

The Single Plan for Student Achievement

School: Martin Luther King High School
CDS Code: 57726785732219
District: Davis Joint Unified School District
Principal: Antonia Slagle
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The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Martin Luther King High School's Vision and Mission Statements

MLKHS is a unique learning environment that serves between 60-75 students at any given time. Students enter on a quarterly basis and exit whenever they have met graduation requirements, or return to the comprehensive high school; as a result, MLKHS enrolls approximately 140 students over the course of a school year. New students are referred through a Student Study Team (SST) process with the site principal and counselor to determine the appropriateness of placement at King. The school offers a voluntary educational option for high school students who are at least 16 years old and in the 11-12th grade (though some 10th graders are enrolled on a case by case basis). Students and parents choose King for a variety of reasons such as credit recovery, acceleration, flexible scheduling, a small learning community, one-on-one instruction, and/or to address special needs or circumstances (SPED/ELL). Since its inception in 1970, the school site and facilities, as well as staff, have expanded to better meet the needs for any student who needs an alternative educational route to a diploma.

Martin Luther King High School supports the individual student's educational journey toward earning a high school diploma. Our students gain both literacy and career skills, along with the necessary academics required for graduation. We teach vocational and technological skills which will help advance students' ability to succeed in today's job market and post secondary educational settings and beyond. Through a structured and caring educational environment, we strive to cultivate in each student a sense of responsibility and respect for themselves, the community, and the world at large. Martin Luther King High School supports the individual student's educational journey toward earning their high school diploma.

King High Community Values

INDIVIDUALITY, FLEXIBILITY and CREATIVITY.

We honor the individual learning styles and the diverse life paths of our students.

We strive to provide a caring, unique and supportive environment.

We value curiosity, questions, and the interests of our students.

RESPECT, DIVERSITY and SAFETY.

We promote an atmosphere of acceptance and respect for all.

Students have the right to learn, and we have the right to teach in a safe, supportive

Our school policies will be implemented with consistency and fairness.

We use a team approach to foster high academic and behavioral standards.

We encourage accountability, and seek to encourage intrinsic motivation for learning.

We foster an environment that embraces learning from mistakes.

To Support Our Students in Being:

Responsible for Self, Others and the World.

Active Learners Focused on Mastery.

Prepared for School and Life after Graduation.

Productive and Positive.

School Profile

Most students coming to MLKHS are self-referred or counselor-referred. Davis Senior High School, Davis School for Independent Study, and DaVinci High School are our feeder schools and students coming from these sites must go through a Student Study Team (SST) referral process to determine the appropriateness of the student entering MLKHS. In some ways, our school represents the larger Davis community, but in many other ways it has demographics that are quite distinct from other schools in the district. As is common in other continuation high schools across California, we have disproportionately higher numbers of Special Education, low socio-economic, ethnic minority, and English Language Learner students than our district's averages. Recently, we have also received an increase in intradistrict transfer requests from students in the Woodland school district and have accepted many of these students at King in the past two years.

Race and Ethnicity:

Compared to the overall DJUSD student race/ethnicity statistics in 2010—White (60%), Hispanic/Latino (17%), Asian (15%), Multiple/No Response (4%), African American (3%), Filipino (1%), Pacific Islander (<1%), and American Indian (<1%)—King High School's population differs greatly as you can see in the table below. That same year, our school enrolled more than double of the number of Hispanic and Pacific Islander students and far fewer of any other race or ethnicity. This data points to Achievement Gap issues that must be addressed by the district as a whole.

Socioeconomic indicators include Free and Reduced Price Meals and Socioeconomically Disadvantaged designations due to parent income level and education. Out of all of King High School's demographic data, this variable has had the greatest statistical significance in recent years. In the past three of four years the percent of students identified as SES-Disadvantaged at King has been at around 50%, which greatly surpasses the district's overall total of 17%. MLKHS has been designated a Title I school, per federal guidelines, for several years, which affords us additional financial resources to serve the district's neediest students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

King High has been in a self-study year for WASC. There have been several surveys conducted to get feedback from EL parents and students. From the surveys, it is clear that both parents and students alike are comfortable at King and feel that the staff members are supportive. Students report feeling safe at the site, and that there have been few incidents of bullying or intimidation. Most students feel the work is doable but challenging. However, students continue to not do homework (a key component of the program), which results in slower credit earning. A significant portion of the population identified outside issues getting in the way of completing work. The parents value the small class sizes and individual attention their children receive at the school. They also appreciate the high level of communication between the school and home, including personalized phone calls home each day when a student is absent. Parents report being happy with the overall program, but have little contact with the classroom teachers. Some question the length of the school day.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal visits classrooms frequently both formally and informally, and classroom teachers spend time in other teachers' classrooms. Informal visits are primarily for support and to encourage students. Principal has also co-taught and taught a career course.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Assisting students meeting all graduation requirements is a major focus of King's curriculum. At the local level, credit earning reflects an assessment of student learning and productivity for a certain time. At the state level, CAHSEE is a major focus. Students receive one on one instruction to ensure students can meet the requirement. Also, staff members work with the college assessments as a signal of postsecondary readiness. To date, there has been more of a focus on math than English.

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff members are credentialed to teach in their subject area

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

Site and district funds are used to support teachers in Professional Growth and access to instructional materials.

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

Staff have participated in SIOP training for writing across the curriculum, as well as mental health first aid

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

Amy Robinson presented a training and one on one instructional coaching in October, 2014.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

This year, staff members have collaborated regularly through WASC groups: governance, curriculum, instruction, assessment and climate. Additionally, teachers have met to collaborate on the SIOP method

Teaching and Learning

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

All teachers have been trained in CCSS and funds have been targeted to align curriculum, instruction and materials to content and performance standards. All teachers have worked to align their curriculum and instruction to CCSS, including participating in a SIOP training for writing across the curriculum. Two additional courses have been made available for King High students in the areas of psychology (social science) and Integrated science with a focus on food (science). Psychology is aligned with CCSS anchor standards and the Integrated science class is aligned with Next Generation science standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

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

All teachers have access to standards-based instructional materials and are encouraged to purchase differentiated materials to encourage engagement and targeted skill building.

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

Though King High courses are not A-G, classes are increasingly becoming aligned to CCSS. As many students come to King with academic gaps, the teachers focus on building skills to grade level and beyond.

Opportunity and Equal Educational Access

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

flexible scheduling; small class sizes; individualized instruction; differentiated curriculum

14. Research-based educational practices to raise student achievement

flexible scheduling; small class sizes; individualized instruction; differentiated curriculum

Parental Involvement

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

on campus counseling through Victor Services; licensed social worker on site 70%; 1 FTE paraprofessional for special education and EL students

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

King High is a highly collaborative site, and the activities of the site council

Funding

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

differentiated curriculum and instruction for students, high interest elective courses to improve engagement; individualized instruction for EL and special education students

18. Fiscal support (EPC)

Schoolwide Title 1 fiscal support; LCFF funds; parcel tax

Description of Barriers and Related School Goals

There are several barriers that are being addressed by school goals (Student Learning Outcomes). Through the WASC self study process, staff and other stakeholders have identified that there are four key critical learner needs: postsecondary planning; active engagement; literacy and numeracy skills; and writing across the curriculum and for a variety of purposes. All SPSA goals are aligned to support the critical learner needs.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	14			5			1			0		
Growth API	425											
Base API	536											
Target	13											
Growth	-111											
Met Target	No											

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	8			4			11			1		
Growth API							446					
Base API												
Target												
Growth												
Met Target												

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	67	100	80	--	100	50	--		--	--		--
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	67	100	100	50	100	--	67	100	50	--	100	100
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	--	100	100	--		--	--		--
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100	100	--	100	100	100	--	100	100
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. School culture has evolved to support 100% participation rate by all students over the last few years
2. However, too few students test in each subject to effectively identify trends

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11			1	50			1	50			
12	2	40	3	60							
Total	2	33	3	50			1	17			

Conclusions based on this data:

1. Most students are early advanced or advanced, and will need support in gaining academic language and opportunities for reading, writing, listening and speaking regularly
2. Early intermediate student(s) need more paraprofessional and one-on-one support.
3. Numbers have decreased

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11	2	50	2	50							4
12	1	13	6	75			1	13			8
Total	3	25	8	67			1	8			12

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	11	12	7
Percent with Prior Year Data	90.9%	100.0%	100%
Number in Cohort	10	12	7
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	59.0
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	10	2	10	1	
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Growth
LEA GOAL:
Develop, implement, and assess Professional Growth System consistent with our mission and objective, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.
SCHOOL GOAL #1:
100% appropriate teacher assignments in all core classes, 70% staff participate and respond favorably in district PG offerings around social-emotional intelligence, differentiated instruction and inquiry-based learning, at least 80% of teachers will have participated in ongoing CCSS professional growth; increase credit earning by 5%; increase in CAHSEE passage by 5%; increase graduation rate by 5%
Data Used to Form this Goal:
WASC 2014-2015 Self Study which included: CST scores; CAHSEE pass rates; Graduation rate; Attendance rates; Classroom observations; Staff meetings/collaboration.
Findings from the Analysis of this Data:
Students at King have multiple, overlapping needs and we are using data to determine services, programs, and staffing to better serve all of our students.
How the School will Evaluate the Progress of this Goal:
Graduation rate; CAHSEE scores; master schedule; formative assessments; Credit Accrual by grade level and subject; staff professional growth participation records; professional growth system survey (site results)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning	6/11/2015 to 6/11/16	King High Teachers; Principal.	Conferences/Workshops		LCFF - Base	2,000
all teachers are placed in credential areas only to teach each quarter	06/11/2015-06/12/2016	Principal; Human Resources; Teachers	Teacher assignment		LCFF - Base	0
Staff participate in regular collaboration time			Collaboration		District Funded	6,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA GOAL:
Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.
SCHOOL GOAL #2:
10% replacement of laptops, identify and contract a site-based technology liaison to support CCSS implementation and improve student technological fluency to meet goals
Data Used to Form this Goal:
WASC 2014-2015 Self Study which included: Graduation rate; Attendance rates; Classroom observations; Staff meetings/collaboration; student engagement survey
Findings from the Analysis of this Data:
Students need more direct access to up to date technology; also, in order to progress with CCSS implementation staff must become more technologically fluent to support students. Replacement is also a concern for long-term sustainability.
How the School will Evaluate the Progress of this Goal:
Student Technology Survey (pre and post); technology purchase receipts; staff meeting and site council agenda and minutes; student survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
conduct student technology survey	06/11/15-06/12/2016	Principal; Technology Coordinator	Survey		LCFF - Base	0
technology replacement	06/11/2012-06/12/2016	principal, secretary, staff	Chromebooks replacement and accessories		LCFF - Base	500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Common Core/ Assessment
LEA GOAL:
Develop and implement a district-wide assessment system aligned with Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
SCHOOL GOAL #3:
80% teachers participate in professional growth that addresses the use of assessments to improve student learning; 100% student participation in SBAC testing to determine baseline scores; purchase CCSS aligned instructional materials; increase quarterly credit earning 5%; increase senior academic meetings to 100% with parent/counselor/advisor; increase CAHSEE passage rates by 5%; increase graduation rates by 5%
Data Used to Form this Goal:
2014-2015 WASC self study which includes: CAHSEE pass rates, Graduation rates, Attendance rates; Credit earning; observations; Staff meetings/collaboration.
Findings from the Analysis of this Data:
King High is evolving from an organic to more formalized system of learning, but staff need support in regularly assessing student growth towards meeting CCSS standards, credit earning and preparing students for postsecondary life.
How the School will Evaluate the Progress of this Goal:
Participation in staff development offerings; Observable impact on student learning; Standardized test scores; credit accrual; graduation rates; CAHSEE passage rates; SBAC participation rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Growth opportunities to support CCSS alignment	06/11/2015-06/12/2016	Teachers; Principal	District offered CCSS trainings		District Funded	0
Purchase supplies to be used for classroom instruction	06/11/2015-06/12/2016	Teachers; Principal; Secretary	Instructional Supplies		Title I Part A: Allocation	466

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Standards-Aligned Materials for Core Classes	06/11/2015-06/12/2016	Secretary; Teachers; Principal	Science		LCFF - Base	250
			Math		LCFF - Base	250
			English Language Arts		LCFF - Base	250
			Social Science		LCFF - Base	250
Schedule regular parent conferences relevant to grade level and need	06/11/2015-06/12/2016	Principal; counselor; staff	parent conferences		LCFF - Base	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic, Social and Personal Goals
LEA GOAL:
Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.
SCHOOL GOAL #4:
Participation by at least 80% of teachers in PG that addresses differentiation; 80% of seniors complete community college enrollment process; increase attendance by 5%; increase enrollment in CTE courses
Data Used to Form this Goal:
2014-2015 WASC self study, which includes: CAHSEE pass rates; Graduation rate; Attendance rates; and stakeholder feedback; Classroom observations; Staff meetings/collaboration.
Findings from the Analysis of this Data:
Students at King have a strong need for relevant experiences that will prepare them for life after high school. They also do not always have the home support to get them connected and integrated into community college, postsecondary training and/or workplace skills.
How the School will Evaluate the Progress of this Goal:
Weekly credit accrual; Observations of student progress; Work with paraeducator; Enrollment in study skills class; credit accrual; attendance; enrollment in CTE courses; climate survey; PG participation records; senior completion numbers of community college enrollment process

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials for Elective Courses/Programs	6/12/2014 to 6/11/15	Principal and staff	Music Supplies		Title I Part A: Allocation	226
			Garden/Cooking supplies		LCFF - Base	246
			Careers Class Supplies		LCFF - Base	157
			Science supplies		Title I Part A: Allocation	400
			Art Supplies		Title I Part A: Allocation	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field Trips and program visitations	06/11/2015-06/12/2016	Principal and staff	Field Trips/Events		Title I Part A: Allocation	300
			College/Career Field Trips		LCFF - Base	300
Student Recognition	06/11/2015-06/12/2016	Principal and staff	Recognitions		LCFF - Base	500
Additional counseling services	06/11/2015-06/12/2016	Counselor, Principal	Counseling .1		Title I Part A: Allocation	3543
			Counseling .1		LCFF - Base	1757
			benefits		LCFF - Base	700

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.
SCHOOL GOAL #5:
Increase the percent of English Learners (mostly Long Term English Learners) making adequate yearly progress.
Data Used to Form this Goal:
CELDT data; EL parent survey; CAHSEE data; math and English assessment data; community college assessment data; credit earning; graduation rates; observations
Findings from the Analysis of this Data:
While the EL student population has decreased over the last few years, EL students are at high risk for not graduating. Many students are long term English learners who have not progressed at a rate to support CAHSEE passage and postsecondary readiness without significant interventions.
How the School will Evaluate the Progress of this Goal:
CELDT scores; progress monitoring for RFEP; feedback from EL parents; student surveys; credit earning; postsecondary assessments in English and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplies for English learners	06/11/2015-06/12/2016	King staff	instructional supplies for English Learners		LCFF - Base	300

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Climate
LEA GOAL:
Improve school climate
SCHOOL GOAL #6:
Decrease home suspension rate for all students and all subgroups, maintain 0% expulsion rate, increase by 10% number of students reporting a sense of connectedness with an adult on campus; increase attendance by 5%; increase credit earning by 5%;
Data Used to Form this Goal:
2014-2015 WASC self-study, which includes: attendance; graduation rates; credit earning; discipline rates; student surveys
Findings from the Analysis of this Data:
While there are generally few out of school suspensions at King, the out of school suspensions are generally around drug use or defiance. Students generally feel connected to the school through at least one adult, but reports of personal issues being a barrier to learning are high.
How the School will Evaluate the Progress of this Goal:
suspension rates, CHKS and site climate surveys; credit earning; attendance;

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build leadership capacity among staff members. Continue to develop lead-teacher role at King for student support related to discipline and truancy. Continue to empower teachers to handle classroom discipline and implement positive interventions with students. Provide appropriate training/collaboration time for school-wide problem-solving and improvements for our existing systems	06/11/2015-06/12/2016	All King Staff	Collaboration in staff meetings		LCFF - Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Recognition	06/11/2015-06/12/2016	King Staff	Recognitions		LCFF - Base	1,000
Restorative Practice training for staff, parents and students	06/11/2015-06/12/2016		District or site-based training		District Funded	0

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
Increase parent engagement through effective two-way communication to communicate to families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions
SCHOOL GOAL #7:
King High School staff will create more opportunities for parents to participate in schoolwide activities (such as Back to School night, parent orientations, and membership on School Site Council) and increase attendance at these events by 25%. Parents will be invited to offer suggestions for improvement, input on expenditures, and feedback on our programs which will result in a 5% increase in student attendance and graduation rates. Increase by 10% parent participation in district meetings. Increase by 50% LCAP surveys returned by parents
Data Used to Form this Goal:
EL parent survey; site council meeting minutes; LCAP survey; parent sign in sheet for Back to School nights and parent orientation meetings; Parent Orientation Attendance; Parent Attendance at SST & IEP meetings; Phone calls/emails to staff; Listserve participation; Attendance at Title I Parent Night; Participation on School Site Council.
Findings from the Analysis of this Data:
Parents feel positive about King's culture but would like more opportunities to engage with whole staff and other parents.
How the School will Evaluate the Progress of this Goal:
parent survey results; event attendance tracking; site council meeting minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
establish parent committee and host regular high interest events based on community feedback	06/11/2015-06/12/2016	principal; site council; staff	workshops/conferences		Title I Part A: Allocation	500
conduct parent survey up tp twice per year	06/11/2015-06/12/2016	principal; staff	parent survey		LCFF - Base	0
translate documents	06/11/2015-06/12/2016	principal; paraprofessional	document translation		LCFF - Base	250
monthly parent socials	06/11/2015-06/12/2016	principal; staff	monthly socials		LCFF - Base	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Efforts to EL & Title I parents. Offer more parent events at King High School; Continue using bilingual paraeducator support for parent phone calls and conferences; Increase use of email listserve; Encourage parent attendance at student orientation; Increase parent participation on School Site Council.	06/11/2015-06/12/2016	King staff	Paraeducator provides information to EL families Paraeducator provides information to Title 1 families		LCFF - Base Title I Part A: Allocation	100 2,501
parent involvement policy	06/11/2015-06/12/2016	principal; site council	Information is provided to parents via electronic means; School Loop mail, list-serve, website updates, and personal phone calls to invite parents to participate in various activities at King.		LCFF - Base	0
Parent Meetings Notices to parents of Title I meeting; Refreshments served for Title I meeting; Preparation for family dinner	06/11/2015-06/12/2016	all King staff	parent meetings		Title I Part A: Allocation	112

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.
SCHOOL GOAL #8:
increase by 15% reported staff sense of recognition based on trust, respect and inquiry, retain highly qualified staff members at site; increase by 15% recognitions embedded in collaborative practice, PG and effective communication networks
Data Used to Form this Goal:
staff feedback surveys, staff meeting minutes, site council meeting minutes
Findings from the Analysis of this Data:
King High teachers need to feel safe, supported and recognized in their work with students to stay engaged and encouraged. This means regular communication with the principal around discipline and teaching and systematic recognition.
How the School will Evaluate the Progress of this Goal:
list of recognitions, DJUSD climate survey (site results); staff feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Regular staff recognition	06/11/2015-06/12/2016	Principal;staff	Recognitions		LCFF - Base	0
weekly communications between principal and staff highlighting best practices and other recognitions	06/11/2015-06/12/2016	principal	email communication		LCFF - Base	0
			staff meeting recognition		LCFF - Base	0

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	8448	0.00
LCFF - Base	8960	0.00
District Funded	6,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	6,000.00
LCFF - Base	8,960.00
Title I Part A: Allocation	8,448.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,000.00
Goal 2	500.00
Goal 3	1,466.00
Goal 4	8,529.00
Goal 5	300.00
Goal 6	1,000.00
Goal 7	3,613.00
Goal 8	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karey Spivey			X		
Cathy Haskell		X			
Blair Howard		X			
Joe Brewer				X	
Linda Garcia				X	
Jocelyn Araujo					X
Evan Wilson					X
Antonia Slagle	X				
Uta Russell (Alternate)		X			
Numbers of members of each category:	1	2	1	2	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School Climate Committee

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 herein 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 6/1/15.

Attested:

Antonia Slagle

Typed Name of School Principal

Signature of School Principal

Date

Jocelyn Araujo

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Martin Luther King High School
Parent Involvement Policy
2015-2016

Policy Involvement

- An annual meeting will be held during the first semester of each school year to inform parents of the programs and opportunities available to students through Title I and parents' rights to be involved.
- Parents will be provided with information regarding grade level curriculum, academic assessments and student achievement data quarterly, and as requested throughout the school year.
 - Credit check totals and credit card updates are weekly.
 - Quarterly report cards are run with transcripts provided for seniors during the second semester.
- The administration and staff will offer opportunities for parents to meet to discuss student achievement as needed on an individual student basis.
- Parents will be included in various school climate activities including Back To School night, Day on the Green, and other opportunities for parents.
- Feedback concerning student achievement and parent participation will be solicited during meetings and used to guide planning of Title I program opportunities.

Shared Responsibilities for Student Achievement

Martin Luther King High School has developed a compact to provide families and staff with an outline of responsibilities that will help ensure student success and maintain a strong partnership between families and the school. A copy of the home/school compact is attached.

Building Capacity for Involvement

- Home visits, parent conferences and schoolwide parent meetings will be utilized to provide parents with information regarding curriculum and student achievement.
- A school list serve is established to keep all parents informed of school and district information.
- The school's website is maintained and is updated frequently with principal correspondence, school events and information to keep parents informed of school procedures and activities.
- School documents and communication will be translated whenever possible in the parents' home language.
- The school will coordinate activities during the school year that will encourage family participation in school such as Back to School Night, Open House and Parent Information nights.

Accessibility

- Martin Luther King High School will make reasonable attempts to provide access to all school related activities and communication for parents with limited English proficiency or physical disabilities, and migratory or homeless families.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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
(Check those that apply):

☐ State Compensatory Education Advisory Committee

Signature

☒ English Learner Advisory Committee

Signature

☐ Special Education Advisory Committee

Signature

☐ Gifted and Talented Education Program Advisory Committee

Signature

☐ District/School Liaison Team for schools in Program Improvement

Signature

☐ Compensatory Education Advisory Committee

Signature

☐ Departmental Advisory Committee (secondary)

Signature

☒ Other committees established by the school or district (list):

School Climate Committee

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.

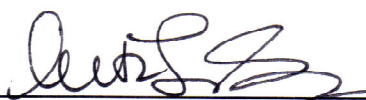
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 6/1/15.

Attested:

Antonia Slagle

Typed Name of School Principal




Signature of School Principal

6/01/15

Date

Jocelyn Araujo

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/1/15

Date

Budget By Expenditures

King (Martin Luther) High School

Funding Source: District Funded

\$6,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Collaboration		\$6,000.00	Professional Growth	Staff participate in regular collaboration time
District offered CCSS trainings		\$0.00	Common Core/ Assessment	Professional Growth opportunities to support CCSS alignment
District or site-based training		\$0.00	Climate	Restorative Practice training for staff, parents and students

District Funded Total Expenditures: \$6,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$8,960.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Information is provided to parents via electronic means; School Loop mail, list-serve, website updates, and personal phone calls to invite parents to participate in various activities at King.		\$0.00	Parent Engagement	parent involvement policy
Recognitions		\$0.00	School Climate	Regular staff recognition
email communication		\$0.00	School Climate	weekly communications between principal and staff highlighting best practices and other recognitions
staff meeting recognition		\$0.00	School Climate	weekly communications between principal and staff highlighting best practices and other recognitions

King (Martin Luther) High School

Counseling .1	\$1,757.00	Academic, Social and Personal Goals	Additional counseling services
benefits	\$700.00	Academic, Social and Personal Goals	Additional counseling services
instructional supplies for English Learners	\$300.00	English Learners	Supplies for English learners
Collaboration in staff meetings	\$0.00	Climate	Build leadership capacity among staff members. Continue to develop lead-teacher role at King for student support related to discipline and truancy. Continue to empower teachers to handle classroom discipline and implement positive interventions with students. Provide appropriate training/collaboration time for school-wide problem-solving and improvements for our existing systems
Recognitions	\$1,000.00	Climate	Student Recognition
parent survey	\$0.00	Parent Engagement	conduct parent survey up tp twice per year
document translation	\$250.00	Parent Engagement	translate documents
monthly socials	\$150.00	Parent Engagement	monthly parent socials
Paraeducator provides information to EL families	\$100.00	Parent Engagement	Outreach Efforts to EL & Title I parents. Offer more parent events at King High School; Continue using bilingual paraeducator support for parent phone calls and conferences;
College/Career Field Trips	\$300.00	Academic, Social and Personal Goals	Field Trips and program visitations
Recognitions	\$500.00	Academic, Social and Personal Goals	Student Recognition
Garden/Cooking supplies	\$246.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs

King (Martin Luther) High School

Careers Class Supplies	\$157.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Survey	\$0.00	Technology	conduct student technology survey
Chromebooks replacement and accessories	\$500.00	Technology	technology replacement
Conferences/Workshops	\$2,000.00	Professional Growth	Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning
Teacher assignment	\$0.00	Professional Growth	all teachers are placed in credential areas only to teach each quarter
Science	\$250.00	Common Core/ Assessment	Purchase Standards-Aligned Materials for Core Classes
Math	\$250.00	Common Core/ Assessment	Purchase Standards-Aligned Materials for Core Classes
English Language Arts	\$250.00	Common Core/ Assessment	Purchase Standards-Aligned Materials for Core Classes
Social Science	\$250.00	Common Core/ Assessment	Purchase Standards-Aligned Materials for Core Classes
parent conferences	\$0.00	Common Core/ Assessment	Schedule regular parent conferences relevant to grade level and need

LCFF - Base Total Expenditures: \$8,960.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$8,448.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Music Supplies		\$226.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs

King (Martin Luther) High School

Science supplies	\$400.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Art Supplies	\$400.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Field Trips/Events	\$300.00	Academic, Social and Personal Goals	Field Trips and program visitations
Counseling .1	\$3,543.00	Academic, Social and Personal Goals	Additional counseling services
Instructional Supplies	\$466.00	Common Core/Assessment	Purchase supplies to be used for classroom instruction
Paraeducator provides information to Title 1 families	\$2,501.00	Parent Engagement	Outreach Efforts to EL & Title I parents. Offer more parent events at King High School; Continue using bilingual paraeducator support for parent phone calls and conferences;
parent meetings	\$112.00	Parent Engagement	Parent MeetingsNotices to parents of Title I meeting; Refreshments served for Title I meeting; Preparation for family dinner
workshops/conferences	\$500.00	Parent Engagement	establish parent committee and host regular high interest events based on community feedback

Title I Part A: Allocation Total Expenditures: \$8,448.00

Title I Part A: Allocation Allocation Balance: \$0.00

King (Martin Luther) High School Total Expenditures: \$23,408.00