



MARTIN LUTHER KING (JR.) HIGH SCHOOL MID-CYCLE PROGRESS REPORT

635 B Street
Davis, CA 95616
Davis Joint Unified School District

VISITING COMMITTEE

Mr. Gary McHenry, Chair
Ms. Lysie Casetallano, Member

APRIL 7-9, 2019

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CONTENTS

I: Student/Community Profile Data	3
<i>General Description of School and Programs</i>	<i>3</i>
<i>Community Profile.....</i>	<i>5</i>
<i>Vision, Mission, and Learner Outcomes.....</i>	<i>9</i>
<i>Student Demographics.....</i>	<i>10</i>
<i>Staff Details & Demographics.....</i>	<i>15</i>
<i>Student Achievement Data for a Three-Year Period.....</i>	<i>17</i>
<i>Updated Summary of Data with Implications Identified, Critical Learner Needs, and Important Questions for Staff Discussion.....</i>	<i>27</i>
II: Significant Changes and Developments	28
<i>Program Additions</i>	<i>28</i>
<i>Changes in Student Enrollment.....</i>	<i>39</i>
<i>Staffing Changes</i>	<i>40</i>
III: Ongoing School Improvement.....	41
<i>Stakeholder Engagement.....</i>	<i>41</i>
<i>Preparing the Progress Report.....</i>	<i>42</i>
IV: Progress on Critical Areas for Follow-up/School-wide Action Plan	44
<i>Recommendation #1</i>	<i>44</i>
<i>Recommendation #2</i>	<i>46</i>
<i>Recommendation #3</i>	<i>49</i>
<i>Recommendation #4</i>	<i>50</i>
<i>Recommendation #5</i>	<i>52</i>
<i>Recommendation #6</i>	<i>53</i>
V: School-wide Action Plan Refinements.....	55
<i>Goal Action Item #1: Increasing Attendance</i>	<i>55</i>
<i>Goal Action Item #2: Collaboration.....</i>	<i>58</i>
<i>Goal Action Item #3: Increased Credit Recovery.....</i>	<i>60</i>

I: Student/Community Profile Data

GENERAL DESCRIPTION OF SCHOOL AND PROGRAMS

Our School & District: Martin Luther King (Jr.) High School is a continuation school in Davis, California. We are part of the Davis Joint Unified School District (DJUSD), which also includes Davis Senior High School (a comprehensive high school), Da Vinci Charter Academy (a charter school with a focus on Project-Based Learning), the Davis School for Independent Study, and the Davis Adult School.

Our Students: King High School (King) provides an alternative environment for students who are credit deficient, who need a student-centered, small learning environment, or who otherwise have not been successful at traditional schools. Students are often referred to King because they are in danger of not graduating. Many of our students represent the opportunity and achievement gap. Teacher assessments and standardized testing show that many have gaps in their academic skills, and are usually disenfranchised students who have been marginalized through their school experience. Those that have grade level academic skills often have social emotional barriers or have missed significant amounts of instruction due to truancy, health, or mental health issues.

In addition to students described above, we have a number of students who choose King for its flexibility and success in helping students achieve their goals. We serve students who are in foster care, are homeless, or have family and living situations that make a traditional schedule at a comprehensive high school unrealistic. Students may attend King for a few quarters to recover enough credits to transfer back to the comprehensive high school, though typically once they become part of our community, they end up graduating with us.

Our Graduates: Students graduate from King on the day they complete all requirements, and are awarded a high school diploma at our graduation ceremony in June. Our curriculum is not A-G approved, so students pursuing further education transition to community college. Through the graduation checkout process and Careers class, King graduates leave with community college accounts and completed applications for financial aid. Students with sufficient credits may graduate as juniors, anytime during their senior year, or as fifth year seniors (on a case-by-case basis). Students who do not graduate during their 12th grade year may apply to return as fifth year seniors. Our staff meets as a group to review applications. We approve a fifth year for students who have been exemplifying the 3 P's (Present, Positive, and Productive) and just need more time to recover credits and graduate successfully. Fifth-year seniors are automatically on a contract for attendance, credit earning expectations, and behavior in order to remain enrolled.

Our Classes & Culture: Our program allows students to earn their diplomas, explore elective offerings, and become involved in a vibrant campus community with many clubs and activities. The variable credit model allows students to personalize their learning at King and move through classes at their own pace. Classes are multi-grade level. As a trauma-informed school we proactively maintain a positive, safe environment where our students quickly become part of the

King family. Many students report feeling more connected to King than to any of their previous schools, and this is shown in our attendance data and YouthTruth survey. Students may be concurrently enrolled in classes at: Davis Senior High School to pursue specialized courses; Davis Adult School for additional credit recovery; and local community colleges through the Advanced Education Program (AEP).

Our Enrollment & Schedule: Enrollment fluctuates from 50 to 75 students throughout the school year. Overall, 80 to 100 students attend during a school year. Recently, younger students have entered King after strongly advocating to attend prior to their junior year. There has been an increase in inter-district transfer students who choose King for its positive climate and successful programs. Typically, students are enrolled at the beginning of a new quarter; however, we do make exceptions for students who are in crisis and need immediate placement, or who become residents of the district and are transferring from other continuation high schools.

Students are enrolled in either morning session (8:30-11:30 a.m.) or afternoon session (12:30-3:30 p.m.). The lunch hour offers an opportunity for the “Jumpstart” class, an hour to do homework with a credentialed teacher, and students may apply for an extended day schedule. The staff continues to research and evaluate other schedule structures to maximize student access to courses. Small teams of staff members completed site visits in 2018 to examine best practices at nearby continuation high schools. In April 2018, our leadership team attended the California Continuation Education Association to continue this work, and in April 2019, they will participate in a visit to the Lindsay Unified School District to learn about their model of competency-based learning.

Students meet weekly with advisors and update their “credit cards” to monitor weekly academic progress. Advisors are responsible for helping to keep students on track toward their graduation goals, including schedule changes, and goal setting. Having “Credit Check” every week is a chance for our entire community to come together for announcements and updates, and for each student to stay aware of their progress toward graduation.

New students and families attend a mandatory King Welcome Night the Wednesday preceding each new quarter in order to meet staff, hear about the program, and get a tour of the school. This is one of the many proactive ways in which we build a positive culture and community. New students then participate in a two-day orientation organized by the school counselor before joining classes. We provide dinner to all students and families at Back to School Night each fall; this time is also used to inform parents/guardians about our site-wide Title I status and discuss opportunities for joining Site Council and District committees.

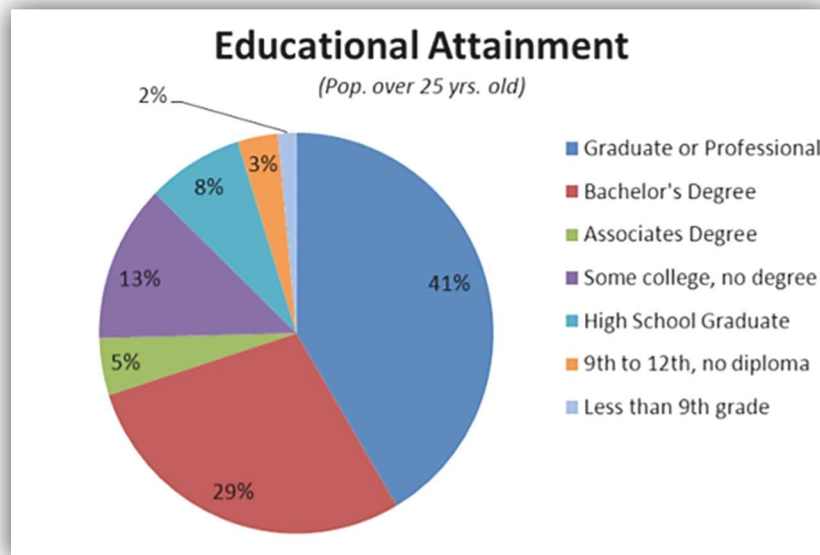
Our School Site Council: Our School Site Council consists of the principal, administrative assistant, and representative teachers, students, and parents. They meet at least four times each year to develop school goals, appoint, and oversee funding. Site Council is responsible for revising and approving the School Plan for Student Achievement (SPSA). Site Council provides a forum for voicing concerns or suggestions to a representative body of stakeholders.

Our Recognition of Students: Students who excel in demonstrating our School-wide Learning Objectives by being Present, Positive, Productive (the 3 P’s), are acknowledged and celebrated with Royalty Awards during our weekly “credit check.” They receive a Royalty certificate, the principal calls home for each student after logging the positive intervention in their discipline file, and photos of each honoree are displayed in the school's entryway. Each month staff nominates a Student of the Month who is honored at a Rotary breakfast ceremony attended by the student, nominating staff member, principal, parent/guardian(s), and community members.

Our Facilities & Equipment: The King High School campus was built in 2007. School staff worked closely with the DJUSD to design a space that supports students and fosters a positive and inclusive culture. The building was designed for small class sizes and has a large common room connecting all classrooms. We have specialized classrooms for Art, Science, Bike Shop, and a student kitchen. The staff kitchen was renovated to become the Wellness Center in 2016. All classrooms have LCD projectors, and we have 1:1 Chromebook access available for students. As our population grows and our program changes, we are faced with the challenges that result from a small physical site. Currently, we have five traditional classrooms for 6.5 teachers, resulting in sharing of teaching space. Teachers may utilize the student kitchen as a classroom, and vacate their rooms during their prep periods to share spaces. These restrictions limit our ability to offer a wider variety of curriculum.

COMMUNITY PROFILE

King High is located in Davis, CA, also home to the University of California at Davis (UC Davis). Proximity to a major research university results in a high average education level for residents: over 70% of the adult population holds a bachelor’s degree or higher.



Over 80% of Davis residents have attended at least some college, and over 70% hold a bachelor’s degree or higher. (City of Davis Demographic & Economic Profile, October 2012)

Compared to the DJUSD as a whole, a disproportionate number of King students come from families with a lower socioeconomic status. Since 2014, between 32-68% of our students have qualified for Free & Reduced Price Meals (FRPM). King High School has been designated as a site-wide Title I school.

Year	# King Students	# FRPM	% King FRPM	# DJUSD Students	# DJUSD FRPM	% DJUSD FRPM
2014-2015	47	22	47%	8626	1837	21%
2015-2016	50	26	52%	8564	1626	19%
2016-2017	53	36	68%	8582	1746	20%
2017-2018	54	23	43%	8677	1747	20%
Dec 2017	58	31	53%	8660	2100	24%
Mar 2018	64	24	38%	8665	1911	22%
Dec 2018	60	19	32%	8730	1786	20%
Feb 2019	64	21	33%	8743	1723	20%

King High's average percentage of students who qualify for the Free & Reduced Meals Program (FRMP) has ranged from 32-68% over the past five years, which is higher than the percentage for the DJUSD overall. Note: CALPADS numbers are taken on a specific day in October and do not reflect change over time. The last four rows show more recent numbers obtained from DJUSD data. (CALPADS and DJUSD)

The City of Davis consists of 68,000 people, about 30,000 of whom are UC Davis students. Davis residents have a primarily middle to upper-middle socioeconomic status, and citizens place a high value on education and civic involvement. The population of UC Davis students influences Davis' racial diversity data; the community is predominantly White, with a large Asian subgroup. DJUSD has a significant gap when it comes to the achievement of less represented subgroups such as Hispanic or Latino and Black or African American.

Racial Diversity (single race classification):	
<i>(2010 Census)</i>	White: 64.9%
	Black or African American: 2.3%
	American Indian/Alaskan: 0.5%
	Asian: 21.9%
	Native Hawaiian/Pacific Islander: 0.2%
	Other Race: 4.8%
	Two or more races: 5.4%
	Hispanic or Latino (of any race): 12.5%

Davis' largest subgroups by ethnicity are White, Asian, and Hispanic or Latino. (City of Davis Demographic & Economic Profile, October 2012)

Community Connections:

The Davis community is very supportive of King. The local newspaper regularly provides coverage of events like our annual Feast, the Wellness Center, and the publication of our student-authored children's book. Rotary Students of the Month are featured with a photo and article. We have connections with local businesses, including local cycling shops that collaborate with our bike shop class. In past years, a local music store donated grant money for music equipment for students. The Soroptimist Club comes in once a month to host a learning lunch lecture series open to all students, and has had members teach specialized topics in the Careers & Life Skills class.

In November 2018, the DJUSD partnered with King to provide an internship program. Students are introduced to local businesses to gain hands-on career experience via informational interviews, job shadowing, and short or long-term internships. As of January 2019, three students have already conducted informational interviews, and many more have meetings coming up about potential internships.

Several King students are also participating in a paid internship through Big Picture Learning and the Harbor Freight Initiative by apprenticing in skilled trades. In January 2019 a King student became the first in the District to complete his hours with the Harbor Freight Initiative apprentice program for this year, and was subsequently hired by the business where he apprenticed.

King High School works with the Davis Chamber of Commerce as members of the School Business Partnership Committee. The Committee provides local job outlooks and lists of relevant and marketable skills that our students need to be competitive and employed in our community. The Careers teacher and the school counselor are working closely with the new District intern coordinator to match student interests to available opportunities within the community. In past years, the Special Education teacher has helped to place students in jobs through the Workability program, and we continue to explore this opportunity when applicable. Our counselor coordinates with the Workforce Innovation and Opportunity Act (WIOA) to bring job opportunities and community resources to students and former students experiencing barriers to employment.

Close proximity to UC Davis provides King with many rich opportunities. Retired professors, current, and former college students volunteer as interns and tutors to provide one-one-one assistance and advice about special projects. The Science classes completed a college-level lab at the UC Davis Chemistry Department to learn about the "Science of Coffee" in 2017 and 2018. King staff and students collaborated with UC Davis Sacramento Area Youth Speaks (SAYS) to use spoken word poetry to let students tell their stories and envision their futures.

Staff and students participate in events with the Yolo County Office of Education, including the Yolo County Resiliency Network; our students are guest speakers for audiences of over 100 adults, and are very well respected for their poise, maturity, and thoughtful contributions to discussions about improving education in our community. We take field trips to visit the Extended Opportunity Programs and Services (EOPS) department and general programs at Los Rios

Community Colleges, including Career and Technical Education (CTE) programs at Sacramento City College, and the Culinary Arts Program at American River College. In 2018, staff and students visited the Intel campus in Folsom to explore career opportunities.

Below is a summary of 2018-2019 field trips, presentations, and club activities that were provided to students due to our community connections:

Field Trips:

Sacramento City College EOP Fieldtrip: This trip was facilitated by the Extended Opportunity Programs and Services, a student support program for educationally and economically disadvantaged students, designed to provide opportunities in higher education for students who otherwise would not have likely attended college. The trip involved touring campus, learning about FAFSA, exploring various CTE programs (dental, cosmetology, graphic design), and learning the process for enrollment, assessment, counseling intakes, and registration.

Intel Fieldtrip: Students learned about the Intel internship program, computer processing, jobs within Intel and the wide-reaching effects of technology in today's world.

UCD Coffee Lab Fieldtrip: Students spent two days in a university-level chemistry lab, working with college interns, to learn about the scientific method and the science of making coffee.

Monument Bike Tour Fieldtrip: To prepare for their summative assessment for US History, students completed a biking tour of downtown Davis to explore local monuments and discuss what makes a powerful historical/social statement.

Building a Resilient Yolo Summit: Students shared their experiences within Yolo County schools and what brought them to King High School while learning about best practices for trauma-informed schools and creating positive school culture.

Davis Shakespeare Festival: King hosted performers for two preparatory workshops before students went on a walking field trip to see a local theater group perform Shakespeare's As You Like It.

Presenters & Clubs:

Victor Community Services: Suicide Prevention—Reviewed resources for support and ways that students can get help when feeling in danger of self-harm or of knowing a person who is threatening to self-harm.

Air Force and Navy Presentations: Recruiters spoke to Careers class and any other interested students about career options in the Air Force, Navy, and other branches, and the benefits and requirements of a military life.

Recovery Happens: Weekly drop-in counseling and one-on-one sessions for students interested in substance abuse education, treatment, and support for any type of addiction that affects students or those in their lives.

Sacramento City College FAFSA Workshop: Financial aid representative from local community college came to help students complete their financial aid applications and start the process to obtain financial aid for attending a Los Rios Community College.

City of Davis Flag: Local community members came in to elicit feedback from King students about options for an official City flag, and shared how students could get involved with the process.

Leadership & Mentoring: Every Monday, staff from Victor Community Services run the Leadership & Mentoring Club meeting. Students take an active role in building the climate at King, and to teach students how to become positive leaders as they build self-confidence. Currently students are working on developing a promotional video to inform prospective King students about our programs.

Soroptimist Club: Meetings are held once a month focusing on the “Dream It, Be It” curriculum to address planning for the future, self-care, leadership, self-confidence, positive self-image and self-talk, and connecting with community members. Each meeting also features a local female business owner/entrepreneur as a guest speaker.

Book Club: Student-led group that chooses a novel of interest, reads chapters independently and together during lunchtime, and works with English teacher to discuss and complete analysis.

GSA Club: Gay Straight Alliance/Gender and Sexuality Alliance was founded by a student to increase awareness about issues for LGBTQIA+ students. This club brought positive messages, inclusive community experiences, and fun programming to King.

VISION, MISSION, AND LEARNER OUTCOMES

King High School's vision, mission, and learner outcomes were developed by the King staff with input and approval from students and parents. A series of meetings and focus groups were held during 2015-2018 to finalize the current version.

Vision: King High School’s vision is to ensure that every student in our community thrives.

Mission: At King High School:

- We care for the whole child by providing them with a safe and welcoming environment, connecting them to resources, addressing their changing needs, and treating them as capable students.
- We expect students to graduate and provide supports by allowing them to earn and recover credits in a variety of ways.
- We aim to ignite confidence in students to reconnect them with their learning.

- We help students to explore post-graduation opportunities.
- We teach students to think and care about something bigger than themselves and to connect to their community.

Student Learner Outcomes:

Our students will be Present, Positive, and Productive at school and in their personal, extracurricular, and post-high school lives.

- Present: in their lives, as listeners, with open minds, clear heads
- Positive: they are empathetic, compassionate, kind, hopeful, confident, and can think of something greater than themselves
- Productive: they can learn; they want to continue learning; they can be critical thinkers; they can analyze information; they can apply what they learn to their own lives; they have academic and real-world skills; they are active in their education and their journey towards their goals; they are literate; they are creative; they have a solid foundation in math concepts; they are strong writers and readers; they have a plan for the future

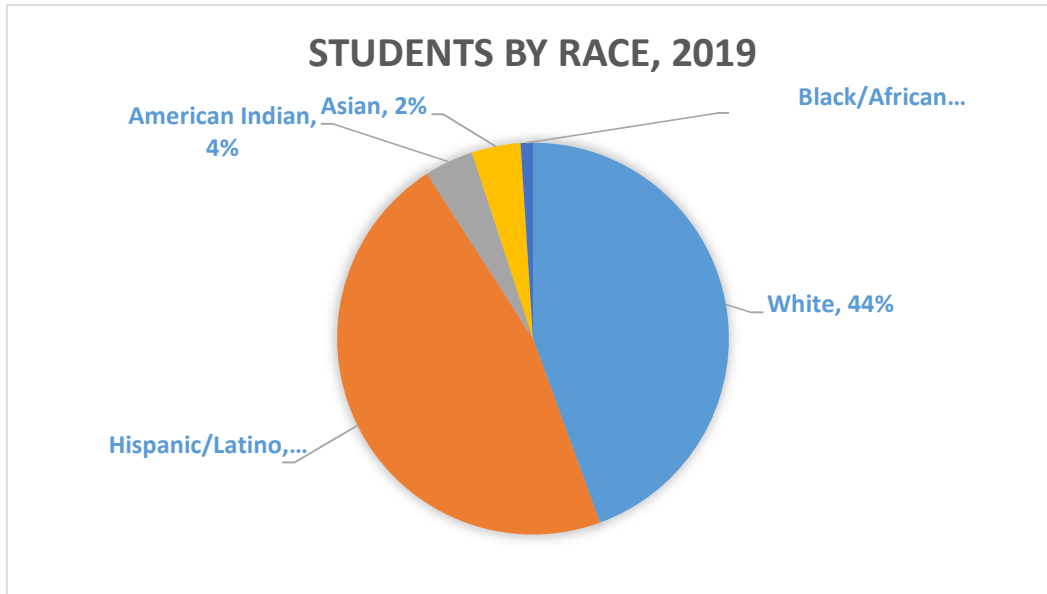
STUDENT DEMOGRAPHICS

The King High School population fluctuates throughout the year, so the demographic data that are provided in this report may differ slightly from one table to the next. The data shown reflect a point in time for when the data were extracted.

Grade Level:

Students by Grade	2016-2017 School Year (snapshot Oct 2016)	2017-2018 School Year (snapshot Jan 2018)	2018-2019 School Year (snapshot Nov 2018)	2018-2019 School Year (snapshot Jan 2019)
10th	5	10	2	4
11th	11	26	19	25
12th	33	30	35	34
5th Year Senior	1	3	2	1
Total Students	50	69	58	64

Race/Ethnicity:



Subgroup Data:

For some of these numbers, CALPADS data were used. CALPADS reflects some of the diversity in our population, but does not give the complete picture because we have students graduating and enrolling throughout the year. CALPADS data are taken on a date in October each year and do not reflect other changes.

School Year	Not Free & Reduced Meal Program	Free & Reduced Meal Program	Total	% Participating in Free & Reduced Meal Program
2018-2019	52	28	80	35%
2017-2018	54	43	96	44%
2016-2017	46	44	90	49%
2015-2016	56	35	91	38%
2014-2015	45	39	84	46%

Student ethnicity by grade and by year are shown below.

Ethnicity & Grade	2015	2016	2017	2018	2019	Total
American Indian/ Alaskan Native		4	3	4	3	11
10		1				1
11		2	1	2		5
12		1	2	2	3	5

Ethnicity & Grade	2015	2016	2017	2018	2019	Total
Asian-Asian Indian		1	1	1		3
11		1				1
<u>12</u>			<u>1</u>	<u>1</u>		<u>2</u>
Asian-Chinese	2	2	2	2	3	8
10				1		1
11	2	1		1	2	4
12		1	2		1	3
Asian-Japanese				1		1
12				1		1
Asian-Korean				1		1
12				1		1
Asian-Laotian				2		2
12				2		2
Asian-Other	3		2	1		6
10			1			1
11				1		1
12	3		1			4
Black /African American	3	2	3	4	1	12
10			1			1
11		1	2	1		4
12	3	1		3	1	7
Filipino	1					1
11	1					1
Hispanic	34	49	41	45	37	169
10	5	4	1	4	2	14
11	9	18	15	13	11	55
12	20	27	25	28	24	100
Pac Islander-Other	1				1	1
11					1	1
12	1					1
White	40	33	38	35	35	146
10	4	3	7	5	2	19
11	11	17	11	11	13	50
12	25	13	20	19	20	77
Total	84	91	90	96	80	362

Student ACEs Scores:

Many of our students have experienced significant adversity during their lives, and this is often reflected in their history of poor academic and social performance at school. Childhood trauma can affect attendance and relationship-building abilities. We see the effects of childhood trauma in students’ effort and performance on assessments such as CAASPP, and in their ability to tolerate frustration or feedback. Adverse Childhood Experiences (ACEs) can predict negative future outcomes for those who experience them (*please see the background information provided in our evidence binder*). Part of our mission as a trauma-informed school is to make sure that staff and students understand the impact of ACEs on student interactions with the educational system. We emphasize that students have the power to shape their futures regardless of their past and model methods for building resiliency.

After a presentation in 2017, twenty-six of our students chose to anonymously take a survey to determine their own ACEs scores. Scores were very high, with an average of 4 out of 10. Having four or more ACEs is highly correlated with future outcomes such as smoking, alcoholism, mental illness, and chronic disease. For perspective, in the original case study that brought the ACEs into public awareness, only 12.5% of people had four or more ACEs. We did not update this data for 2018-2019 because we have been focused on making progress on the recommendations left by the 2018 Visiting Committee. It is an area we plan to spend more time on in the future, so that new staff and students are educated about these important issues.

ACE Reported by Students	# Yes	% Yes	ACE Reported by Students	# Yes	% Yes
Physical Abuse	12	46%	Mental Illness in Home	11	42%
Emotional Abuse	19	73%	Mother Treated Violently	6	23%
Sexual Abuse	7	27%	Divorce with Estrangement	11	42%
Physical Neglect	8	31%	Incarcerated Relative	7	27%
Emotional Neglect	15	58%	Substance Abuse in Home	9	35%

Understanding how to serve high school students with high ACEs scores is foundational in our processes, reactions, and teaching at King. We are very intentional about the climate we create: we want students to feel welcomed, cared about, and connected. This has led to a shift in how discipline issues are handled as we learn about ACEs and how discipline can often isolate students and impact learning. Students rarely “blow out” of class or are sent to the office. Instead, teachers maintain calm environments and work with students to address underlying issues and connect them to resources. Ultimately, we know that students learn when they are present in class. Being a trauma-informed school means that we keep students in class and work with them instead of removing them. Students with higher ACEs scores are more likely to go into fight, flight, or freeze mode when faced with adversity or a perceived threat. When they do this, they are not using the part of their brain which allows them to be critical thinkers. Evidence shows that one of the biggest contributors to resiliency in youth is the presence of a stable, caring adult. By modeling professional, predictable, and caring behavior, we hope to provide that presence for our students.

Student Academic History:

We continue to collect and analyze data about the specific needs of King Students, and especially to evaluate our program’s strengths and weaknesses. The information below shows what schools our students attended before coming to King. The relatively high number of out of district students is a recent trend. We see that many students try DVCA or DSIS as alternatives to DSHS before coming to King; we are the last chance for many students to graduate successfully.

Last School Attended for 2018-2019 Students

Davis Senior High School (DSHS)	33
Da Vinci Charter Academy (DVCA)	10
Davis School for Independent Study (DSIS)	15
Out of District	17

During weekly credit checks we focus on tracking credit-earning to ensure that students are able to efficiently recover credits at King. We have historically seen that most of the credit recovery happens in elective courses, while students tend to stay on pace with what is traditionally earned in a comprehensive high school in core classes.

Year Term	Credits Awarded	Students	Avg. Per Student
2014-15	2739	218	12.56
Q1	542	48	11.29
Q2	575.5	55	10.46
Q3	877.5	58	15.13
Q4	744	57	13.05
2015-16	3181	245	12.98
Q1	587.5	52	11.3
Q2	713.5	58	12.3
Q3	938	65	14.43
Q4	942	70	13.46
2016-17	3441.5	245	14.05
Q1	607	54	11.24
Q2	826	60	13.77
Q3	1081	63	17.16
Q4	927.5	65	14.27

Year Term	Credits Awarded	Students	Avg. Per Student
2017-18	1236.5	114	10.85
Q1	621.5	54	11.51
Q2	615	60	10.25
Q3	625.5	52	12.02
Q4	788	60	13.13
2019	659.75	54	12.2
Q1	676.5	54	12.5
Q2	643	54	11.9

For many students, credit earning at King follows a pattern. Before transferring to King, students often experience two quarters of minimal credit earning, usually failing several classes, earning five to ten credits per quarter. New King students frequently experience a surge in credit earning, up to 18-25 credits per quarter. Often they then settle into a credit earning level of about 12-18 credits per quarter. For most students, this allows them to make adequate progress towards graduation and complete requirements. We continue to explore ways to improve credit earning, such as allowing extended day schedules, encouraging homework, and having students concurrently enrolled in community college or adult school classes.

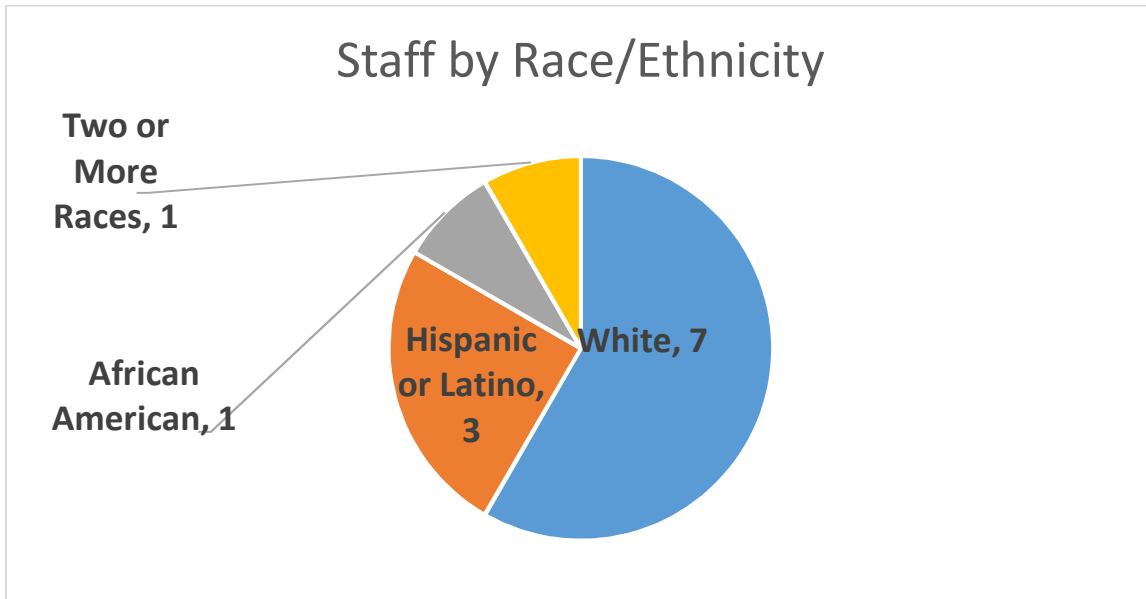
STAFF DETAILS & DEMOGRAPHICS

Please see evidence binders for information about staff’s recent professional development.

Role	Staff Member	Time at King High
Principal (80% FTE)	Cristina Buss cbuss@djud.net	Year 3 at King Year 1 as Principal
Counselor (80% FTE)	Sharlese Jones sljones@djud.net	Year 1 at King
Administrative Assistant	Maricela Ortega mortega@djud.net	Year 2 at King
Psychologist (40% FTE)	April Seto aseto@djud.net	Year 5 at King
Paraeducator (85% FTE)	Maria Aguirre Robledo maguirreroledo@djud.net	Year 6 at King

Role	Staff Member	Time at King High
Resource Specialist (40% FTE)	Kendra Norton Special Education knorton@djud.net	Year 1 at King
Teacher	Theo Buckendorf Social Science/PE/Shop tbuckendorf@djud.net	Year 20 at King
Teacher (60% FTE)	Julie Gwaltney Science jgwaltney@djud.net	Year 1 at King
Teacher	Cat Young English cyoung@djud.net	Year 2 at King
Teacher	Blair Howard Social Science/Careers bhoward@djud.net	Year 10 at King
Teacher	Mark Jordan Math/Electives mjordan@djud.net	Year 4 at King
Teacher	Wesley Ruff Social Science/Fine Arts wruff@djud.net	Year 8 at King

Staff Race/Ethnicity:



Staff Background:

Our staff comes from a wide variety of backgrounds. One teacher is a King High alumnus who knows the history and evolution of the school intimately. Staff members have worked in a combination of industry and educational settings, including various roles in traditional and alternative education. Multiple staff members have Master degrees or PhDs, and all continue to pursue relevant professional development, including on topics such as Trauma-Informed Care, Restorative Practices, implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), Educational Equity and Closing the Achievement Gap, Mindfulness in Education, Competency-Based Grading, and Smarter Balanced Assessments.

In addition to classroom teachers, we have a paraeducator and a Resource Teacher for Special Education. Our paraeducator is bilingual in Spanish, and pushes in to our largest classes to work with any students who need additional support.

We have new leadership for the 2018-2019 school year. The transition to a new principal has created opportunities for reflection and growth. It has also resulted in a redistribution of tasks and responsibilities, as we build a new vision for our staff culture and expectations. For more details, please see Chapter II.

STUDENT ACHIEVEMENT DATA FOR A THREE-YEAR PERIOD

Graduation:

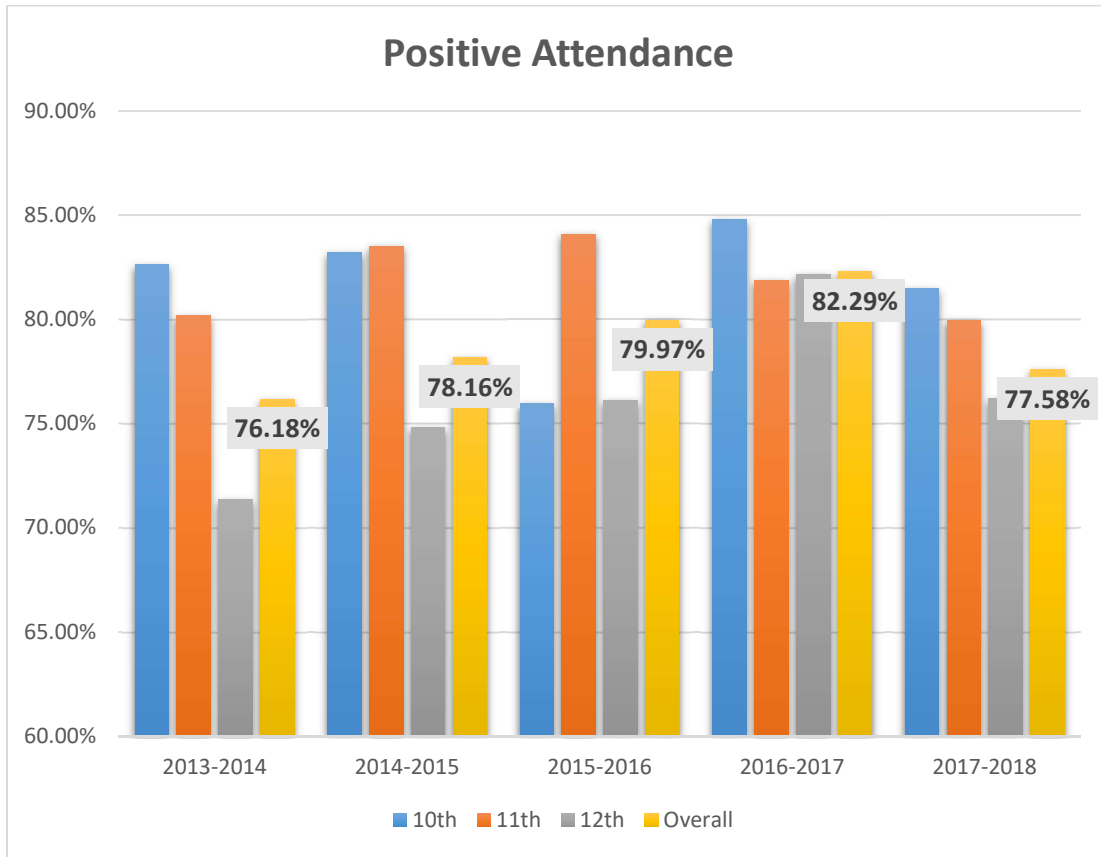
The table below shows data for graduates by ethnicity. The following numbers from CALPADS were taken on a day in October, and do not include information about 5th year seniors who

graduate. CALPADS counts 5th year seniors as dropouts indefinitely. King graduated two 5th year seniors in 2018 (this represents two of the four “non-completers” in the 2017 numbers). We currently have two 5th year seniors on track to graduate in 2019 (this represents two of the four “non-completers” in the 2018 numbers). Forty-three students graduated in 2018, which is significantly higher than in the previous three years.

Year / Ethnicity	CompGr 12NotGrad	CompGrad HSDiploma	CompGrad CAHSEE/Exemp	Grand Total
2015		24	2	26
Asian-Other		1		1
Black /African American		1		1
Hispanic		8	2	10
White		14		14
2016	1	21		22
American Indian/Alaskan Native		1		1
Asian-Chinese		1		1
Hispanic		13		13
White	1	6		7
2017	4	29		33
American Indian/Alaskan Native		2		2
Asian-Asian Indian		1		1
Asian-Chinese		1		1
Asian-Other		1		1
Hispanic	3	11		14
White	1	13		14
2018	4	39		43
American Indian/Alaskan Native		1		1
Asian-Asian Indian		1		1
Asian-Japanese		1		1
Asian-Korean		1		1
Asian-Other		1		1
Hispanic	2	18		20
White	2	15		17
Grand Total	13	133	4	150

Attendance:

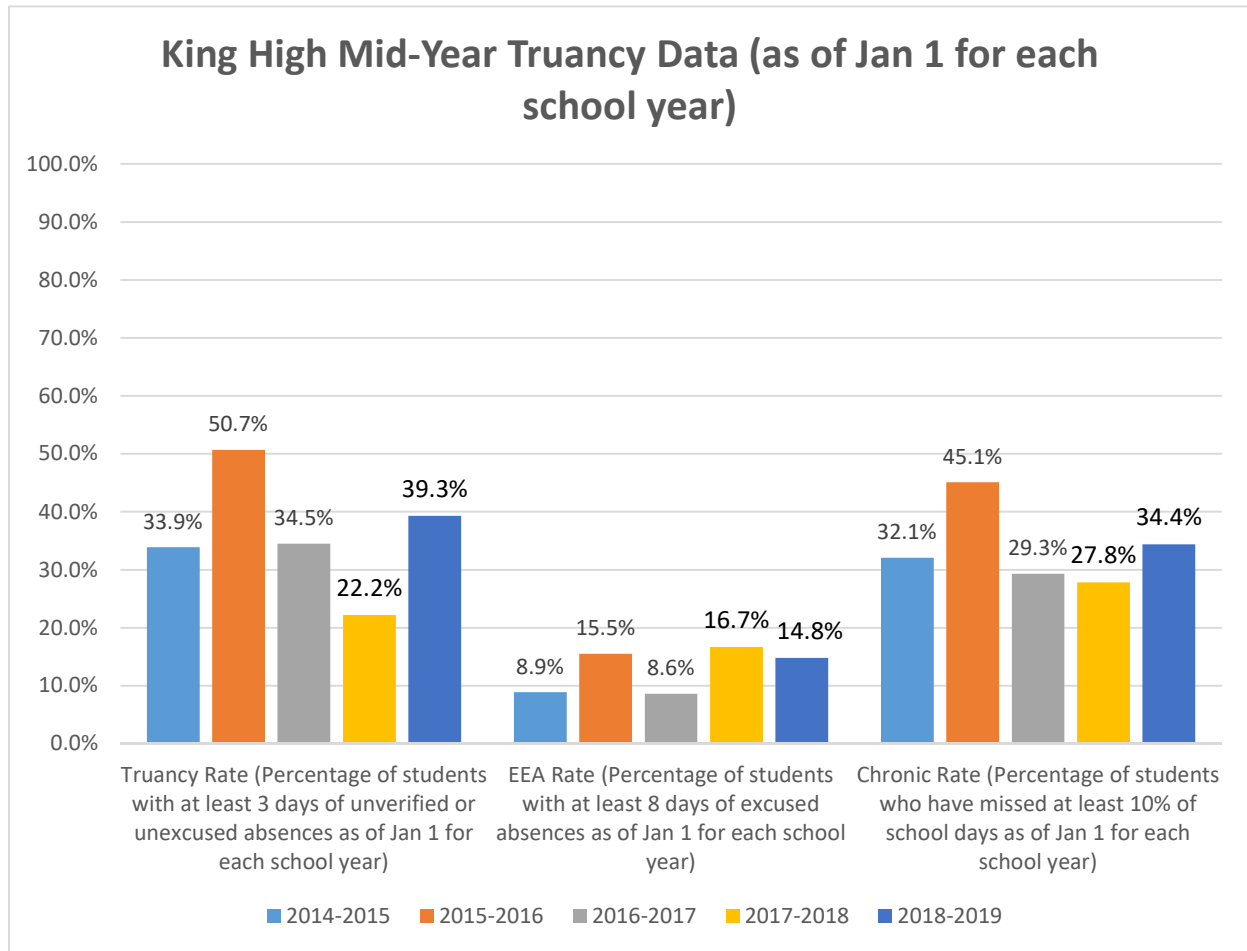
The trend in our attendance rates mirrors that of the District as a whole. We saw an increase in positive attendance from 2013 to 2017, followed by a decrease in the 2017-2018 school year. In 2017-2018, our numbers were impacted by several students who were out on long-term leave (more than 5 days). In the 2018-2019 school year, we have had four students out for mental health concerns who have missed at least a week of school due to hospitalization and treatment. These excused absences still affect our percentage of positive attendance, and for some students add them to the Excessive Excused Absence category. This affects our attendance rates drastically because of our small population. Students are frequently referred to King because of truancy issues, but we typically see their attendance improve upon enrollment. Continuing to improve student attendance is one of our action plan priorities, as well as a District priority. Positive attendance percentages for the 2018-2019 school year will be available in June 2019.



King High's rates of Positive Attendance for the last five years. (ADA/ADM Audit, 2018)

Our truancy rates have remained relatively steady in recent years. To show the most up-to-date comparison as of the time of writing this report, the chart below includes data about the Fall semester only for the past five years. This looks at truancy through January 1 of each school year. The Truancy Rate is the percentage of students who had three or more unexcused/unverified

absences prior to winter break for each school year shown. The EEA Rate (Excessive Excused Absences) is the percentage of students who had eight or more excused absences prior to winter break for each school year shown. The Chronic Rate is the percentage of students who had missed more than 10% of school days prior to winter break for each school year shown. In January 2019, we had a larger than usual group of new students (15) transfer to King. Ten of these 15 students were referred primarily for truancy issues, and their truancy records came with them. Attendance typically improves after transferring to King; four of these new students report “never attending” at Davis Senior High School, but they make it to King almost every day. If they were already classified as Truant or Chronic at their previous school, this label stays with them for the entire school year and affects King’s data.



Fall semester rates of Truancy, Excessive Excused Absences (EEA) and Chronic Absences have fluctuated from 2014-2019. (DJUSD SI&A Achievement Data, 2019)

California Assessment of Student Performance and Progress (CAASPP) Data:

All numbers are taken from <http://caaspp.cde.ca.gov>.

In 2016, 38 students tested at King. In 2017, 25 students tested. In 2018, only 11 students completed the English testing, and 13 completed the math testing.

2016	38 students tested
2017	25 students tested
2018	11 (ELA) – 13 (Math) students tested

The following analysis is limited due to the low population of 11th graders testing in any given year. Our sample size is small enough that differentiating by some subgroups is not possible, and some data points are not significant due to an extremely small testing group in 2018.

2016-2018 English CAASPP Results & Analysis — King High School 11th Grade

	Academic Year	2016	2017	2018	11 th Grade Statewide 2018
English Testers	Students Who Met or Exceeded Standards	33.00%	24.00%	45.00% (5/11)	55.96%
Economic Status	Economically Disadvantaged Who Met or Exceeded Standards	13.00%	0.00%	33.00% (1/3)	45.79%
	Economically NOT Disadvantaged Who Met or Exceeded Standards	70.00%	42.86%	50.00% (4/8)	69.86%
	Achievement Gap	-57.00%	-42.86%	-22.00%	-24.07%
Ethnicity	Hispanic or Latino Who Met or Exceeded Standards	6.00%	7.14%	60.00% (3/5)	46.62%
	White Who Met or Exceeded Standards	53.00%	45.45%	40.00% (2/5)	68.54%

	Achievement Gap	-47.00%	-38.31%	+20.00%	-21.92%
Gender	Female Who Met or Exceeded Standards		30.77%	66.67% (4/6)	61.90%
	Male Who Met or Exceeded Standards	29.00%	16.67%	20.00% (1/5)	50.22%

2018 Math CAASPP Results & Analysis -- King High School 11th Grade

	Academic Year	2016	2017	2018	11th Grade Statewide 2018
Math Testers	Students Who Met or Exceeded Standards	3.00%	4.00%	7.69% (1/13)	31.37% (online)
Economic Status	Economically Disadvantaged Who Met or Exceeded Standards	0.00%	0.00%	0.00% (0/4)	20.28%
	Economically NOT Disadvantaged Who Met or Exceeded Standards	8.00%	7.14%	11.11% (1/9)	46.56%
	Achievement Gap	-8.00%	-7.14%	-11.11%	-26.28%
Ethnicity	Hispanic or Latino Who Met or Exceeded Standards	0.00%	0.00%	0.00% (0/4)	46.62%
	White Who Met or Exceeded Standards	7.00%	9.09%	0.00% (0/4)	68.54%
	Achievement Gap	-7.00%	-9.09%	N/A	-21.92%
Gender	Female Who Met or Exceeded Standards	(no data)	7.69%	14.29% (1/7)	31.83%
	Male Who Met or Exceeded Standards	3.00%	0.00%	0.00% (0/6)	30.93%

In the last three years, 24-45% of King High 11th graders "Met or Exceeded Standards" for the CAASPP English test, and 3-8% "Met or Exceeded Standards" for the CAASPP Math test. We know from student feedback that our population lacks confidence in taking standardized assessments and some do not take them seriously. We have spent significant effort this year on formalizing formative and summative assessments. We also have planned structured opportunities for students to access the Interim Assessment Blocks and engage with similar question formats to what will be on the CAASPP. Our commitment continues to be using assessments to identify the path of instruction so that all instruction is relevant, meaningful, and focused on competency of key standards.

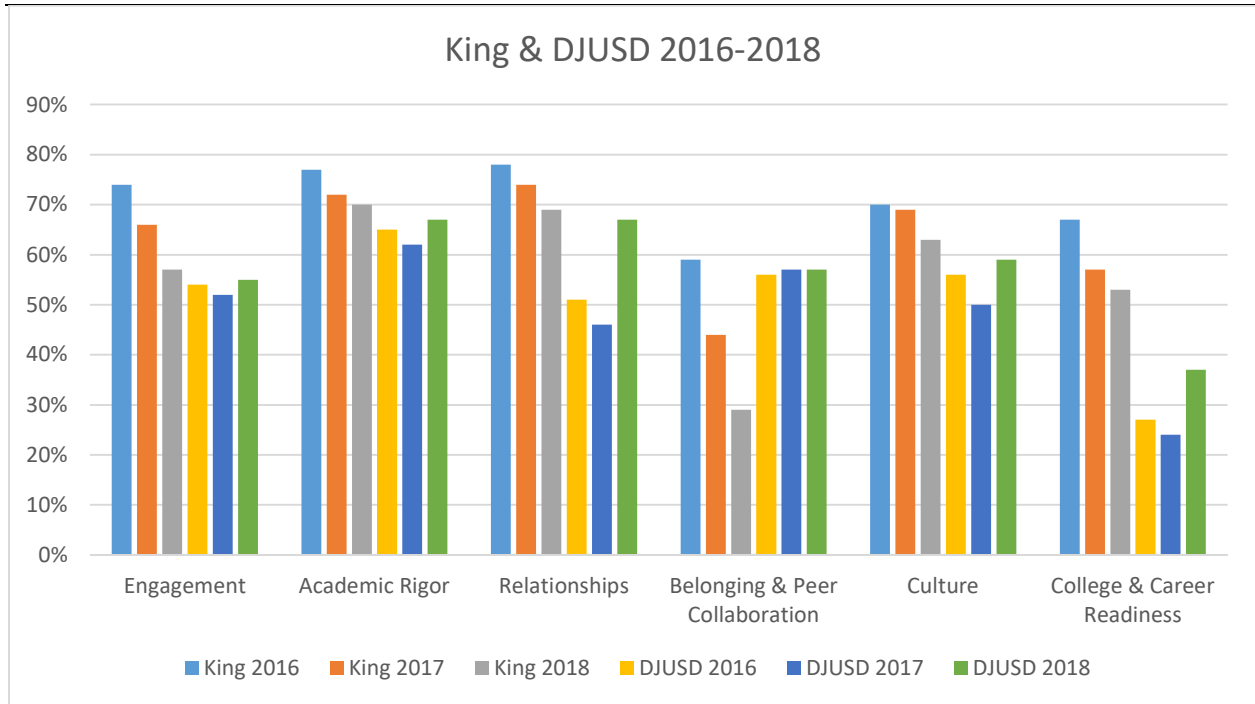
DJUSD and King will continue to identify those in the opportunity and achievement gap and know those students by name. We will continue to investigate and employ best practices to close these gaps. Our CAASPP data show that economically disadvantaged students (Low SES) generally perform worse than their economically not disadvantaged peers; and white students generally perform better than Hispanic/Latino students. In Math, females outperformed males, which differs from the state average. In 2018, Hispanic and Latino students at King outperformed White students on the CAASPP English test. This is interesting data, but may not be significant due to a very small sample size of only five Hispanic or Latino and five White students who completed the English testing in 2018.

In 2019 we will be introducing Interim Assessment Blocks as a way to help students prepare for testing and to access course material in more meaningful ways. This also provides feedback for the student and the teacher about mastery of specific standards and should guide instruction.

YouthTruth Student Survey Data:

Our YouthTruth Student Survey Data gives a picture of student perceptions of King. The report is available for staff, students, and public to view. It gives anonymous student feedback on a wide variety of questions about the school and students' lives, and shows trends by comparing data from the 2016, 2017, and 2018 administrations at King and within the DJUSD as a whole. This survey asks students and families to answer questions about Engagement, Academic Rigor, Relationships, Belonging and Peer Collaboration, Culture, and College and Career Readiness. For the 2018 administration, 48 students participated, representing 80% of our population at the time. The parent/guardian version of the YouthTruth Family survey was given out for the first time in Fall of 2018, and 14 King families participated, representing 23% of our King families. The District as a whole had a 1657 responses, representing 23.5% of DJUSD families. We are proud of this accomplishment for our community, as King historically has significantly lower rates of participation in this type of survey.

Our leadership team consulted with the District Climate Coordinator to analyze YouthTruth Survey results. This analysis shows that students at King report feeling more connected to adults and more engaged with school, staff, and the community than students at other schools in the District. We have seen a decline in positive ratings (scores of 3.5-5.0 out of 5.0 are considered "positive") from 2016-2018, but King's overall scores remain high when compared to the District. We continue to see that our students enjoy being at King and feel connected to our community here. This validates the work done in 2015-2018 to become a trauma-informed school. The data also inform our goals and action plans, showing that classes here could be more rigorous and teachers could set expectations higher.



Results of YouthTruth Student Surveys, 2016-2018. King's percentage of positive ratings have decreased, but are still relatively high when compared to the DJUSD overall.

Key ratings in each category provided by the YouthTruth analysis provide further information about current strengths and areas of growth for our program, as perceived and reported by students. These are shown below for each category.

Engagement: Students enjoy coming to school and feel that they are learning useful skills, but do not report being held to high expectations or having to do their best.

On a **relative** basis, MLK students agree **more** strongly with the following statement(s):

- I enjoy coming to school most of the time
- What I learn in class helps me outside of school

MLK students agree **less** strongly with the following statement(s):

- I take pride in my school work
- I try to do my best in school
- My teachers' expectations make me want to do my best

Academic Rigor: Students report that teachers are well prepared and give assignments designed to help students understand the subject. However, students report work not being challenging or involving higher depth-of-knowledge assignments.

On a **relative** basis, MLK students agree **more** strongly with the following statement(s):

- I can tell that my teachers understand the subjects that they are teaching
- My teachers give me assignments that help me to better understand the subject

MLK students agree **less** strongly with the following statement(s):

- In order to receive a good grade, I have to work hard in my classes
- The work that I do for my classes makes me really think

Relationships: King has excellent scores in this category, with no subcategories showing deficits compared to other DJUSD schools.

Overall, MLK students rate their relationships **higher** than students do at other participating schools. On a **relative** basis, MLK students agree **more** strongly with the following statement(s):

- Many of my teachers are willing to give extra help on school work if I need it
- How many of your teachers try to be fair?
- Many of my teachers believe I can get a good grade if I try
- Many of my teachers are not just satisfied if I pass, they care if students are really learning
- Many of my teachers connect what students are learning in class to life outside of the classroom
- Many of my teachers make an effort to understand what my life is like outside of school

The percentage of MLK students who report that there is at least **one adult at school who would be willing to help them with a personal problem** is **74%**. This is **higher** than the percentage at other participating schools.

Belonging and Peer Collaboration: This is the area in which we hope to see growth in the next year. Though students report feeling connected to our community, they engage in almost no peer collaboration. Collaboration is one of the tenets of the Graduate Profile, and will be a focus of our efforts in the coming years.

Overall, MLK students rate their belonging and peer collaboration **lower** than students do at other participating schools. On a **relative** basis, MLK students agree **more** strongly with the following statement(s):

- I really feel like part of my school's community
- Most students at this school are friendly to me

MLK students agree to a **similar** degree with the following statement(s):

- I can usually be myself around other students at this school

MLK students agree **less** strongly with the following statement(s):

- I often work with other students for my classes because my teachers ask or tell me to
- I often work with other students for my classes, even when my teacher doesn't ask me to

The percentage of MLK students who report being **bullied or harassed** this school year is **15%**. This is **lower than** the percentage at other participating schools.

Culture: In addition to Relationships, this is the category in which King has the highest percentage of positive scores. Students report feeling connected to our community, and that we have a respectful and fair culture.

Overall, MLK students rate their overall school culture **higher** than students do at other participating schools. On a **relative** basis, MLK students agree **more** strongly with the following statement(s):

- Most students in this school treat adults with respect
- Most adults in this school treat students with respect
- Most students in this school want to do well in class
- Discipline in this school is fair

College & Career Readiness: King students report relatively high scores for this category, though a lower percentage want to go to college than the DJUSD average. We anticipate that YouthTruth ratings in this category will improve as we integrate new CTE offerings in the next few years.

Overall, MLK students rate their college and career readiness **higher** than students do at other participating schools. On a **relative** basis, MLK students agree **more** strongly with the following statement(s):

- My school has helped me develop the skills and knowledge I will need for college level classes
- My school has helped me understand the steps I need to take in order to apply to college
- My school has helped me figure out which careers match my interests and abilities
- My school has helped me understand the steps I need to take in order to have the career that I want

The percentage of MLK students who **want to go to college** is **63%**. This is **lower** than the percentage at other participating schools. The most frequently used college and career readiness services at MLK are **counseling about future career possibilities**, used by **57%** of students, and **counseling about how to apply for college**, used by **54%** of students.

King continues to have excellent ratings for Relationships, Culture, and College & Career Readiness. We hope to see improvements to our ratings for Engagement, Academic Rigor, and Belonging and Peer Collaboration in the future.

UPDATED SUMMARY OF DATA WITH IMPLICATIONS IDENTIFIED, CRITICAL LEARNER NEEDS, AND IMPORTANT QUESTIONS FOR STAFF DISCUSSION

A review of the Chapter 1 data took place during monthly collaboration meetings as we prepared this Mid-cycle Progress Report. The most relevant data was brought to staff meetings and to Site Council for further analysis. Based on these discussions, staff, students, and community members have determined that King's main areas for growth are:

- Continuing to increase rigor to prepare students 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 for students to work collaboratively
- Improving attendance
- Tracking graduates

Our self-identified areas of need are to improve attendance and increase student engagement by teaching collaborative skills. The 21st century work force demands employees and community members who can collaboratively address needs or solve problems.

Finally, we continue to focus on helping students prepare for and perform better on key standards as measured by the CAASPP. We are planning to administer three rounds of interim assessment blocks for in-class practice this year in February, March, and April 2019. Teachers are also incorporating performance tasks that mirror the CAASPP.

II: Significant Changes and Developments

At the request of the Visiting Committee, this chapter is focused on changes that have been made since the writing of the 2018 Probationary Progress Report. For more information about changes since the 2015 Self Study, please review the 2018 Probationary Progress Report.

PROGRAM ADDITIONS

Addition of Summative Assessments in Core Classes:

In response to previous WASC self-studies and the on-going need to have more aligned, rigorous assessments in each class, the teachers have developed assessments to be completed as the final credit in each of the core classes. The purpose of these assessments is to ensure that course completion is a result of demonstration of core competencies. Instructors can use data for future planning and students can experience successfully completing a summative assessment. These assessments were piloted in Fall of 2018, and are undergoing revisions as we analyze what is working well and which pieces need modifications. Adding a more complex assignment requiring depth-of-knowledge component to each course aligns with our goal to increase the rigor overall. We want King graduates to leave with a diploma that shows completion of required credits, and that also represents thoughtful analysis and a successful experience with summative assessments. This will prepare them for success in community college, assessments for job placement, and in feeling confident about their abilities for their futures in college and careers.

A brief summary of each core classes summative assessment is below.

Art: Students are taught a variety of techniques in several different media: watercolor, acrylics, spray paint, drawing, and ceramics. 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.

Economics: To complete the final credit for Economics, students practice studying techniques as they prepare for a comprehensive test containing 88 questions related to the essential concepts and topics in economics. Students are prepared for the assessment through classroom instruction and purposeful review. Students are expected to earn 70% to pass. Students who do not meet these criteria take time to study, get help from staff to prepare, and retake the test.

English: The King Scholarship Application requires students to write a detailed narrative to describe their personal and academic history, relate their experiences as students at King, describe their future goals, and advocate for their need and deservedness of financial assistance to pursue their goals. This assessment gauges the abilities of students to write convincingly, provide supporting information, and write to a specific purpose. Students are required to engage in the writing process, including rough draft creation, revision with the English teacher, and creating a polished final draft that is submitted for scholarship consideration.

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. Students are expected to score 90% in order to pass. Students who do not meet these criteria take time to study, get help from staff to prepare, and retake the test. This test is being digitized using Google forms, and will soon be available online. The instructor is also working to add a free response component in which students will apply key terms to analyze a theoretical situation and write a response about the purpose of checks and balances between the three branches of government.

Mathematics: To complete the Algebra I high school graduation requirement, students must complete an assessment that demonstrates understanding of key algebra standards. For example, students are expected to work through and explain all the steps of the proof of the quadratic equation to demonstrate their mastery of the algebraic principles behind it. This assessment is being updated to include alternate options for students who come in at higher or lower levels of Math. These assessments consist of summative checks for understanding at the completion of each chapter to illuminate gaps in student knowledge for review.

Science: Students are required to complete a final Research Project before finishing their Science credits. They choose a specific area of scientific interest and provide background knowledge, a problem statement, current research data and findings, a proposal of future research in this area, and a reference page. This task requires students to demonstrate and apply their research skills and connect the information to current events and classroom content. This project culminates in a presentation of their knowledge through a slide show, essay, or a tri-fold poster.

US History: During the Monument Project, students develop a plan to design and erect a monument related to US History. They must choose a subject important to US History on a local or national level that does not have an existing monument, research the history of the event/person/artifact they are commemorating, and construct a speech to convince a group of people to support the creation of their monument. Students must apply research and synthesis skills to create a workable plan including a sketch of the monument and associated text. They consider both the historical facts as well as contemporary considerations related to historical memory and public history.

Summer School:

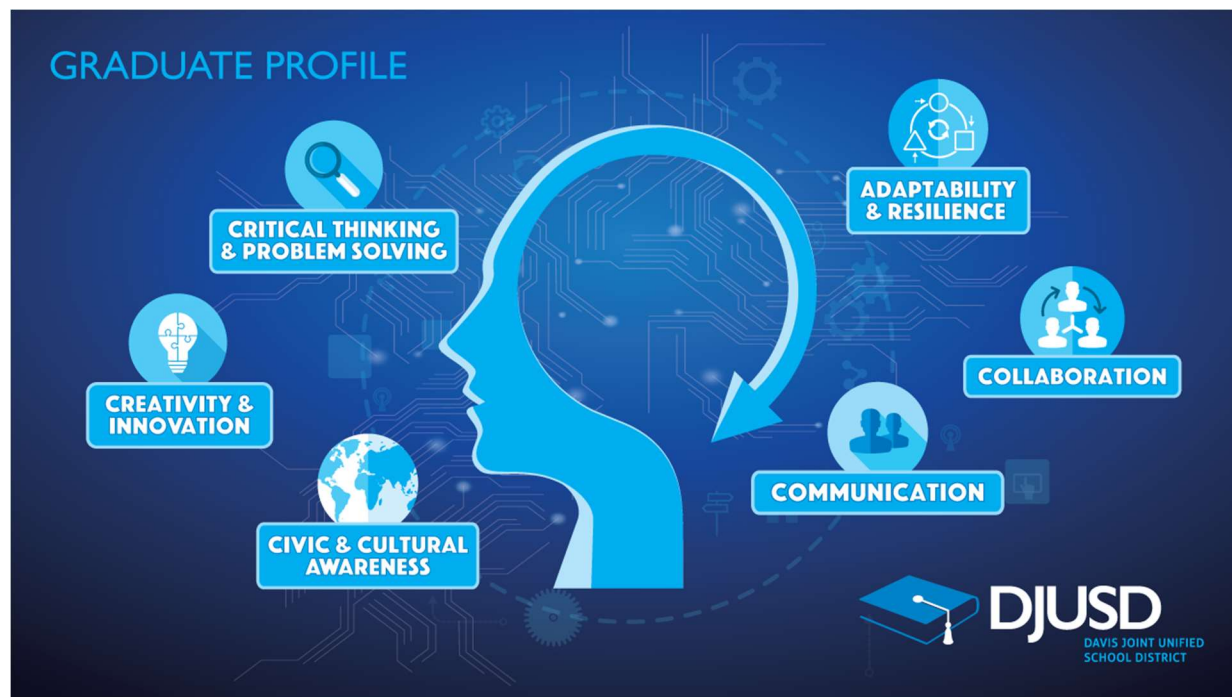
In response to a need for alternatives, King High staff created our own summer school program. We provide an opportunity for students to specifically earn credit in US History and Social Studies, as each of these subjects requires 10 credits for graduation, and they are subjects in which many students have struggled and in which they are credit deficient. In the summer of 2017, we ran a six-week summer school with two sessions that was modeled on the District's shift towards competency-based credit earning. We integrated this with the King credit earning model to offer students up to 12 credits of US History credit during the six weeks. In 2017, nine students earned some credit, and three students earned at least 10 credits. Due to low attendance during the

second three-week session, in 2018 we offered one three-week session with a maximum credit earning potential of 6 credits. In 2018, 11 students earned some credit, and 6 students earned at least 5 credits. We will again be offering summer school for the summer of 2019 and continue to consider student needs as we make decisions about subject matter and structure of summer school.

In response to difficult experiences with students trying to earn an unrealistic number of credits in the last few weeks of school, we adjusted qualifications for participation in the graduation ceremony. Students who fail to complete enough credits to graduate by the Friday before graduation and have five credits or less outstanding, now have the option of completing their final credits during a three-week summer school session that begins the week after school ends. These students are not eligible to participate in the graduation ceremony, but can still graduate in the same year as their cohort class if they take advantage of this opportunity. If a student fails to meet the graduation cutoff, they meet with the teachers of the courses in which they need credit and develop a specific work plan to complete for the summer school teacher. In the summer of 2017, three students took advantage of this option and graduated in the summer. In 2018, no students needed this option.

Graduate Profile:

In April 2018, the Board of the DJUSD adopted the Graduate Profile to guide our District's work in preparing students for college and careers.



Graduate Profile for the Davis Joint Unified School District. (DJUSD Website, 2019)

About: A Graduate Profile 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. The DJUSD's Graduate Profile was developed in consultation with over a thousand stakeholders, including the Board, community members, staff, families, and students. After a seven-month campaign to gather feedback, the Board of Education adopted the Graduate Profile at their April 19, 2018 meeting. Moving forward, the Graduate Profile will be an important guide post for reviewing, developing and enhancing school programs and practices as well as district initiatives, facilities and professional development. Our final Graduate Profile consists of six core competencies to guide our teaching and learning and align our collective efforts.

The Six Competencies:

Critical Thinking and Problem Solving: Students reason more effectively in order to identify, define, and solve complex problems and essential questions.

Creativity and Innovation: Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.

Civic and Cultural Awareness: Students will develop and establish an awareness of the responsibilities of contributing individuals in a diverse society. They recognize and respect the differences in values that may exist between themselves and people from other countries or from varying social and cultural backgrounds.

Adaptability and Resilience: Students adapt to varied roles, responsibilities, and contexts, working effectively in a climate of ambiguity and changing priorities. They persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Collaboration: Students work effectively, respectfully, and with empathy in a team of differing opinions, skills, and strengths. Students assume shared responsibility for collaborative work.

Communication: Students speak and write with clarity, listen actively, and read with comprehension. They know their audience, understand the purpose, choose precise language, and when appropriate, incorporate media to enhance ideas.

Applications at King: At the August 2018 staff retreat, we reviewed the six competencies and discussed how they apply to King graduates. We believe that we are doing an excellent job preparing graduates to be competent in some of these areas, but see that we have work to do in other areas. Civic & Cultural Awareness is an area in which we are strong, with students in social studies classes focusing on a wide variety of curriculum and real world issues, and all students participating in community activities as a graduation requirement. Most of our

students already demonstrate immense Adaptability & Resilience, based on the pathways that have led them to enroll at a continuation high school. We foster this by empowering students to take ownership of their own stories and feel confident about their ability to be successful academically and in life. The new summative assessments are a piece of our effort to increase the Critical Thinking & Problem Solving and Creativity & Innovation competencies of King graduates. The competency in which we hope to show the most growth in the next few years is Collaboration and Communication; these will be a focus as we plan ahead for the 2019-2020 school year. In the future, we plan to align the new summative assessments with the Graduate Profile by creating rubrics based on the six core competencies, so that students are aware of the importance of each component of the assessments.

Internship Programs and Career Technical Education (CTE)

As described in Chapter I, King students have new opportunities to participate in internship programs and career exploration as of 2018. A District Intern coordinator is working to introduce students to community members employed in their fields of interest. Students then can choose from a variety of options such as completing informational interviews, job shadowing, or more structured internship assignments. This is an exciting opportunity for our students to utilize existing community resources and to make connections with career pathways.

DJUSD
DAVID JOHNSON UNIFIED
SCHOOL DISTRICT

INTERNSHIP OPTIONS

EXPLORE THE CHANGING WORK FORCE
LEARN ABOUT CAREERS THAT WILL HELP YOU
ACHIEVE YOUR LIFE GOALS

JOB PREVIEW (REQUIRED)

INTERNS ARE ENCOURAGED TO DO MULTIPLE JOB PREVIEWS PRIOR TO ENGAGING IN A MORE EXTENDED INTERNSHIP

 1-2 Hours In Person or Video Interview	 Learn about the training needed for this career	 Identify challenges, benefits, & future opportunities this career offers
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OPTION 1- ONE DAY INTERNSHIP

 4-8 Hours Work Immersion with a Professional	 Observe tasks & responsibilities involved in this career	 Begin to understand skills needed to be successful in this industry
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OPTION 2- MINI INTERNSHIP

 15-25 Hours Guided Professional Work Experience	 Learn valuable skills by performing job tasks for this specific career	 Develop a deeper understanding of the responsibilities this profession requires
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OPTION 3- EXTENDED INTERNSHIP

 30-45 Hours of Guided Professional Work Experience	 Make valuable connections to professionals in this industry	 Gain a strong understanding of the challenges & opportunities this career offers
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Options for the DJUSD's new internship program, piloted by King High School students in December 2018.

Several King students are also participating in a paid internship through Big Picture Learning and the Harbor Freight Initiative by apprenticing in skilled trades. In January 2019, a King student became the first in the District to complete his hours with the Harbor Freight Initiative apprentice program, and was subsequently hired by the business where he apprenticed.



What is Harbor Freight Fellows?

Big Picture Learning, with support from Harbor Freight Tools for Schools, has designed a new form of apprenticeships for youths and young adults who show significant potential and passion for the traditional and contemporary trades. Harbor Freight Fellows provides deep and sustaining relationships with expert mentors and access to communities of practice in their area of passion.

We support apprenticing experiences with professional trades persons at their businesses.

We will provide:

- A \$1,000 stipend to the youth for 120 hours of apprenticing with a trades person Mentor.
- A \$500 stipend to the professional trades person Mentor.
- A \$500 stipend to the supporting staff member (the Advisor) at the referring school or organization.

For the first time, King students are participating in the Harbor Freight Fellows program for the 2018-2019 school year. For more information, see www.harborfreightfellows.org.

We are excited to be partnering with the District and Yolo County Office of Education (YCOE) to pursue upcoming CTE opportunities. King's Science teacher will attend Project Lead the Way (PLTW) training this summer to bring a new, hands-on course to our offerings for next year. This "Energy and the Environment" class will be the foundation of other CTE offerings we hope to provide soon. We are currently working with the District and YCOE to submit Letters of Intent for the California K-12 Strong Workforce CTE grants. In February, we will meet with the District Grant Coordinator to finalize a proposal. King staff put together a proposal to share with the Grant Coordinator, and we are excited to see what opportunities are available in the next few years after applying for grant funding. Below is a draft of current CTE ideas that will be submitted in grant proposals:

CTE @ King Visioning for February 2019 Staff Meetings

The aim of this document is to begin a discussion about what a CTE program at King could look like based on the needs of our students, the characteristics of the community, and the resources available to the school.

CTE Sustainability Pathway: The city of Davis is home to UC Davis, a world-class educational institution that has worked on issues of agriculture and transportation, with recent efforts to invest in research related to the sustainability of these two essential factors of life. The city of Davis also has a long history as an agricultural community and a city that has put transportation, specifically bicycle transportation, at the forefront of its development. The city is home to the Bicycle Hall of Fame and was the first city in the US to create a designated bicycle lane on city streets. Teaching students at King High has impressed upon the staff the idea that the world that these young people will one day inherit is one that must be based on sustainable practices in order to adjust to the changes that will be brought about by global climate change, population growth, and increased resource usage as issues of global inequality are addressed. It is in light of these factors that we endeavor to create a set of courses centered on hands-on and practical learning, related to sustainable business, career, and educational practices.

Food Sustainability: Many students at King begin their careers in food service and we seek to partner this most essential aspect of human life, food preparation, with the Sacramento region's emphasis on sustainable and "Farm to Fork" agriculture. Shortly after the opening of the new King High campus, garden boxes were installed in the rear of the school and have served as a place for students to plant and harvest food for use in the adjacent kitchen. Food preparation for school events has been an integral part of life at King High and for a short time, a Food Science class was taught in the kitchen. We seek to develop a coffee and bakery service that would provide students with experience in food handling, food production, and general business operations. *Possible Certifications: Food Handlers Card*

Energy Sustainability: Once the new Project Lead the Way curriculum for "Energy and the Environment" is integrated into King's programming, we hope to explore options for thoughtfully lowering King's net energy use. This could include projects around solar energy, evaluating current energy use/environmental impact and finding ways to lessen these, connecting with local construction training programs through YCOE to build energy neutral garden sheds and passive solar structures, and partnering with local automotive training programs at Davis Senior High School and YCOE to learn about energy efficient/electric vehicles; there is a high demand for electric vehicles in Davis, so there is also potential here to partner with the local city government to learn about marketing and infrastructure to support residents purchasing electric vehicles.

Transportation Sustainability: Since moving into the new King High campus in 2007, the community service bike shop has been a central feature of the school, providing students with an opportunity to learn the necessary skills to repair, maintain and assemble bicycles. This hands-on class has served as the main draw for some students to attend and graduate from King and has been successful in placing students in positions in local bicycle shops. We seek to formalize instruction in the bike shop, to provide students with a certificate of training so that students will be able to pursue bicycle mechanic positions. There is also potential to expand the bike shop to include a retail store with direct connections to manufacturers. This would allow students to complete assembly of brand new bicycles, and to learn business skills by engaging with community members as paying customers. There is demand in Davis for high-end family cargo bikes with few local options for purchasing and assembly, so an opportunity exists to serve the community in a meaningful way while teaching students relevant and marketable job skills. *Possible Certifications: Park Tools School, UBI mechanic, Barnett Bicycle, Professional Bicycle Mechanics*

New Website

The District launched its new website in August 2018, and all school sites will launch during the 2018-2019 school year. King plans to go live with the updated website in March. In addition to highlighting our current offerings, we also look forward to including information about upcoming program improvements (such as our growing internship offerings) and to more effectively communicate with students and families. The King website will also include information about how students can access other alternative education offerings in our community, including links to other DJUSD programs, YCOE schools, online programs, and test preparation resources for students interested in passing a high school equivalency exam such as the GED or California High School Proficiency Exam (CHSPE). As more students come to King with many different needs, we strive to make sure that we are offering resources to help them be successful in any path they choose.

Present, Positive, and Productive

After updating our Student Learner Outcomes (SLOs) in the 2017-2018 school year, we continue to emphasize the “3 P’s: King students will be Present, Positive, and Productive at school and in their personal, extracurricular, and post-high school lives.” The 3 P’s are used as a baseline for expectations, and are further articulated in all student study team meetings, discipline issues, and discussions about academic performance. Focusing on the 3 P’s has given us a structure around which to frame decisions and future planning.

The Wellness Center

The Wellness Center was fully launched in 2017, and has continued to provide regular services for the 2018-2019 school year. We implemented The Wellness Center on campus to confidentially serve all students’ sexual and reproductive health (SRH) and general healthcare needs. The Wellness Center runs in Collaboration with CommuniCare Teen Clinic. It is open every Wednesday to serve any students seeking services and is free to all DJUSD students.

- When asked for feedback on the Wellness Center, students replied:

“The Wellness Center is useful and very comforting.” (Female, 12th grader.)

*“I have used the Wellness Center many times and it is extremely helpful.”
(Male, 11th grader.)*

“The Wellness Center is very helpful because I’m sometimes not able to make it to the Doc’s with my schedule.” (Female, 11th grader.)

Below is summary of services provided by the Wellness Center in the 2017 and 2018.



The Wellness Center at MLK High School
 2017-2018 and 2018-2019 Academic Years

Reporting Periods: August 2017-December 2017 and August 2018-December 2018

Summary Services and Patient Sex

<i>Patient Visits</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>Count of Patient Visits</i>	<i>2017-2018</i>	<i>2018-2019</i>
Primary Care - Consults	18	11	Patient had 1 visit	45	42
Primary Care- Office Visit	5	5	Patient had 2 visits	5	10
New patient- SRH	7	41	Patient had 3 visits	3	7
Established patient- SRH	26	46	Patient had 4 visits	2	1
Health Educator - SRH	66	0	Patient had 5+ visits	3	3
Total Visits	122	103	Total Patients/ Total Visits	63/122	48/103
<i>Patient Sex</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>Patient School</i>	<i>2017-2018</i>	<i>2018-2019</i>
Female	36	24	King High	N/A	46
Male	27	20	Da Vinci Charter High	N/A	2

Visit Type Guide	
Primary Care Consult	An incidental visit, where the clinical Provider has a brief interaction with the patient and provides verbal support. No assessment or diagnosis is made.
Primary Care-Office Visit	A meeting between Nurse Practitioner and patient. Nurse Practitioner provides health advice or treatment for a symptom or condition.
New Patient-SRH	A first-time patient visit with a Nurse Practitioner on-site at MLK High School or another mid-level provider at CommuniCare’s Davis Community Clinic (as generated by direct referral from The Wellness Center).
Established Patient - SRH	A patient returns, beyond a first visit, for a visit with a Nurse Practitioner on-site at MLK High School or another mid-level provider at CommuniCare’s Davis Community Clinic (as generated by direct referral from The Wellness Center).
Health Educator-SRH	A patient visit with a Certified Health Educator typically includes sexual and reproductive health counseling, testing and referral to a provider’s schedule.

2017 Summary:

During the August 28, 2017-December 31, 2017 reporting period, a Certified Health Educator met with each student at King High School to provide an introduction to The Wellness Center services and register all students as patients. The intent behind the introductory visits was to give each student an opportunity to 1) meet the Certified Health Educator and build rapport, 2) hear about services offered on campus, and 3) ask questions. The Certified Health Educator also scheduled student visits with the Nurse Practitioner on-site at King High School.

The highest utilization of on-site clinical services occurred in September 2017 with seven provider visits and 41 visits with a Certified Health Educator. Higher utilization was seen in August and October than in November or December. August had four provider visits and 15 visits with a Certified Health Educator, and October had nine provider visits and 8 visits with a Certified Health Educator.

Overall, there were 16 referrals to Davis Community Clinic for follow up care, including dental care, primary care, procedures for Long-Acting Reversible Contraception, and treatment of sexually transmitted infections. Of all the 122 Patient Visits, 31 visits (25% of all visits, by 13 unduplicated patients) required follow-up visits for sexual health through a referral to Davis Community Clinic, including treatment of sexually transmitted infections. These 13 unduplicated patients represent 29% of the King student population.

2018 Summary:

During the August 29, 2018- December 31, 2018 reporting period, a Nurse Practitioner met with each student at King as in 2017.

In 2018, the highest utilization of on-site clinical services occurred in October (with 34 on-site visits). Additionally, higher utilization was seen in September (with 22 on-site visits) and August (with 17 on-site visits), than November and December. Of the 48 students who accessed services on-site at MLK, 46 were MLK students and two were Da Vinci Charter Academy students.

Overall, there were nine referrals to Davis Community Clinic for follow up care, including primary care, procedures for Long-Acting Reversible Contraception, treatment of sexually transmitted infections, and behavioral health.

<i>Health Services Provided On-site</i>	<i>Linkage to Care at Davis Community Clinic</i>
Medical Care	Extended Primary Care Services
Lab	Health Education
Urgent Care	Nutrition Education
Sexual Health	Housing support
Women’s Health	Legal support
	Behavioral Health
	Substance Abuse Treatment
	Perinatal Services

CommuniCare does not provide demographic data due to the small sample size and the potential to inadvertently breach confidentiality of patients.

CHANGES IN STUDENT ENROLLMENT

Enrollment at King has remained relatively consistent from 2015-2019, but the percentage of students receiving Special Education services has increased. Total enrollment and Special Education enrollment numbers fluctuate as students transfer and graduate, but the overall trend is an increase in the percentage of students receiving Special Education services. King has close to double the number of Special Education students in 2019 than it had in 2016. Site staff continue to work with the District to monitor our percentage of Special Education students so that staffing can be adjusted to meet student needs. We are cognizant, at both a site and District level, that a continuation site should not be the primary option for most Special Education students, but also recognize that King’s small size, one-on-one attention, and comfortable

atmosphere appeal to some Special Education students who are not successful in more traditional schools.

Students by Group	2015-2016 School Year (Jun 2016)	2016-2017 School Year (Jun 2017)	2017-2018 School Year (Jun 2018)	2018-2019 School Year (Feb 2019)
Regular Education	89% (48)	87% (39)	82% (51)	79% (49)
Special Education	11% (6)	13% (6)	18% (11)	26% (16)
Total Students	54	45	62	65

The percentage of students receiving Special Education services at King has more than doubled in the past three school years, from 11% in 2016 to 26% in 2019.

STAFFING CHANGES

The 2018-2019 school year has been an opportunity to take a fresh look as we have some important staff changes to report. As mentioned in Chapter I, we have a new administrator. Over the past seven years there has been significant administrative turnover at King, most recently in July 2018. With consistent leadership from 2015-2018, we made huge strides by becoming trauma-informed and prioritizing student needs to create a welcoming and positive culture for students and staff. Our previous principal left to take a position closer to her home in the 2018-2019 school year, and the District hired from within, promoting our Science/Careers teacher from the past two years to be principal for 2018-2019. There is a learning curve this year as our administrator is new to the principal role, but she knows the site well and is building on the compassionate environment by increasing academic rigor and CTE opportunities for all students. We also have a new counselor this year who is a Licensed Marriage and Family Therapist with a background in mental health, school counseling, and substance abuse recovery. The counselor is connecting well with our population and has been successful at building community partnerships and field trip opportunities. Rounding out our staff changes are two first-year teachers this year, who are bringing energy and passion to our Science and Special Education programs. Overall, one-third of our school staff has turned over this school year.

In addition to permanent staff, King welcomes student interns and volunteers to support our programming. UC Davis students from pre-service teaching programs are working with King students to provide one-on-one assistance to students. Teachers may refer students to work with these tutors, or students may request help with specific projects. So far this has been a very beneficial addition to our program, allowing students who need focused attention to work independently, but with guidance. This is especially helpful with the addition of the new summative assessments; when students finish all the credits needed for a class, they can opt to work in the main room with a tutor to finalize their assessment project or study for the final test.

III: Ongoing School Improvement

STAKEHOLDER ENGAGEMENT

Our small school size allows for frequent input from all stakeholders. The principal and counselor are deliberately accessible and input is solicited in a variety of ways. Students are surveyed and asked to give input on community, processes, and instruction during weekly credit checks. Our Site Council meets monthly to inform its work, determine the allocation of funds to site goals, and review CAASPP results, YouthTruth survey feedback, and the WASC report.

Students and Parents/Guardians:

Parents/guardians are encouraged to partner with us from the initial placement meeting. New students and their parent/guardian attend a mandatory Welcome Night the week before they enroll at King to meet staff and learn about programs and processes. We also encourage families to attend our special events (i.e. Back to School/Title I Info Night, Thanksgiving Feast, Winter Feast, Day on the Green, Open House, and Graduation).

Parents/guardians and students have been actively involved in the WASC process each year. They participate in focus groups and review the report and action plans. Many of our students are very eager to represent King to the WASC visiting committee. Student representatives participated in visits to other Northern California continuation schools to learn about best practices and provided valuable input about which practices would be effective at King. As a result of student feedback, we have a new student Leadership Club that assists with Welcome Night, new student orientation, and school-wide activities throughout the year. By providing peer mentorship to new students, we strengthen the community and give existing students a chance to act as leaders. Students appreciate and are motivated by our existing reward systems, and are interested in seeing expansion to recognize positive behaviors, academic successes, and improvements in attendance.

In October 2018, all families were invited to complete the Family YouthTruth survey (this is in addition to the student survey given every year). This was an opportunity for current parents/guardians to anonymously share their feedback about King High School. This was the first time that the District has administered the Family survey, and our encouraging results prove helpful in validating our trauma-informed approach and also in guiding our big-picture planning for the future. While a small number of respondents took the survey, results show almost perfect ratings (in terms of percentage of positive responses) in many categories, including in Communication and Feedback, which is evidence of our ongoing stakeholder engagement. Our percentage of overall positive responses in each category was as follows:

Culture: 100%

Engagement: 92%

School Safety: 100%

Relationships: 100%

Resources: 92%

Communication and Feedback: 100%

Davis Joint Unified School District:

Our school district is very supportive of our goals. The focus on the new Graduate Profile has allowed us to pursue increasing academic rigor and student readiness for college and careers. The District encouraged our journey to becoming a trauma-informed school, and continues to provide support with funding through the Local Control Accountability Plan (LCAP) to support the Wellness Center. The District hosts teacher-developed and led professional development during the Fall and Spring Summits, and also provides many other offerings throughout the year. This report was written in close consultation with District administrators and much of our data was gathered with their assistance. The Director of Secondary Education and Leadership helped to draft sections of this report that include changes at the District level and the Coordinator of Climate Activities assisted with gathering and interpreting YouthTruth data. The writing process this year has provided an opportunity for King staff to articulate many big ideas and goals for the future. This has resulted in exciting conversations between King site leaders and the Director of Student Support Service, the Director of Secondary Education and Leadership, and the Associate Superintendent of Instruction. We value the District's guidance in our work to enhance Career and Technical Education (CTE) offerings, increase rigor in our classes, and maintain our work as a trauma-informed school.

Davis Community:

Public perception of King is becoming more positive; we used to be known as the school for troubled students, so we have worked hard to build community partnerships that allow people to see the strengths of our students and program. The staff has cultivated relationships 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.

PREPARING THE PROGRESS REPORT

In July 2018, we received notification that King had been taken off of probationary status as a result of our April 2018 progress report and probationary visit. This change put us in "Year 3" of a retroactive six-year accreditation cycle, in which we are currently due for a Mid-cycle visit. Our work in creating this Mid-cycle Progress Report has been to update the 2018 Probationary Progress Report with data from May 2018 – February 2019 and to document the ways in which we are focusing on the six areas of growth recommended by the 2018 Visiting Committee. The principal has been in contact with the WASC office and also Visiting Committee Chair to clarify expectations about creating this report following such a recent progress report.

The Probationary Progress Report and Mid-cycle Progress Report templates are identical; as such a portion of the content is replicated from last year's document. The WASC staff with whom we spoke confirmed that this was appropriate to provide consistent background information and context.

To prepare this report, we began the year by reviewing the 2018 Probationary Progress Report and the Visiting Committee's report to articulate and study. This also served to get new staff members familiar with our WASC history. We then held four after school collaboration meetings focused on self study of the 2018 report, and documenting efforts around the six areas of growth.

Our Action Plans from the 2018 report were taken from the 2015 Self Study. These were focused on continuing to improve attendance, formalizing collaboration, and analyzing data about credit recovery and graduation rates to guide discussions about online credit recovery options. We worked toward these goals throughout the 2016-2017 school year, and updated our Action Plans in the 2018 report. The Action Plans presented here in Chapter V review the original action plans from the 2015 Self Study, include updates written during the 2018 Probationary Progress Report, and clarify our plans for future work based on recent progress and newly identified areas of need.

To write the 2018 Probationary Progress Report, from which much of the information for this Mid-cycle Progress Report was taken, King staff met in the summer of 2017. We used this time to continue our training about ACEs and trauma-informed care, to review data to analyze our progress on the implementation of our Action Plans, and to determine which WASC recommendations we had fulfilled and which we still needed to put energy towards. We also reviewed our new SLOs and focused on the academic achievement of our students. As a staff, we agreed to concentrate on developing student writing across the curriculum and on the use of nonfiction texts. Student writing samples from each subject are available in our 2018 evidence binders to show our progress in these areas.

To prepare the 2019 Mid-cycle Progress report, all 12 staff members (certificated and classified) have worked together to make progress and document efforts around the six areas of growth identified by the 2018 Visiting Committee. We have spent significant collaboration time understanding CAASPP interim assessments, including more rigorous formative and summative assessments into our classes, and finding ways to meaningfully prepare students for college and careers. All staff helped with brainstorming ideas and writing them into draft form, reviewing early versions of this report for accuracy, and to make sure it represents the King spirit and the work we are proud to be doing. The District assisted with editing and polishing the final version and with helping us meet our timelines in preparation of this report.

IV: Progress on Critical Areas for Follow-up/School-wide Action Plan

*Please note that the areas of growth suggested by the 2018 visiting committee do not all align with our 2015 or 2018 School-wide Action Plan Goals. For information about our progress on the 2015 and 2018 School-wide Action Plan Goals, please see Chapter V.

After the 2018 WASC probationary visit, the visiting team provided the following six recommendations about School-wide Areas for Growth:

1. Utilize CAASPP Interim assessments and the digital library to prepare students for annual standardized testing.
2. Continue to work with the District to identify and implement Schoolwide assessment.
3. Complete graduate follow-up survey.
4. Strengthen curriculum and academic rigor so that students are better prepared for college and careers.
5. Continue professional development program to support teachers in common core and other state standards-based practices.
6. Continue efforts to increase attendance (this is a District priority as well).

The King staff has reviewed the recommendations extensively and has made the following progress on these recommendations.

RECOMMENDATION #1

Utilize CAASPP Interim Assessments and the digital library to prepare students for annual standardized testing. Evidence can be found in our collaboration notes, lesson plans incorporating CAASPP formats, and Interim Assessment results.

August 2018: Recommendation was shared with the District to find out what is currently being done in DJUSD secondary schools. Other high schools in the District are not utilizing Interim Assessments systematically, though some junior highs and elementary schools have used them in recent years. A plan was developed to access District coaching staff to lead professional development around accessing and using Interim Assessments and the digital library.

October 2018: District coaches came to lunchtime collaboration and an after school in-service meeting to train teachers on CAASPP. This included setting up online accounts, accessing the digital library, and instruction on finding question stems and formats within the test development website.

December 2018: The DJUSD Instructional Coach returned to check in on progress. Teachers agreed to focus on incorporating question stems into daily lesson plans in order to familiarize

students with CAASPP formats and depth of questioning. On-going discussion about developing a rationale for this work continues.

January 2019: Our Teacher Work Day was spent in professional development to collaboratively develop and share out ways in which question stems are being used in classrooms. Teachers learned to access sample questions and created lessons incorporating samples to be worked through collaboratively in class and discussed with students. Teachers outside of Math and ELA utilized the question stems and formats to create their own sample questions so that students could practice working through a complex question that demands depth of knowledge and application of skills.

The District has been very helpful in coordinating this coaching from Charlene Schmidt, an Instructional Coach who formerly working for California Department of Education Assessments Division, on use of the Interim Assessments. It is our belief that we need to work collectively on a “why” this is important for our community. One idea worth exploring is whether students who demonstrate meeting standards on the Interim Assessment Blocks (IAB’s) with a three or better or on the 11th grade CAASPP results may earn units or credits; assessments created within the digital library and within the CAASPP Interim Assessments provide opportunities for students to show independent, Common Core-aligned mastery of content standards. If practicing and mastery on these assessments would allow our students to score higher, fare better in Community College or Career, and result in more participation, we see benefit.

Some evidence of our work moving forward are the trainings provided by Ms. Schmidt, students practice of IAB’s in teams and as a class, and the schedule of when our students will take IAB’s by course. Additionally, we will work to message as a staff our “why” and consider systems that incentivize effort and attendance during testing. It is important to note that staff has revised significantly the prompts, questions, and tasks within courses to resemble the question sets found within the CAASPP. All of this work is done not as a mechanism to teach to the test, but so students have a fair opportunity to demonstrate their learning. Interim assessments are a teaching tool, as the test items are aligned to state standards.

Next Steps:

- We will identify all test takers early and focus on communicating the importance of testing with students and families.
- We will initiate more conversations with District to find our “why” and get buy-in from teachers and students. Why is this important data, and how can we communicate that to everyone?
- We will explore options for student incentives for testing efforts, such as qualification for a King High Scholarship being based on active participation in testing and giving best effort on all assessments; CAASPP Dedication Letters; Food & Celebrations.
- With the District, we will explore opportunities to use interim assessments and CAASPP as an opportunity for students to demonstrate competency to earn grades and units. For example,

if student pass a certain number of teacher-created assignments designed from interim assessment block questions that mirror the CAASPP, they could earn units toward graduation.

- We will continue to align curriculum, pretests, and summative assessments with CAASPP format so that students are continually exposed to higher depth of knowledge question formats.
- We will schedule dates for giving Interim Assessment Blocks (IABs) in Math and English to all 11th graders.
 - District confirm testing window: May 6 – 17, 2019
 - Assess once in February (at least one English block, administered in English classes as practice for staff and students). The District coach is committed to coming in for our first few administrations of IABs to help us with the process.
 - Assess once in March (at least one Math block, administered in Math classes as practice for staff and students)
 - Assess once in April (at least one block of either Math or English, administered by all teachers to all students as a practice run before May testing)
 - Debrief with students to get feedback about the IABs and CAASPP, and plan for future years of IABs and CAASPP preparation
- We are working with other high schools in the District to evaluate impact of utilizing Interim Assessments, since they are not currently being used at the secondary level.
- We will contact other continuation high schools to find out how they prepare and motivate students for CAASPP.
 - How do other schools integrate CAASPP testing formats into classes?
 - What type of test preparation is done with students?
 - How are students motivated to take testing seriously, and what (if any) incentives are used?
- We will continue to speak with students to understand their experience with test taking.

RECOMMENDATION #2

Continue to work with District to identify and implement school-wide assessment. Evidence can be found in our new summative assessments, samples of our four-point rubric grading system, plans to explore competency-based grading, and on-going discussions with the district.

2017-2018: Development of a common grading rubric to set expectations for competency

King High School staff, inclusive of Special Education, core content teachers, elective teachers, para-educators, and leadership have collaboratively designed a four-point grading system for each class that has been articulated to students. By using this model, students and families understand demonstrating mastery of standards in a clear, fair, and consistent manner. As teachers modify the four-point rubric for their individual courses, students are able to access feedback, engage in revision, or get staff support to complete higher quality finished products. We note that when the rubric is implemented, students are able to ask questions about how to demonstrate a learning standard vs. how to get units; the shift is moving students

from thinking about how to get done with a class to how to show what they have learned. This system was piloted in 2018 and is being used more consistently in some classes than others. We plan to implement more fully and consistently in the future.

We anticipate that as staff revises and aligns the rubric use more consistently, we will see an additional impact on calibration of rigor and expectations for caliber of work. This rubric system allows us to identify students who are not meeting grade level expectations and may benefit from interventions in reading, scaffolds for research or writing, and “chunking” to allow students to concentrate on specific tasks, etc.

2018-2019: Increase consistent use of assessments, and increase rigor of core classes

As part of our work in developing more consistency and use of assessments, staff has agreed that finishing any core course at King High School includes completion of a summative demonstration of standards. Summative assessments were created by each teacher and are set as the expectation for completing a course. The summative assessment may look like final exam that covers key concepts taught and practiced over the course of instruction. The summative might also be a project that asks students to engage in inquiry and apply skills and competencies learned through the coursework. Summative assessments are listed below, and are described in detail in Chapter II of this report.

- English: Scholarship Application Essay
- US History: Monument Project
- Math: Summative chapter tests, Quadratic Formula Proof, or alternate demonstration of Integrated Math 1 key concepts
- Government: Citizenship Test
- Economics: Final Exam
- Science: Independent Research Project
- Art: Final Project

As a result of engaging in this work as a collaborative team, some potential areas to explore were surfaced. There is an interest in exploring competency based grading and how that is done in other districts. Additionally, we note that the surrounding community colleges are aligning their entrance exams for mathematics; with this alignment there is an opportunity to identify the core concepts tested as a driver in concepts presented, practiced, and assessed in King High School Mathematics. We wonder if students could take the entrance exam while at King or as the summative itself. We have also composed a working group that includes our English teacher, Special Education teacher, and Reading Specialists from our Elementary Schools as it became clear that reading and literacy were clear barriers for some students in accessing curriculum. What has been identified is that we might use a reading assessment, like Scholastic Reading Inventory, as a screener in reading ability. Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and

expository texts of varying difficulties. With this information, all staff could better identify scaffolds and how to meet students at a level that is supportive, relevant, and challenging.

Staff has discussed the precision and impact instruction might take on if a pre-test was done and compared to the final or summative assessment. As a team those diagnostics could inform the instruction and the impact of our instruction; if students show growth in literacy skills, math competency, critical thinking, etc., we have valuable information about the instructional strategies that serve our students. It would be key to work with counseling staff and coordinate when and how these initial assessments might be done, inclusive of options that may occur during enrollment and transition to King High School.

Next Steps:

We believe there would be merit to have each teacher identify the essential standards for a course to inform a potential pre-test, summative assessment, as well as concentration of instruction and assignments during the course. As a District and site, we have much to learn from colleagues doing this work. We know that Lindsey Unified School District in Southern California and Vacaville Unified School District have shown growth in their progress at identifying key content standards and aligning both instruction and assessment to building and assessing competency. A team is going to visit Lindsey Unified in Spring 2019, District staff organized a visit to Vacaville and a working group that is piloting structures in DJUSD math departments and in summer school.

While summative projects may not necessarily directly align to those essential standards, they are an opportunity for students to apply their learning of those standards and demonstrate elements of our Graduate Profile: critical thinking and problem solving, adaptability and resilience, collaboration, communication, civic and cultural awareness, and creativity and innovation.

The question of how to create District-wide benchmark assessments is still being addressed. DJUSD has long had a culture of autonomy from site to site, class to class, and has resisted benchmark assessments. There has been movement in the elementary grades but, as of yet, our sole secondary benchmarks are the following:

- The 9/10 Writing Assessment are administered in fall and spring; 10th graders at King will participate this Spring.
- We are using the Scholastic Reading Inventory (SRI) in 7th and 9th grade this year; for next year we will have access to the SRI for 10th graders district wide. There is a strong interest in using some additional licenses for assessments of students who enter King in their Junior and Senior year if data does not already exist. The writing assessment, too, can inform literacy capacity and level for staff.
- The MDTP (Mathematics Diagnostic Testing Project) is given within the first ten days of school in all Junior High courses (9th grade is policy); this test is scored by UCD and provides individualized feedback for teachers on students' strengths and potentially gaps

in isolated standards. This assessment could be used in the future as a pre-test upon enrollment at King or enrollment in Math.

RECOMMENDATION #3

Complete graduate follow-up survey. Evidence can be found in our evidence binder: alumni listserv, graduate survey, checkout sheet with contact information requirements, examples of survey results.

- **2017 – 2018:** A graduate survey was created and sent to alumni. Results were analyzed in our 2018 Progress Report.
- **September 2018:** A graduate checkout sheet was updated to include alumni contact information.
- **December 2018:** Contact information was collected from alumni during King’s annual feast.
- **February 2019:** The survey was updated and contacts were solicited from social media and existing contacts; survey shared with listserv.
 - 14 alumni have responded to our survey as of March. Responders graduated between 1982-2019. Narrative responses show that graduates are grateful for King’s program and the ways that it prepared them for post-secondary college and career. There is a strong trend for preparation in how to do taxes as a topic that they wish they had learned in high school. Other interesting data points include:
 - 61.5% (8/14) attended community college
 - 76.9% (10/14) have worked full-time for at least three consecutive months
 - 50% (7/14) report achieving professional success (as they define it)
 - 0% (0/14) have earned a bachelor’s degree or higher
 - 0% (0/14) have served in the military
 - 46.2% (6/14) have completed a certificate program
 - 7.7% (1/14) have earned an associate’s degree
- **Next Steps:**
 - We will review survey results and discuss if survey needs further revision.
 - We need to add at least one simple, quantitative question about “Do you feel that King successfully prepared you for post-secondary life/college/career?” so that we can have numbers to analyze in the future.
 - Staff will create a routine for annual data collection.
 - Principal will schedule time at annual staff retreat day to look at graduate survey data along with other information (YouthTruth, Healthy Kids, CAASPP results) to systematically reflect on areas of need and identify dominant characteristics of our graduates (should we be offering more CTE tracks? were students prepared to succeed at community college?).
 - Staff will continue to make an effort to contact graduates using social media channels, and networking through current students, and continue to consolidate everything into an alumni listserv that will be managed by an administrative assistant.

- We will send out updated alumni survey in June 2019 and analyze results during staff retreat in August 2019.

RECOMMENDATION #4

Strengthen curriculum and academic rigor so that students are better prepared for college and careers. Evidence can be found in new summative assessments, new internship program, updated course descriptions, professional development notes, plans for 2019-2020 school year to include Project Lead the Way science curriculum and potential CTE pathways.

King High continues to align its curriculum to meet the needs of “college, career, and civic life.” We also know that College Career Indicator is now being tracked through California Dashboard using the following “qualifiers” as College and Career Ready:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- a–g Completion
- State Seal of Biliteracy (New)
- Military Science/Leadership (New)

In order to meet these goals King, has put focus on several of these potential qualifiers. The first is the Smarter Balanced Summative Assessment. As we do the work to align our own assessments, we have also learned about how to access the digital library, how to revise our teacher-created materials to parallel the test, and how to allow our students access to the Interim Assessment Blocks. While still in the teacher training stage, we believe more focused attention to the core standards and similarity in assessment practices will identify our students as college career ready and demonstrate proficiency levels on the CAASPP in English (ELA) and Mathematics. Additionally, as part of our Careers class and graduation process, students must apply for community college. This process, coupled with frequent community college field trips has increased our awareness that students could consider taking a course concurrently. We are exploring options for “middle college” or Sacramento City College classes to be taught in our facility as mechanisms to make starting college more likely, but also meet the College Career Indicator by graduating more students who have participated in at least one semester of college.

An additional step to increase career readiness is within the curriculum of the Career class. Students now create a practical portfolio that generates the content and tools our students need to apply for work. This portfolio also allows for students to express areas of interest, aptitude, and to explore what coursework, training, certificates, etc. are needed to be career ready. This process complements the District-supported internship initiative that King students can now access. As a result of a grant through Harbor Freight, we have access to mentors and support in placing students in internships that promote skilled labor. We have also been able to

work with a pilot project from our District Office where students can be placed in a spectrum of internships throughout our community; these range from interviewing someone in a career that students may find interesting, to job shadows, all the way to supervised internships where students engage in the work. Our counselor continues to organize field trips to local community colleges for students to explore a variety of programs and opportunities. To appropriately meet student interest, we can survey students on their career and personal interests. The data from the survey could be then be provided to guide field trip and internship opportunities.

To further support academic rigor, we are excited to bring Project Lead the Way (PLTW) curriculum to King High School for the 2019-2020 school year. Our Science teacher will attend training this summer to incorporate “Energy and the Environment” into our Integrated Science course. In this curriculum, students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they have learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption. We are hoping to tie this material in with some of our developing CTE pathways with a focus on Sustainability.

As described in Recommendation #2 and in Chapter II of this report, in the 2018-19 school year we implemented summative assessments in core classes in order to ensure academic rigor. The last credit of each class now visually signifies a summative assessment. These assessments mark a shift in culture and rigor as students now know there is a level of mastery they must demonstrate in order to complete each course. As we reflect on this work, we expect to incorporate rubrics, and plan to look at student work to guide calibration of feedback. We have developed a survey to collect data on summative assessments. The survey will be given to both the teacher and students in 2019. Feedback will be used to make adjustments in strengthening and modifying existing summative assessment modes.

There is interest at the site and District level in eventually developing a graduate portfolio that showcases each student’s summative assessments. We envision each teacher being responsible for entering each student’s summative assessments and related scoring. We would like to provide this information on a user-friendly, online platform that the District can support within Illuminate, our data tracking system, or through an upcoming training on Portfolio Based defense of learning to be held in Fall 2019. King staff will brainstorm and develop a plan on presentation of graduate portfolios and summative assessment data/examples.

We continue to focus on reading across the curriculum, with an emphasis on non-fiction texts. Teachers have made use of the ReadWorks website to access informational texts for a variety of subjects for students to practice critical reading and comprehension.

In the fall of 2017, under the leadership of Associate Superintendent of Instruction Rody Boonchouy, the District began to identify and develop what became the Graduate Profile. The process included stakeholders from all schools and school community. The competencies identified for a DJUSD graduate encourage students to learn, practice, and get feedback on skills

and attributes needed as learners and citizens. The Graduate Profile is explained more thoroughly in Chapter II. Our efforts to hold students to high standards of work is not limited to demonstrating core content standards. We ask students to defend their work, advocate for themselves in credit checking process, showcase resilience, and apply critical thinking in projects and self-initiated inquiry.

RECOMMENDATION #5

Continue professional development program to support teachers in common core and other state standards based practices.

- Staff members participate in a variety of professional development opportunities to continue their growth in knowledge of curriculum, best practices around being trauma-informed, and implementing state and national standards.
- We continue to hold regular collaboration meetings biweekly. Teachers chose topics to prioritize this year, and are starting with a focus on aligning grading practices and developing standards-based rubrics. We also are finding ways to tie the District's Graduate Profile into our rubrics.
- All staff members attend District-led articulation summits several times a year. Some recent trainings that our staff members have attended are:
 - Trauma-Informed Practices, Yolo County Office of Education
 - BTSA Workshops
 - New Tech Network
 - CASCP Workshops
 - Intern Workshops
 - Competency-Based Grading
 - Differentiated Instruction
- The Principal and Lead Teacher will be conducting a site visit to the Lindsay Unified School District in late April to examine competency-based pedagogy.

Next Steps:

- Individual staff members can research opportunities for professional development to align with their interests and subject areas.
- King will utilize District coaches with experience in common core and other state standards-based practices.
- We will follow up on involvement with UC Davis History Project for social science teachers scheduled for Spring 2019.
- Staff will review Common Core Anchor Standards and reference them in our course descriptions to emphasize essential standards.
- We will review District professional development offerings and send out monthly reminders about opportunities.

RECOMMENDATION #6

Continue efforts to increase attendance (this is a District priority as well).

The King team is continuing their efforts to increase attendance. Currently, the King team works to address truancy issues with the following programs and procedures:

- Absent Students: Administrative Assistant, Principal, or Counselor will attempt to call personally every day to check on absent students.
- Principal will conduct semi-annual review of Work Permits and limit employment options for truant students until attendance improves.
- Students will have access to resources supporting them to attend school regularly.
 - Campus-based Wellness Center: free and open to all students, staffed by a registered nurse practitioner, provides confidential general and sexual reproductive health care.
- Nutrition Services will provide free breakfast and lunch for every student, every day.
- Attention to Attendance (A2A) Monitoring Program will continue to generate truancy letters and tracks students with chronic attendance issues. Letters go out as follows:
 - Letter 1: mailed home after three days of unexcused/unverified truant events
 - Letter 2: mailed home after five days of unexcused/unverified truant events; Principal conferences with student and parent/guardian.
 - Letter 3: mailed home after seven days of unexcused/unverified truant events; Work Permits are pulled. Principal conferences with parent/guardian and refers to Davis Attendance Reconciliation (DART) team if attendance does not improve. Truancy contract assigned.
 - DART: This is the District's version of a Student Attendance Review Board (SARB). We bring together support providers from the site, District, and County level, including mental health resources, health practitioners, child welfare services, and local law enforcement to create a plan for improving attendance.
- Previously students who were 18 years old, were placed on truancy contracts to encourage attendance. Students in violation of these contracts could be dropped from enrollment and referred to Adult Education. The District has guided us to not drop students during their senior year unless they completely stop showing up for school. As such, new policy gives students a chance to engage fully in their education and show up for 12th grade, but also affects our truancy numbers by including students who previously might have been unenrolled.

Staff brainstormed the following strategies to further improve student attendance:

- We are expanding available resources around drug/alcohol intervention. We began contracting with Recovery Happens as of December 2018 to provide free addiction counseling to any student in need or interested.
- We will talk with District to explore using lunch hour as recovery period for instructional time if students are consistently absent.

- We will improve student comfort at school by providing coffee, filtered water, etc.
 - We hope to develop a student run café as part of our CTE Sustainability pathway in future years.
 - A filtered water dispenser will be installed at King in 2020 or 2021, using new facility bond funding.

V: School-wide Action Plan Refinements

*The following format was at the request of the 2015 WASC visiting committee.

*At the request of our 2018 visiting committee, these Goals were kept consistent for the 2015, 2018, and 2019 reports. For information about our progress on the recommendations left by the 2018 visiting committee, please see Chapter IV.

GOAL ACTION ITEM #1: INCREASING ATTENDANCE

Martin Luther King High School, School-wide Action Plan, WASC 2015 Visit & 2018 Visit

Goal: By increasing on-time attendance, we will reduce academic gaps by getting students to school, increasing their credit earning, improving graduation rates, and ultimately preparing them for post-secondary life.

Supporting Data: We will regularly examine attendance records, credit check records, truancy program records (A2A program). We will track new students to see if their attendance has improved since coming to King.

Growth Targets:

2015-16: Truancy outreach will be fully implemented and will include 17+ year olds. Meetings will start at 1st letter. Positive attendance will be acknowledged and celebrated. (This target was met.)

2016-17: Review, revise, and continue full implementation of Truancy Outreach. Maintain an overall attendance rate of at least 80%. All students who are absent are contacted by either the site secretary or principal. (This target was met.)

2017-18: Same as above. Review data at staff meeting or collaboration time. All students who are absent are contacted by either the site secretary or principal. Students with improved attendance or excellent attendance are acknowledged with a Royalty Award. Positive changes in attendance are being documented through A2A attendance management system. Integrate District level Davis Attendance Reconciliation Team (DART, our version of a Student Attendance Review Board) into truancy plan. (This target was partially met. We monitor attendance and call home daily, but do not have a consistent program in place to celebrate positive or improved attendance. The 2018 WASC Visiting Committee included increasing attendance as an area of growth, so we continue to do work around this topic. DART will be piloted in the 2018-2019 school year).

2018-2019: Same as above. Positive attendance is acknowledged by individual teachers for students as noticed, but we still need to create a site-wide program for celebrations. Monitor

Work Permit eligibility for students with truancy issues. Formalize system for calling home every day for every student by gathering student and parent/guardian input during intake meetings about the best way to encourage them to attend school and how to reach them when they are absent. Initiate staff discussion about credit earning limits for students who are not attending regularly. (In progress.)

2019-2020: Same as above. We will reflect on progress made in the 2018-2019 school year, articulate how our system of calling home for all absences has been formalized, and analyze successes of a site-wide program to celebrate positive or improved attendance.

SLOs Addressed: Being PRESENT, Positive, and Productive.

Impact on student learning of academic standards & SLOs: We know that students learn by being in school and engaging with material, teachers, and peers. Showing up is an essential piece of accessing academic standards. Students must be present to earn credits, thus increasing their chances of graduating.

Monitor Progress Tools: Truancy reports, daily attendance, credit recovery, A2A, and student conferences, program for rewarding positive attendance and improvements.

Report Progress: Staff meetings, School Site Council, District Personnel, DART.

Tasks	Lead	PD/Resources	Assessment	Timeline	Reporting
Implement Truancy Outreach	Principal, DART, DPD	Outreach program, DART, DPD, intervention strategies training	A2A program, assess attendance reports	2015-ongoing with adjustments being made to district-wide approach to attendance.	Attendance Reports; staff meetings; site council
Award System	King Staff	Title I funding	Increase in students who get the awards	2015-ongoing but students are currently be awarded with Royalty Awards.	Attendance reports

<p>Improved messaging to families and students regarding attendance</p>	<p>Staff</p>	<p>Site funds, website support at the district level</p>	<p>Improved attendance</p>	<p>2017-2018: ongoing but there has been an increase in electronic messaging, daily personal phone calls for absences, social messaging, and parent engagement nights.</p> <p>2018-2019: We are in the process of going live with our updated King website</p> <p>2019-2020: Pilot year of using text messaging to connect with families.</p> <p>Articulate how phone calls will go home daily for absences, and solicit feedback from students and parents/guardians about the best times for calls and how to encourage attendance.</p>	<p>Attendance reports; feedback from families (Youth Truth Family Survey)</p> <p>Feedback from stakeholders</p>
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GOAL ACTION ITEM #2: COLLABORATION

Martin Luther King High School, School-wide Action Plan, WASC 2015 Visit & 2018 Visit

Goal: By increasing formal collaboration time, staff can work on grade calibration, success criteria, and creating assessments. This will provide students with a rich, rigorous, and relevant curriculum that best prepare them for post-secondary life.

Supporting Data: WASC recommendations require time to work collaboratively. Evidence of this work can be found in collaboration menu, agendas, notes, and final products. Further evidence can be found in the recent changes we have made to include summative assessments, increase student access to high-level curriculum, and our efforts to incorporate CTE pathways.

Growth Targets:

2015-16: Investigate and pilot collaboration times and methods. Possibilities could include release time, collapsed schedule days, online/electronic collaboration, rotating prep times, setting up alt ed alternative to district collaboration days, and others. We need to create a feedback loop for different ways of finding collaboration time so we can see how they work and make adjustments over time. Make a menu of potential topics. Agree on time expectations. See collaboration menu and collaboration notes. (This target was met.)

2016-17: Review and implement a structure for collaboration. Lunchtime and after school collaboration with increased principal involvement. See collaboration menu and notes. See evidence binder. (This target was met.)

2017-18: Evaluate and refine collaboration structure and content. In addition, for the first time we were able to complete secondary articulation with other Alternative Education programs throughout the district. (This target was met.)

2018-2019: Continue hosting lunchtime collaboration meetings every other week. One meeting per month will be led by the principal to focus on site goals and growth areas, and the other will be teacher-led to focus on identified areas of need, calibration, best practices, and examination of student work. (In progress.)

2019-2020: Based on student feedback, including from the YouthTruth surveys, we will bring in professional development to help students engage in meaningful conversations with each

other. By continuing to model professional conversational structures during staff interactions, we will increase student collaboration.

SLOs Addressed: Present, Positive, PRODUCTIVE.

Impact on student learning of academic standards & SLOs: The success criteria will ensure curriculum is standards-based and appropriate and that grading and credit earning is consistent across all courses. Students will be held to high expectations by being asked to complete regular formative and summative assessments developed during collaboration.

Monitor Progress Tools: Collaboration forms; Google docs notes, collaboration menus and reporting, assessments, calibrated grading and credit system, analysis and fine-tuning of summative assessments.

Report Progress: At regular staff meetings, each collaboration, and end-of-year review.

Tasks	Lead	PD/Resources	Assessment	Timeline	Reporting
Investigate county/district/other continuation school collaboration structures	Principal	Connections and pull with DO and COE	Meetings	This task was achieved in 2017 with 4 visits to continuation high schools.	End of Year
Determine time expectations	Staff	Time	Tracking time	Throughout the year and to the end of the school year. This task was achieved but is ongoing.	End of year
Clarify leadership for each collaboration meeting (site-wide or teacher-led)	Staff and Principal	Time, annual calendar, District PD schedule	Calendar, tracking meeting notes	Annually	Beginning of each year
Bring in PD about peer-to-peer collaboration strategies to enhance staff	Principal and District	PD opportunities	Increase in collaboration between students	End of 2020	End of 2019-2020 school

collaboration and teach student collaboration					year and on-going
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GOAL ACTION ITEM #3: INCREASED CREDIT RECOVERY

Martin Luther King High School, School-wide Action Plan, WASC 2015 Visit and 2018 Visit

Goal: Provide meaningful opportunities for credit recovery for students who are credit deficient in order to fill the academic gaps that exist for King students and increase graduation rates.

Supporting Data: Transcript study (conducted by advisors), graduation rates, risk factors, declining credit recovery opportunities outside of King High (i.e. Adult Ed restructuring), the increased demand for the Jumpstart program, and implementation of an on-line program.

Growth Targets:

2015-16: Investigate use of online programs used by other continuation schools; pilot a program. (This target was met with the decision to use Edgenuity the following school year.)

2016-17: We implemented Edgenuity, along with DSIS. The program was under-utilized and did not allow for the increase in credit recovery that we sought after. The English teacher used it with consistency and found little impact on credit recovery. (This target was met.)

2017-18: The results of the pilot year and a reprioritizing of funding, caused us to discontinue the use of Edgenuity. We are currently exploring other options with district personnel. Staff has also visited other continuation high schools to determine what is working other places i.e. Odysseyware, Khan Academy, Schoology. We will continue to explore how/if online credit recovery is effective for our student population, and are beginning a discussion of a possible schedule change that allows for increased credit recovery. (This target was partially met. These discussions are on-going.)

2018-2019: Continue analysis of credit-earning by quarter. Explore options such as concurrent enrollment in Adult School, community college, or split-site enrollment with DSHS and DSIS. Brainstorm creative options such as credit-earning based on portfolio completion/competency-based grading by working with District to visit the Lindsay School District and other innovative programs. Continue pilot competency-based credit-earning for King summer school. (In progress.)

2019-2020: Same as above. Collect data on number of students taking advantage of concurrent enrollment in Adult School, community college, or split-site with other secondary schools. With District, continue pilot of competency-based credit-earning for King summer school, and extend into academic year if results are positive.

SLOs Addressed: Present, Positive, PRODUCTIVE.

Impact on student learning of academic standards & SLOs: To bring them up to grade level academic skills and recover credits, while having the opportunity to be exposed to more subjects and opportunities (i.e. electives, accelerated coursework.)

Monitor Progress Tools: Weekly credit earning, attendance, graduation rate, number of 5th year seniors, amount of credits students can recover in one semester or one year, CAASPP scores, and YouthTruth surveys.

Report Progress: Staff at collaboration times and/or staff meetings.

Tasks	Who?	PD/Resources	Assessment	Timeline	Reporting
Continue data collection on credit deficiencies	Principal	PD funding	Credit Check	2016 (accomplished, but ongoing.)	Staff meetings
Visit other continuation schools with successful online recovery programs	Staff	Collaboration resources	Credit Check, graduation rate	2016 (accomplished in 2017, more planned for 2018 and 2019)	Staff meeting, district meetings
Brainstorm with staff ways of offering credit recovery without making King into a "credit mill."	Staff	Collaboration resources	Credit Check, graduation rate	2016-2017 (accomplished but ongoing during formal collaboration)	Credit check, staff meetings, collaboration
Explore competency-based grading and portfolio models to support credit earning	Staff, District	Time, travel to other sites, PD funding	Meetings and discussion with school community	2019	Staff meetings, site council, District Curriculum & Instruction