

MID-CYCLE
Visiting Committee Report
ACCREDITING COMMISSION FOR
SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS
AND COLLEGES
FOR

MARTIN LUTHER KING JR. HIGH SCHOOL
635 B STREET
DAVIS, CA 95616

APRIL 7-9, 2019

VISITING COMMITTEE MEMBERS

Gary McHenry, Superintendent (Ret.), Chair

Angelina Arias, Counselor, Member

I. Introduction

General comments about the School, its setting, and the school's analysis of student achievement data.

Martin Luther King Jr. High School (KING) is a continuation High School in the Davis Joint Unified School District. The Davis Joint Unified School District also includes Davis Senior High, a comprehensive High School, Da Vinci Charter Academy which focuses on project-based learning, the Davis School for Independent Study and the Davis Adult School. Most of the students at King transfer in from Davis Senior High, Da Vinci Charter Academy or the Independent Study Program. King serves 10th through 12th graders who traditionally were referred because they are deficient in credit and in danger of not graduating, or have not been successful in traditional educational settings. Staff and students both commented on the marked increase in students voluntarily transferring into the program due to the smaller class sizes, individualized academic opportunities and flexible scheduling options that MLK provides.

Davis, California is home to the University of California, Davis. Of the 68,000 thousand people who live in Davis, 30,000 are students who attend the University. The racial makeup of the City of Davis is as follows: White 64.9%, African American 2.3%, American Indian .5%, Hawaiian/Pacific Islanders .2%, other races 4.8%, two or more races 4.8%, and Hispanic 12.5%.

MLK serves 70-100 students per year. Over 40% of King's students qualify for free and reduced lunch, which meets the criteria for School Wide Project under Title 1. As of October 1, 2018, King had served a total of 80 students.

Ethnic Group/Race	Number of students	Percentage of Population
White	35	43.75
African American	1	1.250
American Indian	3	3.750
Asian	3	1.750
Hawaiian/Pacific Islander	1	1.250
Other Races	0	0.000
Two or more Races	0	0.000
Hispanic	37	46.25
Total	80	

White and Hispanic students constitute the majority of students at King. This is a change from last year when the Hispanic population percentage was much lower and White students

constituted a majority of students. This year (2018-19) Hispanic/Latino constitute a majority of students at King.

Since many students at King have poor attendance, behavioral, social emotional issues or a history of family issues or drug and alcoholism, the King staff has developed structures and a climate to support students through a warm and friendly non-judgmental environment. The School has become a trauma informed School. Counseling, Health and Social Services have increased and improved. The school works with the Davis Chamber of Commerce as members of the School Business Partnership Committee which provides local job outlooks and list of relevant and marketable skills that students need to be competitive in the job market and employed. The career teacher is the contact for Businesses looking to employ students. The career teacher also coordinates practice job interviews for students.

There is a strong connection between King and the University of California at Davis (UC DAVIS). Retired Professors and current and former college students volunteer as tutors, lead the yearbook club and work with students on projects of special interest. Students also benefit from community guest speakers, whom present information about various professions. Students are encouraged to interview these professionals and others in the community to learn about potential career options.

The Davis Rotary Club provides scholarships to students and students regularly participate with the Yolo County Office of Education. Students act as speakers at training sessions for teachers and other employees, and participate in discussions on improving education in the community. The King School staff have worked very hard to address any barriers to student success at the school.

II Description of any significant changes and/or developments, i.e. program additions since the last visit, changes in student enrollment, staffing, etc.

There have been significant developments in faculty, administration and staff since the last WASC visit in April of 2018. The School has a new Principal who was a teacher last year. The new Principal was heavily involved in the writing of last year's report. There are two first year teachers and a new counselor. The new Principal who has been at King for three years as a Teacher has taken the lead to address the recommendations made by last year's visiting committee. There has been a continuation of monthly collaboration meetings. Based on these discussions and the data collected the following areas were identified for improvement:

- Increasing rigor to prepare student for college and careers
- Bringing in Career and Technical Education and internship/work experience opportunities
- Increasing engagement and the importance of in-class time by developing structured opportunities to work collaboratively
- Tracking and Improving attendance

There has been the addition of summative assessment in Art, Economics, English, Government, Mathematics, Science, and US History. The staff wants to make sure that students understand the importance of test taking ability in pursuing college or careers after high school. Outlined below are the assessments to be used in each course.

- a) Art- the summative assessment is an individual project based on the skills taught throughout the quarter, which are developed from concept to a refined final product.
- b) Economics- Students must take an 88-question exam consisting of the essential concepts and topics in economics and answer correctly 70% of the questions.
- c) English- The assessment gauges the abilities of students to write convincingly, provide supporting information, and write to a specific purpose.
- d) Government- The summative assessment for Government is modeled after the citizenship test for new U.S. citizens and requires students to demonstrate knowledge of United States history, the structure of the American government and information about the local, state and federal government.
- e) Mathematics- To complete the Algebra 1 high school graduation requirement, students must demonstrate understanding of key algebra standards such as explain all of the steps involved in solving a quadratic equation. The school decided to use the 8th grade Interim Assessment as a baseline to gauge student's abilities in math.
- f) Science- Students are required to complete a final Research Project before finishing their science credits.

Other changes include the addition of summer school and adjustment of qualifications to participate in the high school graduation ceremony. The District Board of Education has approved a Graduate Profile which defines the cognitive, personal, and interpersonal competencies that students should have when they graduate high school in order to be successful in the 21st century. In addition, more internships are available for students as well as career exploration.

III Ongoing School Improvement

The King staff has made a conscious effort to involve students, staff, parents and community members in all school improvement.

- Students are surveyed and asked to provide input on community, processes, and instruction during weekly credit checks.
- The School Site Council meets monthly to inform its work, determine the allocation of funds, review site goals and review CAASPP results, YouthTruth survey feedback and the WASC report.
- New Students and parents attend a mandatory Welcome Night the week before they enroll at King to meet staff and learn about programs and processes.
- The new Graduate Profile approved by the Board of Education has helped the King staff pursue increased academic rigor and student readiness for college and careers.

- The WASC report was written in close consultation with District administrators and much of the data was gathered with their assistance.
- The District supports King's effort to become a Trauma Informed School.
- The staff has cultivated relations with local organizations such as Rotary Club, the Short Team Emergency Aid Committee (STEAC), Seva Space Studios and Metta Yoga Davis, CommuniCare Teen Clinic, Recovery Happens, the Davis Homeless Shelter, Empower Yolo, Soroptimist Club, the Yolo County Office of Education, the Davis Police Department, Probation Department, and homeless and foster youth advocates.

To prepare the report, the staff began the year by reviewing the 2018 probationary progress report. This served to acquaint new staff members with King's accreditation history. All 12 certificated and classified staff members worked together to make progress and document efforts around the six areas of growth identified by the visiting committee. The WASC process and need for collaboration helped the staff to better understand the CAASPP interim assessments, including more rigorous formative and summative assessments that could be used for classes. The district assisted with editing and polishing the final version and will meet the timelines for the report.

IV. Progress on Critical Areas of Follow-Up/Schoolwide Action Plan

1. Utilize CAASPP interim assessment and the digital library to prepare students for annual standardized testing. Interim assessment as a test preparation tool was researched. Teachers and support staff received training from an Instructional Coach to develop items that were similar to those on the California Assessment of Student Performance and Progress (CAASPP) followed by actual practice tests for students. In March 2019 students were administered the interim assessments in Mathematics. The English interim assessment will be given at a later date.
2. Continue to work with District to identify and implement school-wide assessments. The staff has developed a four-point rubric for grading in addition to more consistency and use of assessments. Common Core summative assessments have been developed for Art, English, US History, Government, Economics and Science. The staff is considering competency-based grading and the possibility of creating some benchmark assessments.
3. Complete graduate survey. A graduate checkout sheet for all graduates and a graduate survey form was developed and distributed. The graduate checkout sheet was distributed to all graduates in 2018. The graduate survey was sent to all graduates of King since 1982. There were 14 written responses. The results were as follows:
 - 61.5% (8/14) attended community college
 - 76.9 % (10/14) worked full time for three months or longer
 - 50 % (7/14) reported achieving professional success (as they defined it)
 - 0 % (0/14) earned a Bachelor's degree

- 46.2 % (6/14) have completed a certificate program
- 7.7 % (1/14) earned an Associate degree

In addition to the 14 written responses, the school gathered post graduate plans for the 34 students who graduated 2017-18. Nine are working full time. Ten are in a community college or trade school. One is in the Military. 14 are unknown. Three graduates have an IEP. Three were English Language Learners. Two were 5th year seniors and three were 11th graders who graduated early.

4. Strengthen curriculum and academic rigor so that students are better prepared for college and careers. The King staff has put in place both standards and assessments to determine if students have achieved certain competencies. The school staff have devised interim assessments for all core academic areas. The plan is to use increased scores on the CAASPP as an indicator that students have received more rigorous preparation. In addition, the staff plans to look at the indicators on the California Department of Education Dashboard that indicate whether students are college and career ready such as career technical pathway completion, Smarter Balanced testing results in English and math, Advanced Placement examinations, International Baccalaureate examinations, college course completion through dual enrollment, a-g completion, State Seal of Biliteracy (New) and military science/leadership (New).

5. Continue professional development program to support teachers in common core and other state standards. Teachers have attended a number of staff development sessions. Teachers have attended trainings on competency-based grading, differentiated instruction, new technology and interim assessments in English Language Arts and mathematics.

6. Continue efforts to increase attendance. This has been an ongoing effort (Districtwide). There is a protocol of calling students if they are absent. Students who have three unexcused absences are sent their first truancy letter. Attendance had been improving steadily over the years. The attendance rate was 76.18 % in 2013-14 and rose to 82.19 in 2016-17 then dropped to 77.58 % in 2017-18. This is a good percentage when compared to other continuation schools. There are incentives in place for improved attendance. Students are given a Royalty Award for perfect attendance. Students receive recognition in front of their peers and their parents are notified.

V Commendations and Recommendations

School-wide Areas of Strength

1. Students feel safe, valued, respected, and supported by King staff, and leave King with a post high school plan involving college or career.
2. The availability of counseling and health services to address social emotional and other mental health needs of students. This includes a coordinator to provide needed services for homeless and foster youth.
3. Weekly monitoring of individual student progress towards meeting graduation requirements.
4. Strong support from families who believe in the mission and vision of the school.
5. The principal, teachers and support staff have created a trauma informed school where student life issues are addressed and students feel valued and appreciated.
6. Dedication to continuous improvement on the part of teachers, support staff, District staff and the Principal.
7. Commendation for the District for the Special Education Internship program, multi-tiered systems of support, and new Career Pathways for students scheduled for the Fall of 2019.

School-wide Areas for Growth

1. Continue to use CAASPP Interim assessments and digital library to prepare students for annual standardized testing, and develop benchmarks.
2. Continue graduate follow-up survey, and utilize graduate check-out and structured interview to determine students post high school plans.
3. Continue efforts to add more rigor to classes so that students feel confident attending post-secondary programs.
4. Continue professional development program to support teachers in common core and other state standards-based practices.
5. District investigate the proper placement of the twenty percent of students with an individual education plan (I.E.P.)