

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:

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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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	27		38	25		37	25		95	92.6	
All Grades	40	27		38	25		37	25		95	92.6	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2506.4	2510.4		3	0.00		30	24.00		22	32.00		46	44.00	
All Grades	N/A	N/A	N/A	3	0.00		30	24.00		22	32.00		46	44.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	4.00		50	48.00		42	48.00	
All Grades	8	4.00		50	48.00		42	48.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	12.00		46	32.00		49	56.00	
All Grades	5	12.00		46	32.00		49	56.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	4.00		62	68.00		24	28.00	
All Grades	14	4.00		62	68.00		24	28.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	8.00		44	56.00		44	36.00	
All Grades	11	8.00		44	56.00		44	36.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	27		38	25		35	25		95	92.6	
All Grades	40	27		38	25		35	25		95	92.6	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2487.1	2466.9		0	0.00		3	4.00		26	20.00		71	76.00	
All Grades	N/A	N/A	N/A	0	0.00		3	4.00		26	20.00		71	76.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00		26	20.00		74	80.00	
All Grades	0	0.00		26	20.00		74	80.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	0.00		46	28.00		51	72.00	
All Grades	3	0.00		46	28.00		51	72.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	4.00		31	56.00		66	40.00	
All Grades	3	4.00		31	56.00		66	40.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
11				***	***				***						
12	50				25		50							75	
Total	40			20	33		40	17						50	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
11				***	***			***							
12	50				25		50							75	
Total	40			20	33		40	17						50	

Conclusions based on this data:

1. Participation rates continue to improve.

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Growth
LEA GOAL:
Develop, implement, and assess Professional Growth System consistent with our mission and objective, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning. Develop and implement a district-wide assessment system aligned with Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
SCHOOL GOAL #1:
To increase student learning and overall credit accrual and graduation rates, 100% of the staff will participate in formal collaboration time that will focus on grade calibration, the development of assessments, rubric development, curriculum development, and strategies to address social/emotional needs.
Data Used to Form this Goal:
WASC 2018 Self Study and Visiting Team Reports: CST scores; Graduation rate; Attendance rates; Classroom observations; Staff meetings/collaboration.
Findings from the Analysis of this Data:
Students at King have multiple, overlapping needs and we are using data to determine services, programs, and staffing to better serve all of our students.
How the School will Evaluate the Progress of this Goal:
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	6/11/2018 to 6/11/2019	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.)	06/11/2018-06/12/2019	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.	06/11/2018-6/12/2019	Principal, King Staff	Collaboration/PLC		District Funded	6,000
Materials for Elective Courses/Programs	6/11/2018-6/12/2019	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	06/11/2018-06/12/2019	.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
Technology maintenance and replacement	06/11/2018-06/12/2019	Principal, King Staff	Chromebooks replacement and accessories		Title I Part A: Allocation	1000

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified			

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic, Social and Personal Goals
LEA GOAL:
Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.
SCHOOL GOAL #3:
90% of seniors will complete the FAFSA, a community college application, go on a college visit, and complete scholarship applications.
Data Used to Form this Goal:
WASC 2018 self study and Visiting Team reports, which includes: Graduation rate; Attendance rates; and stakeholder feedback; Classroom observations; Staff meetings/collaboration.
Findings from the Analysis of this Data:
Students at King have a strong need for relevant experiences that will prepare them for life after high school. They also do not always have the home support to get them connected and integrated into community college, postsecondary training and/or workplace skills.
How the School will Evaluate the Progress of this Goal:
Weekly credit accrual; Observations of student progress; Work with paraeducator; Enrollment in study skills class; credit accrual; attendance; enrollment in CTE courses; climate survey; PG participation records; senior completion numbers of community college enrollment process

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field Trips and program visitations	06/11/2018-06/12/2019	Principal and staff	Field Trips/Events		LCFF - Base	546
			College/Career Field Trips		LCFF - Supplemental	600
Student Recognition	06/11/2018-06/12/2019	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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
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.
SCHOOL GOAL #4:
80% of our students who enter King with an EL classification, will be reclassified by the time they graduate.
Data Used to Form this Goal:
CELDT data; EL parent survey; math and English assessment data; community college assessment data; credit earning; graduation rates; observations
Findings from the Analysis of this Data:
While the EL student population has decreased over the last few years, EL students are at high risk for not graduating.
How the School will Evaluate the Progress of this Goal:
CELDT scores; progress monitoring for RFEP; feedback from EL parents; student surveys; credit earning; postsecondary assessments in English and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplies for English learners	06/11/2018-06/12/2019	King staff	Instructional supplies for English Learners		LCFF - Supplemental	500
Paraprofessional support	06/11/2018-06/12/2019	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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Climate
LEA GOAL:
Improve school climate
SCHOOL GOAL #5:
90% of students will report a positive school climate due to the trauma informed strategies used by all staff and the addition of the Wellness Center.
Data Used to Form this Goal:
WASC 2018Self Study and Visiting team's recommendations, which includes: attendance; graduation rates; credit earning; discipline rates; student surveys, the Youth Truth survey, and Healthy Kids survey.
Findings from the Analysis of this Data:
While there are generally few out of school suspensions at King, the out of school suspensions are generally around drug use or defiance. Students generally feel connected to the school through at least one adult, but reports of personal issues being a barrier to learning are high.
How the School will Evaluate the Progress of this Goal:
suspension rates, CHKS and site climate surveys; credit earning; attendance; and the Youth Truth survey.

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	06/11/2018-06/12/2019	All King Staff			LCFF - Base	1000

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	06/11/2018-06/12/2019	King Staff	Recognitions		LCFF - Base	1,000
					None Specified	
Support for being Trauma Informed School-health, food services, mentoring	6/11/2018-6/11/209		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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
Increase parent engagement through effective two-way communication to communicate to families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions
SCHOOL GOAL #6:
Increase parent engagement by hosting at least 2 parent engagement evening and by increased communication in the form of newsletters, social media, phone calls, emails, and the King website.
Data Used to Form this Goal:
EL parent survey; site council meeting minutes; LCAP survey; parent sign in sheet for Back to School nights and parent orientation meetings; Parent Orientation Attendance; Parent Attendance at SST & IEP meetings; Phone calls/emails to staff; List serve participation; Attendance at Title I Parent Night; Participation on School Site Council, Parent workshops, parent engagement nights.
Findings from the Analysis of this Data:
Feedback from parents indicate positives about King's culture but would like more opportunities to engage with whole staff and other parents.
How the School will Evaluate the Progress of this Goal:
parent survey results (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	06/11/2018-06/12/2019	principal; site council; staff	workshops/conferences		LCFF - Supplemental	680
conduct parent survey up tp twice per year	06/11/2018-06/12/2019	principal; staff				
translate documents	06/11/2018-06/12/2019	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; 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	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

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	-500.00
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	14,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	12,150.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	30,000.00
	District Funded	6,000.00
	LCFF - Base	2,500.00
	LCFF - Base	2,000.00
	LCFF - Supplemental	5,980.00
	LCFF - Supplemental	500.00
	Title I Part A: Allocation	11,250.00
	Title I Part A: Allocation	3,650.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,400.00
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
Maricela Ortega			X		
Mark Jordan		X			
Mario Aguilera					X
Ty Cox					X
Melissa Martinez				X	
Michelle Flowers	X				
Dan Sperka				X	
Theo Buckendorf		X			
Tatiana Trujillo					X
Numbers of members of each category:	1	2	1	2	2

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

School Climate Committee

Signature

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

Comprehensive School Safety Plan SB 187 Compliance Document

**2017-2018
School Year**

School: Martin Luther King High School
CDS Code: 57726785732219
District: Davis Joint Unified School District
Address: 635 B St.
 Davis, CA 95616
Date of Adoption: May 2017

Approved by:

Name	Title	Signature	Date
Michelle Flowers	Principal	<i>Michelle Flowers</i>	9/22/17
Ty Cox	Chairperson/Student Rep	<i>Ty Cox</i>	
Melissa Martinez	Vice- Chairperson/Parent Rep	<i>Melissa Martinez</i>	9/22/17
Maricela Ortega	Site Council Member	<i>Maricela Ortega</i>	9/22/17
Daniel Sperka	Parent Representative	<i>Daniel Sperka</i>	10/11/17
Theo Buckendorf	Site Council Member	<i>Theo Buckendorf</i>	9/22/17
Mark Jordan	Site Council Member	<i>Mark Jordan</i>	9/22/17
Mario Aguillera	Student Representative	<i>Mario Aguillera</i>	9/22/17
Tatiana Trujillo	Alternate Student Representative	<i>Tatiana Trujillo</i>	9/22/17

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
		\$1,000.00	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
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 Meetings Notices 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	\$1,000.00	Professional Growth	Technology maintenance and replacement

Title I Part A: Allocation Total Expenditures: \$14,900.00

Title I Part A: Allocation Allocation Balance: (\$500.00)

King (Martin Luther) High School Total Expenditures: \$61,880.00