

Martin Luther King High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Martin Luther King High School
Street	635 B St.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5425
Principal	Michelle Flowers
E-mail Address	mflowers@djusd.net
Web Site	
CDS Code	57726785732219

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djud.net
Web Site	www.djud.net

School Description and Mission Statement (School Year 2017-18)

MLKHS is a unique learning environment that serves between 60-75 students at any given time. Students enter on a quarterly basis and exit whenever they have met graduation requirements, or return to the comprehensive high school; as a result, MLKHS enrolls approximately 140 students over the course of a school year. New students are referred through a Student Study Team (SST) process with the site principal and counselor to determine the appropriateness of placement at King. The school offers a voluntary educational option for high school students who are at least 16 years old and in the 11-12th grade. Tenth grade students are enrolled on a case by case basis. Students and parents choose King for a variety of reasons such as credit recovery, acceleration, flexible scheduling, a small learning community, one-on-one instruction, and/or to address special needs or circumstances (SPED/ELL). Since its inception in 1970, the school site and facilities, as well as staff, have expanded to better meet the needs for any student who needs an alternative educational route to a diploma.

Martin Luther King High School supports the individual student's educational journey toward earning a high school diploma. Our students gain both literacy and career skills, along with the necessary academics required for graduation. We teach vocational and technological skills which will help advance students' ability to succeed in today's job market and post secondary educational settings and beyond. Through a structured and caring <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=31718&SectionId=607697> educational environment, we strive to cultivate in each student a sense of responsibility and respect for themselves, the community, and the world at large.

Vision, Mission, and Learner Outcomes:

The following were developed by the King staff with input and approval from students and parents. A series of meetings and focus groups were held over the past two years.

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

Mission: At King High:

- 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 Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	11
Grade 12	42
Total Enrollment	53

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.9
Asian	3.8
Filipino	0
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0
White	32.1
Two or More Races	3.8
Socioeconomically Disadvantaged	73.6
English Learners	11.3
Students with Disabilities	7.5
Foster Youth	0

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	6	6	400
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.	Yes	0%
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom	Yes	0%
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	Yes	0%
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	Yes	0%
Health	These text materials are aligned with state content standards and officially adopted for use in the classroom.	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Martin Luther King Continuation High School is a relatively new facility, having been built new and moved into in 2007, and meets all standards for good repair, as established by the Office of Public School Construction. There are no facility deficiencies. The district is working with the district to remove a tree, and construct a shed on site for the growing needs of the school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tile stains and a chipped countertop
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/2018				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	24	71	69	48	48
Mathematics (grades 3-8 and 11)	3	4	65	64	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	25	92.59	24
Male	13	12	92.31	16.67
Female	14	13	92.86	30.77
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	15	14	93.33	7.14
White	11	11	100	45.45
Socioeconomically Disadvantaged	14	12	85.71	8.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	25	92.59	4
Male	13	12	92.31	0
Female	14	13	92.86	7.69
Black or African American	--	--	--	--
Hispanic or Latino	15	14	93.33	0
White	11	11	100	9.09
Socioeconomically Disadvantaged	14	12	85.71	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	81	78	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

All students at King High school are required to meet a 5 credit requirement in Career education. Students investigate their learning and personality styles as well as research careers that match their interests. Students are encouraged to apply for positions that allow them to broaden their outlook of careers. Students are taught how to interview for positions using mock interviews from staff and peers. In 2014, the school held a Career Fair for all students. Professionals from various occupations spoke to students about their career and the pathway to the career. Additionally, students are encouraged to investigate the community colleges in the area. Beginning each January, each senior meets with the counselor and fills out the FAFSA and registers for the community college of their choice. At least once per year, a field trip to the local community college is planned for all interested students.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are an important part of King High School. Each year, a back to school night event is held that includes dinner, an open house, and the opportunity for our parents to discuss ways to support each other. Parent representatives serve on the superintendent's parent advisory group, school site council, and are encouraged to serve on various district committees such as DELAC, AIM, and Special Education. Parents are kept abreast of happenings at King by list-serve announcements, School Loop email, and an updated website. Each fall King hosts a Back to School night, and in 2014 more than 25% of the students' families were represented. Parents are recruited to drive on field trips, and attend other outings in a supervisory capacity. In addition, at least one parent serves on interview committee for incoming staff. This year, 2 parents are actively involved in the district-wide LCAP Advisory Board and Superintendent's Advisory Board. We also hold three parent nights a year to highlight relevant topics.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	36.1	22.5	13.8	3.4	3	1.6	11.5	10.7	9.7
Graduation Rate	58.33	65	65.52	95.14	94.37	96.25	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	65.63	95.43	87.11
Black or African American	0	75	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	72.22	87.66	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	50	97.16	90.99
Two or More Races	0	97.06	90.59
Socioeconomically Disadvantaged	61.11	88.62	85.45
English Learners	50	68.18	55.44
Students with Disabilities	66.67	82.54	63.9
Foster Youth	0	50	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	11.8	10.0	20.2	2.4	3.0	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

School safety begins with a focus on respect for and acceptance of others. The King HS staff monitors language and behavior in classrooms and between classes. King does not have an open campus, and students check in and out at the front office. All visitors enter the building through the front office and identify themselves to the secretary or principal. Emergency kits and safety binders are in all classrooms and are easily identified by their location. The school safety plan is available in the office and the School Site Council (SSC) reviews it every year. In the fall of 2016, a Crisis Response Protocol and a site-based Discipline Response Flow Chart were revised to facilitate consistent and effective response to all safety issues and instances of misbehavior. Quarterly fire drills, and annual lock-down drills are conducted to ensure staff and student readiness to all basic emergencies. In addition, the staff has access to all DJUSD personnel with the use of Nextel phones that will alert the administration of situations at King immediately. It was last viewed and approved on September 22, 2017. It is reviewed multiple times a year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	5			7	5			8	5		
Mathematics	7	4			5	5			5	5		
Science	8	3			7	2			7	3		
Social Science	6	7			6	7			5	7		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.40	N/A
Social Worker	.85	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.4	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	22004.36	2940.78	19063.57	67551.30
District	N/A	N/A	7,705.19	\$67,085
Percent Difference: School Site and District	N/A	N/A	84.9	0.7
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	97.4	-9.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

In 2016-17 King (Martin Luther) High School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Types of funded services include: counseling services, para-educator support, instructional supplies, field trips, parent events and professional development.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,050	\$46,511
Mid-Range Teacher Salary	\$60,613	\$73,293
Highest Teacher Salary	\$84,563	\$92,082
Average Principal Salary (Elementary)	\$106,541	\$113,263
Average Principal Salary (Middle)	\$113,403	\$120,172
Average Principal Salary (High)	\$120,473	\$131,203
Superintendent Salary	\$185,681	\$213,732
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)