refine and expand the targeted interventions and supports for students:

- Decrease the suspension rates for all students by 10%
- Reduce the disparity in suspension rates for underserved populations by 10%
- The site will achieve a minimum score of 70% on the School-wide Evaluation Tool (SET) measuring implementation of Tier 1 Positive Behavior Intervention and supports
- Decrease average distance below level 3 by a minimum of 10 points on the ELA section of the Smarter Balanced summative assessment for all students

- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for English learner students
- Decrease average distance below level 3 by a minimum of 20 points on the ELA section of the Smarter Balanced summative assessment for African American students
- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for Hispanic students
- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for students with disabilities
- Decrease average distance below level 3 by a minimum of 15 points on the math section of the Smarter Balanced summative assessment for all students
- Decrease average distance below level 3 by a minimum of 20 points on the math section of the Smarter Balanced summative assessment for English learner students
- Decrease average distance below level 3 by a minimum of 20 points on the math section of the Smarter Balanced summative assessment for African American students
- Decrease average distance below level 3 by a minimum of 20 points on the math section of the Smarter Balanced summative assessment for Hispanic students
- Decrease average distance below level 3 by a minimum of 20 points on the math section of the Smarter Balanced summative assessment for students with disabilities
- Increase the percentage of English learner students who progress at least one level on the state language assessment or are reclassified by a minimum of 5 percentage points
- 75% of students will reach their RIT growth goal by the end of the year on math and language arts NWEA-MAP assessments

Middle Grades:

- Increase the number of students earning a C or better in English Language Arts, Mathematics and Science in grades 6 - 8 to 85%.

What data did you use to form this goal (findings from data analysis)?

- Suspension data
- External TFI results
- SBAC summative assessment results in ELA, mathematics
- CA Data Dashboard
- ELPAC scores
- SWIS data
- Map data
- Grade distribution data

What process will you use to monitor and evaluate the data?

- Review suspension data monthly with stakeholder groups
- Review PBIS practices monthly at team meetings
- Review Smarter Balanced results with all stakeholder groups, including a focus on EL, SED, and Students with Disabilities

- Review CELDT and reclassification data with all stakeholder groups
- Review MAP assessment data with stakeholder groups, including a focus on EL, SED, and students with disabilities
- **This information will be reviewed at staff meetings, SSC, ELAC and Parent Volunteer Meetings**

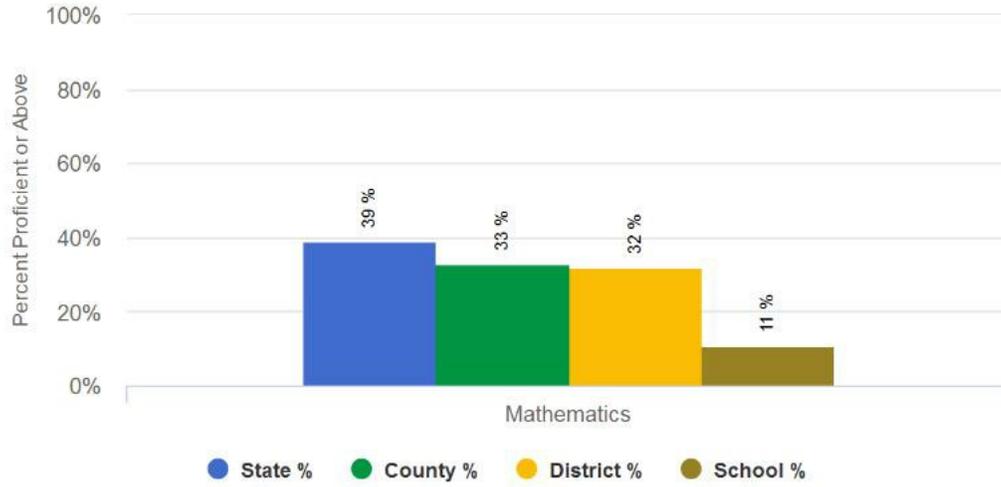
Strategy:

- Review suspension and expulsion data during collaboration with teachers
- Review suspension and expulsion data during School Site Council meetings
- Review suspension and expulsion data during coffee chats with parents
- Review SBAC data in August in the above mentioned groups/events
- Administration walk-throughs with feedback either electronically or hard copy
- Conferencing with administration regarding MAP results and plans to address student areas of need and teaching strategies
- SBAC, and ELPAC assessments results will be shared with the above mentioned groups when data becomes available
- EL data from ELA and ELD will be reviewed during monthly staff meetings
- Academic, behavior and attendance data on EL, SED, and students with disabilities will be discussed with teachers monthly
- D/F list will be shared during grade reporting periods with teachers and discuss strategies to move students towards a-g, including a focus on EL, SED, and students with disabilities
- Counselor or CCT to conduct quarterly career and college presentations in middle school classes

What did the analysis of the data reveal that led you to this goal?

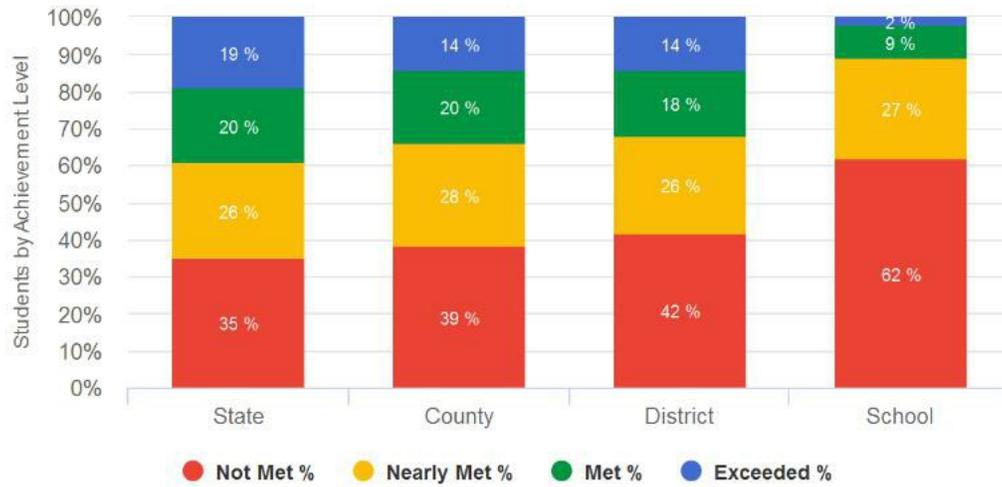
- Analysis of the data shows that the number of suspensions are lower compared to previous years
- MGCCA did not have any expulsions and will work to maintain zero expulsions
- Smarter Balanced data from grades 6-8 shows that students need additional support in both ELA and mathematics
 - ◊ 8th grade - 22.22 percent scored at Standard Met or Standard Exceeded in ELA
 - ◊ 8th grade - 17.39 percent scored at Standard Met or Standard Exceeded in math
 - ◊ 7th grade - 32.65 percent scored at Standard Met or Standard Exceeded in ELA
 - ◊ 7th grade - 24.49 percent scored at Standard Met or Standard Exceeded in math
 - ◊ 6th grade - 16.87 percent scored at Standard Met or Standard Exceeded in ELA
 - ◊ 6th grade - 7.23 percent scored at Standard Met or Standard Exceeded in math
- Smarter Balanced data from grades 6-8 shows that EL, SED and Students with Disabilities need additional support in both ELA and mathematics
- EL progress data shows the continued need to support English Language learners as only 5 students were reclassified in 2019
- 50.32 percent of middle school students earned Cs or better on their Fall Semester grades

Solano County
 Fairfield-Suisun Unified District
 Matt Garcia Learning Center School
 2018 - SBA - Mathematics - Students Standard Met or Exceeded



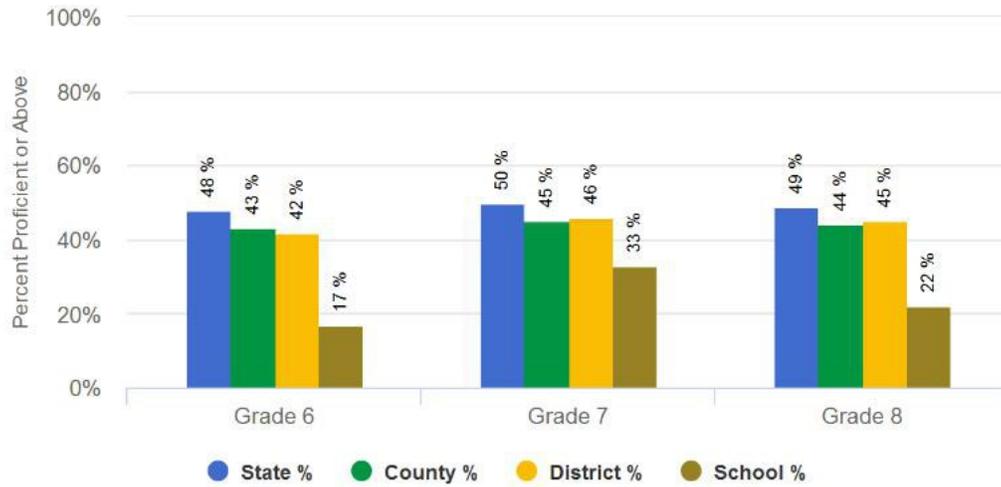
Mathematics	
State %	39
State #	1,231,920
County %	33
County #	10,885
District %	32
District #	3,611
School %	11
School #	20

Solano County
 Fairfield-Suisun Unified District
 Matt Garcia Learning Center School
 2018 - SBA - Mathematics - Students by proficiency level



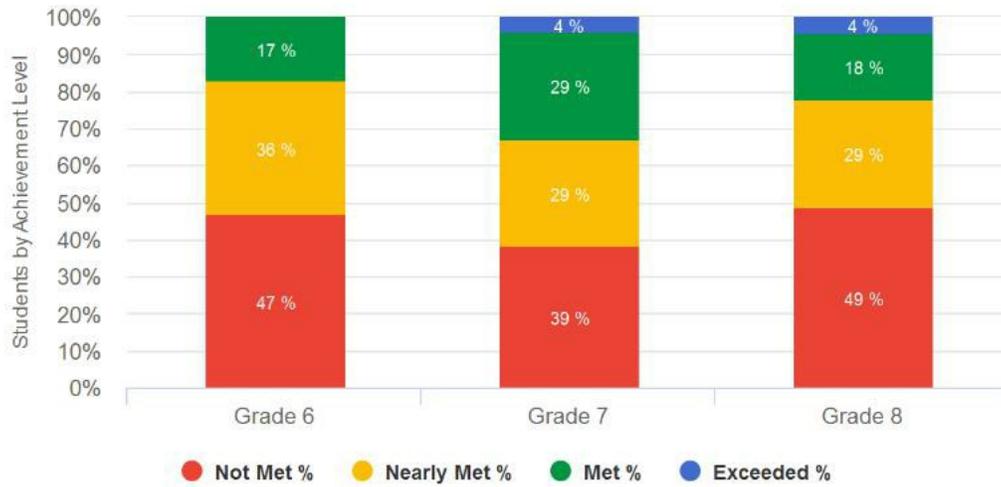
	State	County	District	School
Not Met %	35	39	42	62
Not Met #	1,115,581	12,749	4,780	116
Nearly Met %	26	28	26	27
Nearly Met #	828,718	9,153	2,959	50
Met %	20	20	18	9
Met #	637,475	6,538	2,049	17
Exceeded %	19	14	14	2
Exceeded #	605,601	4,576	1,593	4

Solano County
 Fairfield-Suisun Unified District
 Matt Garcia Learning Center School
 2018 - SBA - English Language Arts/Literacy - Students Standard Met or Exceeded



	Grade 6	Grade 7	Grade 8
State %	48	50	49
State #	226,004	231,503	225,278
County %	43	45	44
County #	2,080	2,115	2,059
District %	42	46	45
District #	711	782	738
School %	17	33	22
School #	14	16	10

Solano County
Fairfield-Suisun Unified District
Matt Garcia Learning Center School
2018 - SBA - English Language Arts/Literacy - Students by proficiency level



	Grade 6	Grade 7	Grade 8
Not Met %	47	39	49
Not Met #	39	19	22
Nearly Met %	36	29	29
Nearly Met #	30	14	13
Met %	17	29	18
Met #	14	14	8
Exceeded %		4	4
Exceeded #		2	2

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate	Suspension Rate
All Students	All Students- 11.16%	All Students- 8%
African American Students	African American Students- 3.7%	African American Students- 2.5%
English Learners	English Learners- 7.7%	English Learners- 4.5%
Foster Youth	Foster Youth- 0%	Foster Youth- N/A
Homeless	Homeless- 0%	Homeless- 0%
Socio-Economically Disadvantaged	Socio-Economically Disadvantaged	Socio-Economically Disadvantaged
Students with Disabilities	Students with Disabilities- 21%	Students with Disabilities- 15%

Expulsion Rate

Expulsion Rate

Expulsion Rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students	All Students- 0%	All Students- 0%
African American Students	African American Students- 0%	African American Students- 0%
English Learners	English Learners- 0%	English Learners- 0%
Foster Youth	Foster Youth- 0%	Foster Youth- N/A
Socio Economically Disadvantaged	Socio Economically Disadvantaged- 0%	Socio Economically Disadvantaged- 0%
Students with Disabilities	Students with Disabilities- 0%	Students with Disabilities- 0%
Smarter Balance Math Performance - Average Scaled Score from Meets Standards	Smarter Balance Math Performance - Average Scaled Score from Meets Standards	Smarter Balance Math Performance - Average Scaled Score from Meets Standards
All Students	All Students	All Students
English Learners	English Learners- 120.6 under	English Learners- 100 under
Foster Youth	Foster Youth	Foster Youth
Homeless	Homeless	Homeless
Socio-economically Disadvantaged	Socio-economically Disadvantaged	Socio-economically Disadvantaged
Students with Disabilities	Students with Disabilities	Students with Disabilities
Smarter Balance English Language Arts Performance - Average Scaled Score from Meets Standards	Smarter Balance English Language Arts Performance - Average Scaled Score from Meets Standards	Smarter Balance English Language Arts Performance - Average Scaled Score from Meets Standards
All Students -	All Students -	All Students -
English Learners -	English Learners - 75.5 under	English Learners - 50 under
Foster Youth	Foster Youth	Foster Youth
Homeless -	Homeless -	Homeless -
Socio-economically Disadvantaged -	Socio-economically Disadvantaged -	Socio-economically Disadvantaged -
Students with Disabilities	Students with Disabilities	Students with Disabilities
English Learner Reclassification Rate	20%	There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on ELPAC performance and meeting additional reclassification criterion.
Positive Behavior Intervention Supports (PBIS)- Tiered Fidelity Index (TFI)	Due in May 2019	Tiered Fidelity Index (TFI) recommended minimum score of 70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
score		in Tier I and Tier II annually.
Long Term English Learner Intervention		A minimum of 50% of Long Term English Learner (LTEL) students will be reclassified annually as Fluent English Proficient (FEP) within one year following designated English language development utilizing English 3D State Board approved instructional materials designed to target LTEL students.
English Learner ELPAC progress		A minimum of 50% of English learner students will progress at least one level on the 2019 Annual ELPAC Summative Assessments as compared to their results on the 2018 assessment.

STRATEGY/ACTIVITY 1

Strategy Title: Positive Behavior Intervention and Support

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity:

Task:

- Provide substitutes for members of the PBIS team to attend professional development and hold quarterly data meetings for both Tier 1 and Tier 2 teams.
- Purchase student incentives to reinforce positive student behavior.
- Use of School Wide Information System (SWIS) to collect data
- Continue Check in/Check out (CICO) for PBIS tier 2 students
- Expand Check-In Check-Out (CICO) and other interventions (materials, extra hourly pay, incentives) for Tier 2 students
- Provide .4 FTE school counselor to provide targeted supports for at-risk students.

Measures:

- Number of days and staff members participating in PBIS professional development
- Sign in sheets from PBIS Team meetings
- SWIS data
- Number of office discipline referrals
- Type of office discipline referrals
- Number of suspensions
- Number of expulsions
- Student store participation

People Assigned:

Principal
PBIS lead

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
PBIS	Materials and supplies for substitutes, student recognition, awards, events, and team trainings	\$625.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Expand Tier 2 supports for at-risk students- 0.4 FTE school counselor	\$37,500.00

STRATEGY/ACTIVITY 2

Strategy Title: **Intervention**

Students to be Served by this Strategy/Activity:

All Students

Strategy/Activity:

Task:

- Provide students targeted intervention such as before and after school tutoring based upon academic grades and MAP and/or CAASPP results
- Purchase materials and supplies for intervention sessions which may occur before or after school and may include test prep sessions and targeted homework assistance
- Provide incentives including field trips to local businesses, job sites, and colleges
- Provide targeted opportunities for at-risk students (6-8) to have career exposure opportunities and field trips to colleges/universities
- Provide intervention and enrichment Extended School Year sessions for targeted students. Materials and supplies, staffing costs, and related expenditures for ESY session.
- Provide field trips related to careers and college

Measures:

- Attendance in intervention programs
- Pre-post student achievement results for intervention courses

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Intervention/Site Discretionary	Materials and supplies for intervention programs	\$1,251.00
Lottery: Unrestricted	Field trips for college and career related visits	\$4,012.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Career exposure opportunities	\$7,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	ESY	\$5,269.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Additional support for students performing below grade level in Math and ELA	\$2,000.00

STRATEGY/ACTIVITY 3

Strategy Title: Professional Development

Students to be Served by this Strategy/Activity:

All Students

Strategy/Activity:

Task:

- Provide professional development for Positive Behavior Intervention and Supports (PBIS)
- Provide professional development for Multi-Tiered Systems of Support (MTSS)
- Provide professional development for improving academic discourse and effectively using small group instruction
- Provide opportunities for staff to attend workshops and conferences on the needs of underserved students, including English learners, socio-economically disadvantaged, and foster youth
- Provide opportunities for staff to participate in workshops, conferences, and on site training on Restorative Justice practices and other Positive Behavior Interventions and Support practices to support at-risk students, including registration, materials, sub costs
- Provide substitutes for teachers to attend professional development related to EL, foster youth or SED students
- Support California Standards and Next Generation Science Standards
- Support technology integration

Measures:

- Records of professional development participation
- Development of document for MTSS and PBIS tiered supports
- Records of workshop and conference attendance
- Presentations or dissemination of information gained and/or gathered at all conferences and/or trainings

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Supplemental Concentration Grant	Workshops and Conferences that develop strategies to support EL, foster youth and socio-economically disadvantaged students	\$2,000.00
Supplemental Concentration Grant	Substitutes for conferences and workshops that develop strategies to support EL, foster youth and socio-economically disadvantaged students	\$2,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Restorative Justice, MTSS, PBL, and other trainings that support low SED students	\$6,000.00

STRATEGY/ACTIVITY 4

Strategy Title: Materials and Supplies for students and staff

Students to be Served by this Strategy/Activity:

All Students

Strategy/Activity:

Task:

- Materials to support targeted intervention including PBIS/MTSS
- Support the daily operation of the school for staff- supplies and materials that support all staff including office supplies and classroom materials

Measures:

- Evidence of purchase orders/requisition
- Rosters of students attending intervention
- Evidence of impact of intervention/PBIS
- TFI scores

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Supplies for daily operation of school	\$3,500.00

STRATEGY/ACTIVITY 5

Strategy Title: English Language Development (ELD)

Students to be Served by this Strategy/Activity:

EL Students

Strategy/Activity:

Task:

- Implement standards aligned materials for integrated/designated ELD
- Provide additional intervention support for students who are performing below grade-level in Math and English language arts
- Materials, supplies, and substitutes related to work with EL students to include reclassification and monitoring

Measures:

- ELPAC results
- Reclassification data
- Master schedules
- MAP scores
- Academic grades

People Assigned:

- Principal
- CSEL
- Certificated staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Supplemental Concentration Grant	Certificated staff hourly pay to support EL, foster youth, and low SED students	\$1,683.00
Supplemental Concentration Grant	Materials and supplies to support ELD as needed as determined by CSEL and administration	\$1,500.00
Parent Involvement/Site Discretionary	Hourly rate for ELD lead to complete reclassification and monitoring documents of EL students	\$1,000.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Suspension rate is down 5% this school year
- MAP scores increased for two grade levels in ELA and one in math
- Overall GPA has increased this year by .25

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Increased use of IXL and MAP skills to refine skills for struggling students
Additional after school tutoring

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

EL progress data showed the EL students have not been making adequate progress. Changes need to be made in the delivery of EL instruction at MGCCA. New school model with only middle school should address these issues.

» GOAL 4

Goal Area: Mathematics, English-Language Arts, Professional Development, Science

Goal Title: Provide high quality instruction and ensure all students are career and college ready.

LEA Goal:

- LEA Goal 1: By July 2020, all students will reach high standards, at a minimum attaining proficiency or better, in English Language Arts and Mathematics.

State Priorities:

- 4 - Pupil Achievement
- 5 - Pupil Engagement
- 2 - Implementation of State Standards
- 8 - Other Pupil Outcomes

LCAP Goal:

- Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready.

Identified Need:

Goal Statement:

Provide high quality instruction and ensure all students are career and college ready

- Increase the percentage of classrooms observed to have Level 2 and Level 3 Academic Conversations as measured by classroom observations to 60%
- Increase the percentage of classrooms observed to have instruction at Level 2 or higher Depth of Knowledge (DOK) as measured by classroom observations to 80%
- Decrease average distance below level 3 by a minimum of 10 points on the ELA section of the Smarter Balanced summative assessment for all students
- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for English learner students
- Decrease average distance below level 3 by a minimum of 20 points on the ELA section of the Smarter Balanced summative assessment for African American students
- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for Hispanic students
- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for students with disabilities
- Decrease average distance below level 3 by a minimum of 15 points on the ELA section of the Smarter Balanced summative assessment for SED students
- Decrease average distance below level 3 by a minimum of 15 points on the math section of the Smarter Balanced summative assessment for all students
- Decrease average distance below level 3 by a minimum of 20 points on the math section of the Smarter Balanced summative assessment for all sub groups of students

What data did you use to form this goal (findings from data analysis)?

- Classroom observations
- MAP data
- 2018 CAASPP data
- Academic grades

What process will you use to monitor and evaluate the data?

- Type and frequency of professional development attended
- Use monthly walkthroughs and review data regularly with stakeholders
- Review grades in core subjects monthly during collaboration
- Review academic progress of students in the subgroups of EL, SED, and Students with disabilities monthly during collaboration
- MAP assessment results

Strategy:

- Administrator will collect walkthrough data from every classroom monthly
- Academic conversations during staff meetings with focus on EL, SED and students with disabilities and develop data based approaches to support with regular evaluations and adjustments

- Staff to attend professional developments focusing on state standards, NGSS, technology integration, DOK, and best practices

What did the analysis of the data reveal that led you to this goal?

- Need for NGSS professional development
- Walkthrough data revealed teachers currently teaching at DOK 1 and 2 and some 3
- Low number of academic conversations as indicated by walkthrough through data
- Need to decrease number of Ds and Fs in core subjects as indicated by report card grades
- Need to focus targeted interventions on EL and SED students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Measures of Academic Progress (MAP) Mathematic Skills Based Assessments		There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on the Winter MAP math skills based assessments.
Measures of Academic Progress (MAP) English Language Arts (ELA) Skills Based Assessments		There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP ELA skills based assessments.
Technology Learning Devices to Student Ratio	100%	There will be a minimum of 6 % growth in the number of students that possess a 1:1 technology learning device learning.
Implementation of high quality, research-based Instructional Strategies	2018-19 walkthroughs both formal and informal have DOK 2 and 3 activities at 40%	There will be a minimum 10 percentage points growth annually in the number of level 2 or above Academic Conversations and Depth of Knowledge (DOK) level 3 or above learning activities observed during the monthly classroom observations.
Designated ELD instruction	Fully designated ELD instruction has not been implemented with fidelity in 2018-19. ELD will be implemented by a specific teacher in 2019-20 for grades 7 and 8- for grade 6, ELD will occur within the self-contained classroom.	Implementation of integrated and/or designated language development instructional strategies as observed during monthly classroom walk throughs

STRATEGY/ACTIVITY 1

Strategy Title: Professional Development

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide professional development on academic conversations
- Provide ongoing coaching to implement high yield strategies
- Provide professional development and ongoing coaching on the implementation of the new standards aligned ELA/ELD materials
- Teachers to attend professional development on Next Generation Science Standards (NGSS)
- Provide collaboration time for data analysis, curriculum enhancement, and student support

Measures:

- Agendas from staff meetings indicating principal led professional development
- List of professional developments attended by teachers
- Extra hourly timesheets
- Instructional walkthroughs
- Minutes from teacher collaboration indicating data analysis, curriculum enhancement, and student support with specific focus on EL, SED and students with disabilities

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Professional Development/Site Discretionary	Professional Development - CCSS, NGSS, leadership, college and career conferences and workshops	\$2,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Materials and Supplies related to technology, science and library

Students to be Served by this Strategy/Activity:

All Students

Strategy/Activity:

Task:

- Provide books and resources to support teachers in implementing high yield instructional strategies
- Purchase technology including hardware, software and/or apps to support high quality instruction and student learning
- Purchase contracts for copying machines to support instruction
- Purchase books and materials to enhance the physical and electronic library collection
- Purchase materials to support implementation of Next Generation Science Standards

Measures:

- Purchase orders and requisitions
- Integration of technology in instruction as measured through observations

People Assigned:

Principal

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Science	Science supplies	\$1,628.00
Library/Site Discretionary	Literary Materials	\$1,628.00
Technology/Site Discretionary	Technology	\$3,255.00
Lottery: Unrestricted	Materials and Supplies	\$4,800.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Resources and materials (including technology) to support high yield instructional strategies	\$5,000.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Decreased Ds and Fs this year was successful
- EL students continued to struggle academically and on ELPAC
- Poor and incomplete walkthrough data from administration

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Limited professional development outside of WASC visits and one EL conference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Expanded administration walkthroughs are necessary to improve teacher rigor
- Better alignment of MAP data to teaching between the tests
- Continued use of collaboration time to work with different teachers on effective strategies

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$66,269.00
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	\$107,988.00

» OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$66,269.00	\$66,269.00

Allocated subtotal of consolidated federal funds for this school: **\$66,269.00**

Expenditure subtotal of consolidated federal funds for this school: **\$66,269.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
1100 - Lottery: Unrestricted	\$20,508.00	\$18,508.00
1170 - Science	\$1,628.00	\$1,628.00
1110 - Parent Involvement/Site Discretionary	\$1,628.00	\$2,628.00
1120 - Student Engagement/Site Discretionary	\$1,628.00	\$1,628.00
1130 - Library/Site Discretionary	\$1,628.00	\$1,628.00
1140 - Technology/Site Discretionary	\$3,255.00	\$3,255.00
1150 - Intervention/Site Discretionary	\$1,251.00	\$1,251.00
1160 - Professional Development/Site Discretionary	\$0.00	\$2,000.00
900 - Supplemental Concentration Grant	\$9,568.00	\$8,568.00
910 - PBIS	\$625.00	\$625.00

Allocated subtotal of state or local funds included for this school: **\$41,719.00**

Expenditure subtotal of state or local funds included for this school: **\$41,719.00**

Allocated total of federal, state, and/or local funds for this school:	\$107,988.00
Expenditure total of federal, state, and/or local funds for this school:	\$107,988.00

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Lisa Wasilchin	Parent or Community Member	707-429-3124	05/02/2019
Jon Harris	Classroom Teacher	707-424-9400	05/02/2019
Dennis Foster	Principal	707-424-9400	05/02/2019
Kelly Briggs	Classroom Teacher	707-424-9400	05/02/2019
Rochelle Walker	Other School Staff	707-424-9400	05/02/2019
Shirley Wade	Parent or Community Member	707-208-9115	05/02/2019
Amber Morton	Classroom Teacher	707-424-9400	05/02/2019
Ethin MacDonald	Secondary Student	707-655-7838	05/02/2019
Alyia Hunter	Secondary Student	707-384-3017	05/02/2019
Alejandra Andrade-Madrigal	Secondary Student	707-205-9339	05/02/2019
Elena Asuncion	Parent or Community Member	707-580-1893	05/02/2019
Jenny Ryan	Classroom Teacher	707-424-9400	05/02/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	4	1	3	3

» RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

ELAC _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

05/02/2019

Attested:

Dennis Foster, Principal

Typed name of School Principal

Signature of School Principal

Date

Amber Morton

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

All Matt Garcia Career and College Academy (MGCCA) students participate in a variety of school, district and state-wide assessments including formative assessments, benchmarks, and the CAASP in grades 6-8 and 11. The data is used to inform and adjust instruction to best meet the needs of MGCCA students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The staff at the Matt Garcia Career and College Academy meet regularly to review formative and summative data and insure that all MGCCA students' educational needs are being met. This data is utilized to place students in flexible level groupings and to refer students for additional support before and after school as well as summer school.

Status of meeting requirements for highly qualified staff (ESEA):

All MGCCA staff are fully credentialed in their content or grade span area and some also have Special Education and/or Bilingual Cross Cultural Language and Academic Development authorization. We will continue to recruit fully credentialed staff to ensure all students are receiving high quality, rigorous instruction.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The MGCCA Principal attends all necessary trainings in the use of newly adopted instructional materials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

All MGCCA credentialed staff attend professional development related to State Board of Education adopted instructional materials. All MGCCA staff are connected to Central Office support systems to insure the opportunity to receive additional professional development and support in implementing newly adopted text.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

Central Office and site specific professional development are tied to content standards, implementation of adopted text, and data analysis. Specific professional development opportunities include: Implementing the Common Core, Project-Based Learning, Functional Writing (based on CCSS), Naviance, Behavioral Support Plans, PBIS and Restorative Justice practices, and instructional technology. MGCCA is focused on the nexus between behavior, attendance, and student achievement and the connection to career and college opportunities. MGCCA staff looks for additional professional development opportunities that align to that focus.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

MGCCA administration works closely with Central Office to insure that all staff are provided the needed supports and resources. All beginning teachers receive Beginning Teacher Support Assistance (BTSA). The Principal uses an observation

tool to visit classrooms on a weekly basis and uses the accumulated data to assist in coaching all teachers and staff.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

MGCCA is a 6-12 school. MGCCA staff and administration collaborate in various ways. The middle school teachers meet weekly as a 6-8 group and the 9-12 staff meets twice a week as a high school group. The counselor and Career and College Technician attend collaboration meetings as available. Additionally, staff meet on a monthly basis in staff meetings as well as in monthly vertical articulation meetings. MGCCA staff meet with other small learning communities and the MGCCA staff attends district wide collaborative meetings for specific grade level and content areas. Staff is also involved in the development and implementation of the Single Plan for Student Achievement (SPSA).

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

All curriculum, instruction and materials are closely aligned with grade and content specific performance standards. MGCCA staff works closely with Central Office to insure fidelity.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The MGCCA program begins with grade six. The adopted MGCCA instructional minutes adhere to recommended instructional minutes and are reviewed by Central Office to insure that they we are compliant with district and state expectations. Instructional minutes are clearly posted throughout the school and are posted on the MGCCA website.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The lesson pacing and master schedule allows for maximum flexibility to insure that all Matt Garcia Career and College Academy students receive sufficient interventions. Due to average class sizes of twenty-five students and close monitoring and the use of formative data to inform instruction, staff are able to reteach and provide "on the run" flexible grouping to best meet individual student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

All student groups have full access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

The Matt Garcia Career and College Academy implements State Board of Education adopted text and standards-aligned instructional materials, including intervention materials and standards-aligned core courses at all 6-12 grade levels.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

MGCCA provides a smaller school setting and class averages of approximately twenty-five students. In accordance with Education Code 52860 et seq., resource specialist program services, designated instruction and services, and team teaching for special day classes, except special day classes operating pursuant to Section 56364.1, may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served and a description of the services is included in the school site plan. Pupils not identified as eligible for

special education who are participating in such special education programs will be instructed by specialists with appropriate credentials to serve students in the general education program.

Research-based educational practices to raise student achievement at this school (ESEA):

MGCCA analyzes data to inform instruction and faithfully implements "best practices" based upon the district-wide use of strategies consistent with student success. Specifically we continue to focus on: 1) communicating the objective, 2) addressing academic vocabulary, and 3) increasing student interaction. Our new and collectively agreed upon main focus for the 2018-2019 school year is to increase the level of rigor to regularly instruct at the DOK 3 level. Weekly and monthly walkthroughs are utilized to inform instruction and the data is used to collaboratively raise the level of rigor with the goal of increasing student achievement.

Resources available from family, school, district, and community to assist under-achieving students (ESEA):

A wide variety of resources are available for family, school, district and the community to assist students. Some of these resources include our partnerships with Suisun City and the city and county of Fairfield. In addition, the Matt Garcia Career and College Academy has an ongoing relationship with the Matt Garcia Foundation. This foundation has an office located on the MGCCA school site. Students receive referrals for emotional and behavioral issues that affect academic achievement, as well as tutoring to address academic gaps.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

All stakeholders including parents, community members, teachers, classified staff and students participate in the planning, implementation and evaluation of programs through participation on School Site Council and participation on the implementation of our WASC Action Plan.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Categorical funds, as outlined in our Single Plan for Student Achievement (SPSA), are utilized to support all MGCCA students in meeting the standards. Monies are designated to support school-time, before, after, and inter-session intervention opportunities and credit recovery opportunities.

Fiscal support (EPC):

MGCCA works closely with Central Office to review the yearly budget. MGCCA is continuously focused on student support and achievement and all expenditures are aligned with the Single Plan for Student Achievement (SPSA) which is closely aligned with our WASC Action Plan. Central Office is responsive to any additional fiscal needs and/or issues that may arise during the school year.