

# The Single Plan for Student Achievement

**School:** Martin Luther King High School  
**CDS Code:** 57726785732219  
**District:** Davis Joint Unified School District  
**Principal:** Michelle Flowers  
**Revision Date:** May 2017

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@djUSD.net

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

## Table of Contents

School Vision and Mission .....	3
School Profile .....	4
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations .....	5
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results .....	12
CELDT (All Assessment) Results .....	13
Title III Accountability (School Data) .....	14
Title III Accountability (District Data) .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	18
School Goal #3 .....	19
School Goal #4 .....	20
School Goal #5 .....	21
School Goal #6 .....	23
Summary of Expenditures in this Plan .....	25
Total Allocations and Expenditures by Funding Source .....	25
Total Expenditures by Goal .....	26
School Site Council Membership .....	27
Recommendations and Assurances .....	28

## 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	20	40	18	38	18	37	90.0	95
All Grades	20	40	18	38	18	37	90.0	95

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2524.5	2506.4	11	3	17	30	33	22	39	46
All Grades	N/A	N/A	11	3	17	30	33	22	39	46

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	17	8	39	50	44	42
All Grades	17	8	39	50	44	42

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	5	56	46	44	49
All Grades	0	5	56	46	44	49

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	14	50	62	39	24
All Grades	11	14	50	62	39	24

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	11	72	44	17	44
All Grades	11	11	72	44	17	44



**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	20	40	18	38	18	35	90.0	95
All Grades	20	40	18	38	18	35	90.0	95

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2483.9	2487.1	0	0	11	3	22	26	67	71
All Grades	N/A	N/A	0	0	11	3	22	26	67	71

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	22	26	78	74
All Grades	0	0	22	26	78	74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	3	33	46	56	51
All Grades	11	3	33	46	56	51

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	3	44	31	44	66
All Grades	11	3	44	31	44	66

#### 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

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11				50	***					50					
12	40	50		60				50							
Total	40	40		60	20			40		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	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11	50			50	***										
12	40	50		60				50		13					
Total	40	40		60	20			40		8					

### Conclusions based on this data:

1.

## 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	5
Percent with Prior Year Data	100.0%	80.0%	80.0%
Number in Cohort	12	4	4
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
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	1	4
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

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	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

### 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. 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 #1:</b>
To increase student learning and credit accrual, 100% of certificated staff will participate in formal collaboration time will focus on grade calibration, success criteria and assessments across all subjects. This will address the social/emotional and academic needs of our students.
<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 participate in collaboration and staff development that addresses this goal.

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	6/11/2017 to 6/11/18	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.)	06/11/2017-06/12/2018	Principal; Human Resources; Teachers				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff participate in regular and focused collaboration.	06/11/2017-6/12/2018	Principal, King Staff	Collaboration/PLC		District Funded	6,000
Materials for Elective Courses/Programs	6/11/2018-6/12/2018	Principal, King Staff	Music Supplies		Title I Part A: Allocation	350
			Garden and Cooking Club		Title I Part A: Allocation	350
			Career Supplies		Title I Part A: Allocation	250
			Bike Shop Supplies		Title I Part A: Allocation	600
			Art Supplies		Title I Part A: Allocation	600
Materials for Core Curriculum Courses	06/11/2018-06/12/2018	.Principal, King Staff	English		Title I Part A: Allocation	450
			Math		Title I Part A: Allocation	450
			Social Studies		Title I Part A: Allocation	450
			Science		Title I Part A: Allocation	450
			PE		Title I Part A: Allocation	450

## 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>
70% of students will use site technology (Edgenuity) for 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
Edgenuity purchase	06/11/2017-06/12/2018	Principal, District Office				
technology replacement	06/11/2017-06/12/2018	principal, secretary, staff	Chromebooks replacement and accessories		Title I Part A: Allocation	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:

<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 #3:</b>
90% of seniors will complete a the FAFSA, a community college application, a college visit, and scholarship application.
<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
Field Trips and program visitations	06/11/2016-06/12/2017	Principal and staff	Field Trips/Events		LCFF - Base	546
			College/Career Field Trips		LCFF - Supplemental	600
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 #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: 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 #4:</b>
80% of EL students will be reclassified as English Proficient and the EL class at King will continue to develop.
<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 #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: Climate</b>
<b>LEA GOAL:</b>
Improve school climate
<b>SCHOOL GOAL #5:</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				

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	1,454
			Training, program support		LCFF - Supplemental	2,000
LCAP support of Trauma Informed School with access to health care			Trauma Informed School program support		District Funded	30,000

## 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: 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 #6:</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	680
conduct parent survey up tp twice per year	06/11/2016-06/12/2017	principal; staff				
translate documents	06/11/2016-06/12/2017	principal; paraprofessional	document translation		LCFF - Supplemental	800

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; Continual 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	250
parent involvement policy: 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.	06/11/2016-06/12/2017	principal; site council				
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	650



## 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	14,400	0.00
LCFF - Base	4,500	0.00
LCFF - Supplemental	6,480	0.00
District Funded	36,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	36,000.00
LCFF - Base	4,500.00
LCFF - Supplemental	6,480.00
Title I Part A: Allocation	14,400.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,400.00
Goal 2	500.00
Goal 3	7,646.00
Goal 4	3,000.00
Goal 5	35,454.00
Goal 6	2,380.00

## 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		
Mark Jordan		X			
Jah-Mengesha Wentz					X
Calvin Henry					X
Lucero Gomez				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 4/14/17.

Attested:

Michelle Flowers

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

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

\_\_\_\_\_  
Date

Jah-Mengesha Wentz

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

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

\_\_\_\_\_  
Date

## 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 4/14/17.

Attested:

Michelle Flowers

Typed Name of School Principal

 5/5/17

Signature of School Principal

Date

Jah-Mengesha Wentz

Typed Name of SSC Chairperson

 5/5/17

Signature of SSC Chairperson

Date

# Budget By Expenditures

## King (Martin Luther) High School

### Funding Source: District Funded

**\$36,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Collaboration/PLC		\$6,000.00	Professional Growth	Staff participate in regular and focused collaboration.
Trauma Informed School program support		\$30,000.00	Climate	LCAP support of Trauma Informed School with access to health care

District Funded Total Expenditures: \$36,000.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$4,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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		\$1,454.00	Climate	Support for being Trauma Informed School-health, food services, mentoring
Field Trips/Events		\$546.00	Academic, Social and Personal Goals	Field Trips and program visitations
Recognitions		\$500.00	Academic, Social and Personal Goals	Student Recognition

## King (Martin Luther) High School

LCFF - Base Total Expenditures: \$4,500.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$6,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional supplies for English Learners		\$500.00	English Learners	Supplies for English learners
College/Career Field Trips		\$600.00	Academic, Social and Personal Goals	Field Trips and program visitations
Conferences/Workshops		\$1,000.00	Professional Growth	Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning
Training, program support		\$2,000.00	Climate	Support for being Trauma Informed School-health, food services, mentoring
workshops/conferences		\$680.00	Parent Engagement	Establish parent committee and host regular high interest events based on community feedback
document translation		\$800.00	Parent Engagement	translate documents
Paraeducator provides information to EL families		\$250.00	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.
parent meetings		\$650.00	Parent Engagement	Parent MeetingsNotices to parents of Title I meeting; Refreshments served for Title I meeting; Preparation for family dinner

## King (Martin Luther) High School

LCFF - Supplemental Total Expenditures: \$6,480.00

LCFF - Supplemental Allocation Balance: \$0.00

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

**\$14,400.00 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
Paraprofessional support to families		\$2,500.00	English Learners	Paraprofessional support
Counseling .1		\$5,300.00	Academic, Social and Personal Goals	Additional counseling services
Counseling .1 benefits		\$700.00	Academic, Social and Personal Goals	Additional counseling services
Music Supplies		\$350.00	Professional Growth	Materials for Elective Courses/Programs
Garden and Cooking Club		\$350.00	Professional Growth	Materials for Elective Courses/Programs
Career Supplies		\$250.00	Professional Growth	Materials for Elective Courses/Programs
Bike Shop Supplies		\$600.00	Professional Growth	Materials for Elective Courses/Programs
Art Supplies		\$600.00	Professional Growth	Materials for Elective Courses/Programs
English		\$450.00	Professional Growth	Materials for Core Curriculum Courses
Math		\$450.00	Professional Growth	Materials for Core Curriculum Courses



## King (Martin Luther) High School

Social Studies	\$450.00	Professional Growth	Materials for Core Curriculum Courses
Science	\$450.00	Professional Growth	Materials for Core Curriculum Courses
PE	\$450.00	Professional Growth	Materials for Core Curriculum Courses
Chromebooks replacement and accessories	\$500.00	Technology	technology replacement

---

Title I Part A: Allocation Total Expenditures:	\$14,400.00
--	-------------

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

King (Martin Luther) High School Total Expenditures:	\$61,380.00
--	-------------