Martin Luther King High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Martin Luther King High School
Street	9301 Wood Road
City, State, Zip	Riverside, CA 92508-9459
Phone Number	(951) 789-5690
Principal	Michael West
E-mail Address	mwest@rusd.k12.ca.us
Web Site	www.kingwolves.org
CDS Code	33-67215-3330859

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Here at Martin Luther King High School our Vision is:

"Empowering Students to Achieve Their Dreams!"

Martin Luther King High School's Mission is to:

1. Expose students to a rigorous curriculum that will prepare them to embark upon life with confidence.
2. Provide students with the tools, skills and opportunities to become life-long learners.
3. Meet the needs of a diverse population through differentiated instruction.
4. Assist all students with a variety of support and interventions.
5. Provide experiences and opportunities that promote character development.
6. Provide a variety of pathways promoting college and career readiness.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	846
Grade 10	843
Grade 11	823
Grade 12	836
Total Enrollment	3,348

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.2
Asian	7.4
Filipino	2.9
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	0.8
White	43.8
Two or More Races	2.1
Socioeconomically Disadvantaged	32
English Learners	2.5
Students with Disabilities	9.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	117	126	130	1855
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	2
Total Teacher Misassignments *	1	0	2
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.7	7.3
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/09/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/09/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008) Holt, Rinehart and Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Pre-Calculus-Mathematics for Calculus (adopted in 2008) CengagePersonal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%
Science	Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill Anatomy and Physiology (Adopted in 2007) Essentials of Human Anatomy and Physiology; Eighth Ed.; Pearson-Benjamin Cummings Chemistry (Adopted in 2007) Chemistry, California; Addison Wesley/Prentice Hall Physics (Adopted in 2007) Foundations of Physics; CPO Science	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe-McGraw-Hill	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3 Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)	Yes	0%
Visual and Performing Arts	Yes	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1999
Last Modernized: 2011
Lot Size: 50 Acres
82 Permanent Classrooms
24 Portable Classrooms
Completely Air Conditioned
Theater
Gymnasium
Computer Lab
Library
Cafeteria

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. King High School completed their school site inspection on 04/05/17.

King has a plant supervisor plus 9 full-time custodial staff who, along with other district personnel, maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 1743
Labor Hours = 5565.60
Assessed Value of Work = $248027.35

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/05/17				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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: 04/05/17				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	74	76	44	48	44	48
Mathematics	43	53	33	35	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	788	778	98.7	76.4
Male	11	417	408	97.8	72.8
Female	11	371	370	99.7	80.4
Black or African American	11	87	87	100.0	64.7
Asian	11	59	58	98.3	91.2
Filipino	11	26	26	100.0	80.8
Hispanic or Latino	11	232	229	98.7	71.4
White	11	354	349	98.6	80.1
Two or More Races	11	14	13	92.9	69.2
Socioeconomically Disadvantaged	11	253	246	97.2	66.7
English Learners	11	16	15	93.8	23.1
Students with Disabilities	11	80	78	97.5	18.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	788	778	98.7	52.5
Male	11	417	408	97.8	50.5
Female	11	371	370	99.7	54.7
Black or African American	11	87	87	100.0	42.4
Asian	11	59	58	98.3	79.3
Filipino	11	26	26	100.0	73.1
Hispanic or Latino	11	232	229	98.7	38.6
White	11	354	349	98.6	58.5
Two or More Races	11	14	13	92.9	53.9
Socioeconomically Disadvantaged	11	253	247	97.6	38.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**11**	16	14	87.5	23.1
Students with Disabilities	**11**	80	78	97.5	9.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70	66	61	60	58	54	60	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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	825	814	98.7	60.7
Male	389	382	98.2	57.6
Female	436	432	99.1	63.4
Black or African American	65	64	98.5	51.6
Asian	56	55	98.2	72.7
Filipino	21	21	100.0	90.5
Hispanic or Latino	280	278	99.3	52.9
White	369	363	98.4	64.7
Two or More Races	14	13	92.9	76.9
Socioeconomically Disadvantaged	263	261	99.2	44.8
English Learners	25	24	96.0	8.3
Students with Disabilities	82	82	100.0	19.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

California Partnership Academies
7.   Education and Human Services Academy
8.   Global Business Information and Technology Academy
9.   Health and Biosciences Academy
10.   Law and Protective Services Academy
11.   Media and the Arts Academy

Career Technical Education Pathways
12.   CISCO Networking
13.   Engineering and Design
14.   Game Design
15.   Graphic Design
16.   Microsoft IT Academy
17.   Music Technology
18.   Video Production
19.   Web Design

ROP Programs
20.   Health – Patient Care
21.   Health – Sports Medicine
22.   Hospitality – Culinary
23.   Marketing – Retail Sales
24.   Media – TV/Video Production

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	1207
% of pupils completing a CTE program and earning a high school diploma	97.28
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	36

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	55.3

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.5	27.8	36.8

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 Parental Involvement State Priority (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 2016-17)

Parents here at Martin Luther are encouraged to take an active role in their students' education through ongoing communication with Martin Luther King High School. Information is available to parents through the school website, newspaper, Principal's newsletter, MLKHS Administration Twitter posts, Wolves Weekly e-mails, Counseling Connection newsletter, Social Media Pages and teachers' websites. Back-To-School Night, Parent Conferences, AVID Parent Night, Athletics Parent Nights, 8th Grade Parent Night and other informational meetings provide parents opportunities for interacting with site personnel to gather and give information pertaining to their students.

Parent groups meet regularly to monitor progress toward schoolwide goals and to provide insight and advice on important schoolwide issues. Parents are invited to participate in English Learners Advisory Committee (ELAC), WASC Focus Groups, and Parent Teacher Student Association (PTSA). Booster clubs in performing arts and athletics offer valuable support and financial assistance. For further information call 951.789.5690: Parent Involvement and Curriculum and Instruction and Guidance, Chip George - x62206, Testing and Intervention and Attendance, Amanda Chann X62203, Student Support Services, Jeff Wray - x62204, Student Support Services, David Waldram - x62202, Athletics, Dennis Brown - x62248, Activities Tami Krueger - x62104.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.70	2.20	1.40	8.00	6.50	4.90	11.40	11.50	10.70
Graduation Rate	96.91	97.04	96.99	85.46	87.15	89.39	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	**District**	**State**
All Students	96	89	86
Black or African American	97	85	78
American Indian or Alaska Native	100	80	78
Asian	99	98	93
Filipino	100	97	93
Hispanic or Latino	96	88	83
Native Hawaiian/Pacific Islander	100	95	85
White	95	90	91
Two or More Races	89	84	89
Socioeconomically Disadvantaged	80	68	66
English Learners	73	63	54
Students with Disabilities	100	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	4.7	4.5	3.5	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.4	0.3	0.4	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	29	29	11	84	28	35	20	74	27	36	21	70
Mathematics	31	14	19	60	30	18	24	61	28	24	30	59
Science	32	6	23	52	32	9	25	50	31	5	27	50
Social Science	32	10	12	63	31	14	10	64	30	14	33	48

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.9	N/A
Social Worker	0	N/A
Nurse	0.18	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,865	$606	$5,259	$80,705
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	0.5	-1.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-7.4	6.4

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

Types of Services Funded (Fiscal Year 2015-16)

Martin Luther King High School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$24,108 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	5	N/A
All courses	18	2.3

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)

2014-15, 2015-16, and 2016-17:

All staff members at Martin Luther King High School participate regularly in professional development opportunities. Emphasis is on increasing student achievement through learner engagement, communicating expectations to students through common core standards-based learning objectives, utilizing assessment data and implementing research-based best practices into the classroom. Professional development occurs in weekly collaboration meetings by department and level, monthly department meetings, Academic Senate meetings, site Leadership Team meetings, and faculty meetings.

The district's active BTSA program provides assistance for new teachers, along with on-site mentoring. Teachers in need of improvement are identified through the evaluation process and given appropriate training and support. Support staff attend trainings in their areas of focus. Special education instructional aides attend regular trainings in behavioral management and instructional support. Staff takes advantage of opportunities for individualized training. Many staff members participated in other activities sponsored by the school, district, or through special projects as appropriate for their individual needs. Major topics covered during the in-services are listed below: Increasing student achievement and school success Learner engagement Common Core Instruction, Classroom assessment, common core assessments, and district assessments Data analysis AVID methodology English language arts remediation training Effective teaching strategies and techniques Professional Learning Communities Classroom Walk-Through Process Illuminate usage Advanced Placement training AERIES Computerized grading and reporting CLAD training Haiku training Technology applications training

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.