

# The Single Plan for Student Achievement

**School:** Martin Luther King High School  
**CDS Code:** 57726785732219  
**District:** Davis Joint Unified School District  
**Principal:** Michelle Flowers  
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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:

**Contact Person:** Michelle Flowers  
**Position:** Principal  
**Phone Number:** (530) 757-5425  
**Address:** 635 B St.  
Davis, CA 95616  
**E-mail Address:** mflowers@djud.net

**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.

### **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, there have been changes to assessment criteria with the elimination of the CAHSEE and the move to SBAC testing baseline. 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)

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. Parents and students regularly participate on site council. Students have been nominated to represent King High at the district Strategic Planning committee, parents have been encouraged to participate in focus groups, LCAP community forums, and community resources for student health.

### 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

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	20	18	90.0	18	2524.5	11	17	33	39
All Grades	20	18	90.0	18		11	17	33	39

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	17	39	44	0	56	44	11	50	39	11	72	17
All Grades	17	39	44	0	56	44	11	50	39	11	72	17

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	20	18	90.0	18	2483.9	0	11	22	67
All Grades	20	18	90.0	18		0	11	22	67

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	0	22	78	11	33	56	11	44	44
All Grades	0	22	78	11	33	56	11	44	44

#### Conclusions based on this data:

1. Our overall participation rates were good, with 90% of our students taking the assessment.
2. In ELA, demonstrating understanding of literary & non-fictional texts and producing clear and purposeful writing pose challenges for most of our students. We must continue to teach reading and writing in all subject areas.
3. In Mathematics, our students were very challenged by applying mathematical concepts and procedures and using appropriate tools and strategies to solve real world and mathematical problems. The adoption of common core and the training of our math teachers in common core should equip staff with more tools to help students "catch up."

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	12	5	
Percent with Prior Year Data	100.0%	80.0%	
Number in Cohort	12	4	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	2	10	1	4		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</b>	<b>No</b>		

#### 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:

<b>SUBJECT: Professional Growth</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
100% appropriate teacher assignments in all core classes, 70% staff participate in meaningful 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 graduation rate by 5%
<b>Data Used to Form this Goal:</b>
WASC 2014-2015 Self Study and Visiting Team Reports: CST scores; Graduation rate; Attendance rates; Classroom observations; Staff meetings/collaboration.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
100% of King High School staff will have participated in CCSS professional growth by December 2016. 100% of staff will participate in ACES training.

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	6/11/2016 to 6/11/17	King High Teachers; Principal.	Conferences/Workshops		Title I Part A: Allocation	1,000
			Conferences/Workshops		LCFF - Supplemental	1,000
all teachers are placed in credentialed subjects while honoring flexibility in subjects outside of the core subjects (i.e. Music, electives, etc.)	06/11/2016-06/12/2017	Principal; Human Resources; Teachers	Teacher assignment		LCFF - Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff participate in regular collaboration time	06/11/2016-6/12/2017	Principal, King Staff	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:

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.
<b>SCHOOL GOAL #2:</b>
50% of students will use site technology to complete online credit recovery.
<b>Data Used to Form this Goal:</b>
WASC 2014-2015 Self Study and Visiting Team reports which included: Graduation rate; Attendance rates; Classroom observations; Staff meetings/collaboration; student engagement survey
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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 technology survey	06/11/16-06/12/2017	Principal, district technology department	Survey		LCFF - Base	0
technology replacement	06/11/2016-06/12/2017	principal, secretary, staff	Chromebooks replacement and accessories		Title I Part A: Allocation	500
On-line credit recovery program-pending approval	06/11/2016-06/12/2017	principal, king staff	Pilot Edgenuity		District Funded	0

## 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:

<b>SUBJECT: Common Core/ Assessment</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #3:</b>
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 graduation rates by 5%
<b>Data Used to Form this Goal:</b>
2014-2015 WASC self study and Visiting Team reports which includes: Graduation rates, Attendance rates; Credit earning; observations; Staff meetings/collaboration.
<b>Findings from the Analysis of this Data:</b>
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 post secondary life. This will include grade and credit calibration.
<b>How the School will Evaluate the Progress of this Goal:</b>
Participation in staff development offerings; Observable impact on student learning; Standardized test scores; credit accrual; graduation rates; SBAC participation rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of teachers will participate in PD that addresses the use of assessment to improve student learning.	06/11/2016-06/12/2017	Teachers; Principal	District offered CCSS trainings		District Funded	0
Purchase supplies to be used for classroom instruction	06/11/2016-06/12/2017	Teachers; Principal; Secretary	Instructional Supplies		LCFF - Base	196
			Instructional Supplies		Title I Part A: Allocation	204

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	06/11/2016-06/12/2017	Secretary; Teachers; Principal	Science		LCFF - Base	250
			Math		LCFF - Base	250
			English Language Arts		Title I Part A: Allocation	250
			Social Science		Title I Part A: Allocation	250
Schedule regular parent workshops relevant to grade level and need	06/11/2016-06/12/2017	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:

<b>SUBJECT: Academic, Social and Personal Goals</b>
<b>LEA GOAL:</b>
Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.
<b>SCHOOL GOAL #4:</b>
90% of seniors will complete a community college online enrollment process and online financial aid applications.
<b>Data Used to Form this Goal:</b>
2014-2015 WASC self study and Visiting Team reports, which includes: Graduation rate; Attendance rates; and stakeholder feedback; Classroom observations; Staff meetings/collaboration.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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	06/11/2016-06/12/2017	Principal and staff	Music Supplies		LCFF - Supplemental	225
			Garden/Cooking supplies		LCFF - Supplemental	250
			Careers Class Supplies		LCFF - Supplemental	150
			Science supplies		LCFF - Supplemental	500
			Art Supplies		LCFF - Supplemental	500
Field Trips and program visitations	06/11/2016-06/12/2017	Principal and staff	Field Trips/Events		LCFF - Base	300
			College/Career Field Trips		LCFF - Base	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Recognition	06/11/2016-06/12/2017	Principal and staff	Recognitions		LCFF - Base	500
Additional counseling services	06/11/2016-06/12/2017	Counselor, Principal	Counseling .1		Title I Part A: Allocation	5,300
			Counseling .1 benefits		Title I Part A: Allocation	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:

<b>SUBJECT: English Learners</b>
<b>LEA GOAL:</b>
Develop supports for English Learners to increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.
<b>SCHOOL GOAL #5:</b>
80% of EL students will be reclassified as English Proficient.
<b>Data Used to Form this Goal:</b>
CELDT data; EL parent survey; math and English assessment data; community college assessment data; credit earning; graduation rates; observations
<b>Findings from the Analysis of this Data:</b>
While the EL student population has decreased over the last few years, EL students are at high risk for not graduating.
<b>How the School will Evaluate the Progress of this Goal:</b>
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	06/11/2016-06/12/2017	King staff	instructional supplies for English Learners		LCFF - Supplemental	500
Paraprofessional support	06/11/2016-06/12/2017	Principal, staff	paraprofessional support to families		Title I Part A: Allocation	2,500

## 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:

<b>SUBJECT: Climate</b>
<b>LEA GOAL:</b>
Improve school climate
<b>SCHOOL GOAL #6:</b>
90% of students will report improved school climate due to the strategies used through ACES training, Restorative practices, and student empowerment.
<b>Data Used to Form this Goal:</b>
2014-2015 WASC Self Study and Visiting team's recommendations, which includes: attendance; graduation rates; credit earning; discipline rates; student surveys
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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	06/11/2016-06/12/2017	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: Royalty Awards, Rotary Student of the Month, Student of the Quarter	06/11/2016-06/12/2017	King Staff	Recognitions		LCFF - Base	1,000
ACES Training and Restorative Practice training for staff, parents and students to include mentoring and ongoing training	06/11/2016-06/12/2017		District or site-based training		LCFF - Base	1,000
Support for being Trauma Informed School-health, food services, mentoring	6/11/2016-6/11/2017		Training, program support		LCFF - Base	1204
Support for being Trauma Informed School-health, food services, mentoring	6/11/2016-6/11/2017		Training, program support		LCFF - Supplemental	1150

## 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:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
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
<b>SCHOOL GOAL #7:</b>
The Parent Engagement Committee will host at least 2 high interest events with topics determined by feedback from the parent interest survey and parent input.
<b>Data Used to Form this Goal:</b>
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; List serve participation; Attendance at Title I Parent Night; Participation on School Site Council, Parent workshops, parent engagement nights.
<b>Findings from the Analysis of this Data:</b>
Feedback from parents indicate positives about King's culture but would like more opportunities to engage with whole staff and other parents.
<b>How the School will Evaluate the Progress of this Goal:</b>
parent survey results (Youth Truth); 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	06/11/2016-06/12/2017	principal; site council; staff	workshops/conferences		LCFF - Supplemental	500
conduct parent survey up tp twice per year	06/11/2016-06/12/2017	principal; staff	parent survey		LCFF - Supplemental	0
translate documents	06/11/2016-06/12/2017	principal; paraprofessional	document translation		LCFF - Supplemental	250
monthly parent workshops	06/11/2016-06/12/2017	principal; staff	monthly socials		LCFF - Supplemental	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.	06/11/2016-06/12/2017	King staff	Paraeducator provides information to EL families		LCFF - Supplemental	100
parent involvement policy	06/11/2016-06/12/2017	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 - Supplemental	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		LCFF - Supplemental	125

## 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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #8:</b>
Increase by 50% reported staff sense of recognition based on trust, respect and inquiry, retain highly qualified staff members at site; increase by 50% recognitions embedded in collaborative practice, PG and effective communication networks
<b>Data Used to Form this Goal:</b>
staff feedback surveys, staff meeting minutes, site council meeting minutes
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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, celebrations	06/11/2016-06/12/2017	Principal;staff	Recognitions		LCFF - Base	
Daily communications between principal and staff highlighting best practices and other recognitions (King Chronicles) (Kudo Board)	06/11/2016-06/12/2017	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	10,704	0.00
LCFF - Base	5,000	0.00
LCFF - Supplemental	5,400	0.00
District Funded	6,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	6,000.00
LCFF - Base	5,000.00
LCFF - Supplemental	5,400.00
Title I Part A: Allocation	10,704.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	8,000.00
<b>Goal 2</b>	500.00
<b>Goal 3</b>	1,400.00
<b>Goal 4</b>	8,725.00
<b>Goal 5</b>	3,000.00
<b>Goal 6</b>	4,354.00
<b>Goal 7</b>	1,125.00
<b>Goal 8</b>	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		
Dianna Huculak		X			
Johnny Padilla					X
Gabriel McKinney					X
Linda Garcia				X	
Michelle Flowers	X				
Jeff Newbury				X	
Blair Howard		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

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 4/8/16.

Attested:

Michelle Flowers

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Johnny Padilla/ Gabe McKinney

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
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
Pilot Edgenuity		\$0.00	Technology	On-line credit recovery program-pending approval
District offered CCSS trainings		\$0.00	Common Core/ Assessment	100% of teachers will participate in PD that addresses the use of assessment to improve student learning.
District Funded Total Expenditures:		\$6,000.00		
District Funded Allocation Balance:		\$0.00		

### Funding Source: LCFF - Base

**\$5,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional Supplies		\$196.00	Common Core/ Assessment	Purchase supplies to be used for classroom instruction
Survey		\$0.00	Technology	conduct technology survey
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
parent conferences		\$0.00	Common Core/ Assessment	Schedule regular parent workshops relevant to grade level and need

## King (Martin Luther) High School

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: Royalty Awards, Rotary Student of the Month, Student of the Quarter
District or site-based training	\$1,000.00	Climate	ACES Training and Restorative Practice training for staff, parents and students to include mentoring and ongoing training
Training, program support	\$1,204.00	Climate	Support for being Trauma Informed School-health, food services, mentoring
Field Trips/Events	\$300.00	Academic, Social and Personal Goals	Field Trips and program visitations
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
email communication	\$0.00	School Climate	Daily communications between principal and staff highlighting best practices and other recognitions (King Chronicles) (Kudo Board)
staff meeting recognition	\$0.00	School Climate	Daily communications between principal and staff highlighting best practices and other recognitions (King Chronicles) (Kudo Board)
Teacher assignment	\$0.00	Professional Growth	all teachers are placed in credentialed subjects while honoring flexibility in subjects outside of the core subjects (i.e. Music, electives, etc.)
LCFF - Base Total Expenditures:		\$5,000.00	
LCFF - Base Allocation Balance:		\$0.00	

# King (Martin Luther) High School

**Funding Source: LCFF - Supplemental**

**\$5,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
instructional supplies for English Learners		\$500.00	English Learners	Supplies for English learners
Training, program support		\$1,150.00	Climate	Support for being Trauma Informed School-health, food services, mentoring
workshops/conferences		\$500.00	Parent Engagement	Establish parent committee and host regular high interest events based on community feedback
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 workshops
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; Increase use of email listserve; Encourage parent attendance at student orientation; Increase parent participation on School 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.		\$0.00	Parent Engagement	parent involvement policy
parent meetings		\$125.00	Parent Engagement	Parent MeetingsNotices to parents of Title I meeting; Refreshments served for Title I meeting; Preparation for family dinner
Music Supplies		\$225.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Garden/Cooking supplies		\$250.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs

## King (Martin Luther) High School

Careers Class Supplies	\$150.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Science supplies	\$500.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Art Supplies	\$500.00	Academic, Social and Personal Goals	Materials for Elective Courses/Programs
Conferences/Workshops	\$1,000.00	Professional Growth	Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning
LCFF - Supplemental Total Expenditures:		\$5,400.00	
LCFF - Supplemental Allocation Balance:		\$0.00	

### Funding Source: Title I Part A: Allocation

**\$10,704.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Conferences/Workshops		\$1,000.00	Professional Growth	Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning
Chromebooks replacement and accessories		\$500.00	Technology	technology replacement
Instructional Supplies		\$204.00	Common Core/ Assessment	Purchase supplies to be used for classroom instruction
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
paraprofessional support to families		\$2,500.00	English Learners	Paraprofessional support
Counseling .1		\$5,300.00	Academic, Social and Personal Goals	Additional counseling services

## King (Martin Luther) High School

Counseling .1 benefits	\$700.00	Academic, Social and Personal Goals	Additional counseling services
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Title I Part A: Allocation Total Expenditures:	\$10,704.00
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Title I Part A: Allocation Allocation Balance:	\$0.00
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King (Martin Luther) High School Total Expenditures:	\$27,104.00
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