

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	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 2017-18)

Martin Luther King High is a comprehensive high school serving grades nine through twelve in the Riverside Unified School District (RUSD). Our school has been serving the communities of Orangecrest, Woodcrest, and Mission Grove since opening in the Fall of 1999. Our growing community has made Martin Luther King High School the largest secondary school Riverside.

Our School's Vision Statement is: "Empowering Students to Achieve Their Dreams"

Martin Luther King High School's Mission is to:

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

Finally our Expected School-wide Learning Results are:

- World and Cultural Awareness - Students will demonstrate the ability to interpret national and international issues, including cultural perspectives, and explain how these apply to their place in a global society.
- Oral, Written, & Artistic Communication Skills - Students will demonstrate the ability to communicate through reading, writing, listening, speaking, and other creative expressions including performance, visual arts and multi-media.
- Logical, Critical & Creative Thinking Skills - Students will demonstrate the ability to identify and implement a range of strategies necessary for solving complex 21st century challenges.
- Vocational, Technological, & College Preparedness - Students will demonstrate academic preparedness essential to a wide range of post-secondary options, including college, vocational education, and other career options.
- Engagement in Active Learning - Students will participate in new and varied learning opportunities which will allow them to actively engage in their learning such as Socratic Seminars, hands-on and virtual science and engineering experiments, musical and visual performances.
- Social, Physical, and Character Development - Students will demonstrate the ability to make decisions, take responsibility, and contribute positively to our global society.

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

Grade Level	Number of Students
Grade 9	779
Grade 10	837
Grade 11	834
Grade 12	792
Total Enrollment	3,242

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.4
Asian	7.4
Filipino	2.9
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.8
White	41.6
Two or More Races	2.3
Socioeconomically Disadvantaged	32.1
English Learners	3.5
Students with Disabilities	9.2
Foster Youth	0.3

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	126	130	125	1909
Without Full Credential	0	0	0	0
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	2	0
Total Teacher Misassignments *	0	2	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: 10/16/2017

The table displays information collected in 10/16/17 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 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & 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) CA StudySyn Grades 7-12 (adopted in 2017)	Yes	0%
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 & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)		
Science	Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	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%
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Offer standards-based visual art, theater, instrumental music, and vocal music as electives at all schools. Offer standards-based electives in theater tech, music tech, media arts and dance at some schools.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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.

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.

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

of Work Orders = 1387
 Labor Hours = 5634.81
 Assessed Value of Work = \$252,207.28

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: 12/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	Attendance: Carpet needs replacing, stained ceiling tiles B101: No wax on VCT B108: No wax on VCT B138: Carpet replacement D132: Carpet needs replacing D134: Carpet needs replacing E101: Carpet needs replacing E134: Drywall repair F002: No wax on VCT F004: Sink faucet does not work, no wax on VCT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			E134: Drywall repair F004: Sink faucet does not work, no wax on VCT
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			B104: No wax on VCT
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/28/2017				
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)	76	74	48	47	48	48
Mathematics (grades 3-8 and 11)	53	46	35	34	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	798	784	98.25	73.6
Male	375	364	97.07	65.93
Female	423	420	99.29	80.24
Black or African American	67	66	98.51	66.67
American Indian or Alaska Native	--	--	--	--
Asian	60	60	100	90
Filipino	21	21	100	95.24
Hispanic or Latino	275	270	98.18	67.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	345	337	97.68	75.67
Two or More Races	12	12	100	83.33
Socioeconomically Disadvantaged	242	233	96.28	62.23
English Learners	42	39	92.86	28.21
Students with Disabilities	80	76	95	15.79
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	799	784	98.12	45.54
Male	376	367	97.61	41.96
Female	423	417	98.58	48.68
Black or African American	68	67	98.53	41.79
American Indian or Alaska Native	--	--	--	--
Asian	60	59	98.33	81.36
Filipino	21	21	100	66.67
Hispanic or Latino	275	269	97.82	37.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	345	338	97.97	45.27
Two or More Races	12	12	100	58.33
Socioeconomically Disadvantaged	243	234	96.3	32.48
English Learners	42	40	95.24	20
Students with Disabilities	81	77	95.06	5.19
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)	66	61	58	54	60	56

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)

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.

Career Technical Education Pathways

- Business
- Game Design
- Graphic Production Technologies
- Project Lead the Way – Engineering
- Technical Theater

ROP Programs:

- Digital Film Production
- Retail Marketing
- Sports Medicine

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	1399
% of pupils completing a CTE program and earning a high school diploma	99
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29

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	99.01
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	56.08

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
9	15	25.1	45.2

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 here at Martin Luther King 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, MLKHS Administration Twitter and Facebook posts, Wolves Weekly e-mails, Counseling Connection newsletter, and teachers' websites. Back-To-School Night, Parent/Teacher 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, Leann Iacuone - x62206, Testing and Intervention and Attendance, Amanda Chann X62203, Student Support Services, Jeff Wray - x62204, Student Support Services, David Waldram - x62202, Athletics, Getty George - x62248, Activities Tami Krueger - x62104.

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	2.2	1.4	1.2	6.5	4.9	5.3	11.5	10.7	9.7
Graduation Rate	97.04	96.99	97.17	87.15	89.39	89.33	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	94.5	88.45	87.11
Black or African American	89.47	87.69	79.19
American Indian or Alaska Native	100	50	80.17
Asian	98.57	95.45	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.25	86.65	84.58
Native Hawaiian/Pacific Islander	100	94.44	86.57
White	95.29	91.2	90.99
Two or More Races	100	80	90.59
Socioeconomically Disadvantaged	73.68	67.56	63.9
English Learners	61.54	58.7	55.44
Students with Disabilities	88.84	86.09	85.45
Foster Youth	20	52.94	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	4.5	3.5	2.9	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.3	0.3	0.4	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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	28	35	20	74	25	47	22	69	26	37	27	61
Mathematics	30	18	24	61	28	26	28	59	28	25	30	51
Science	32	9	25	50	31	6	24	49	31	8	22	46
Social Science	31	14	10	64	30	15	32	48	32	7	18	56

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	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	1	N/A
Social Worker	0	N/A
Nurse	0.18	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	6406	754	5652	87453
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-10.2	-7.4
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-20.0	1.9

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$23,534 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2016-17)

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	4	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	5	N/A
All courses	22	25.5

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)

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 grade level, monthly department meetings, Academic Senate meetings, site Leadership Team meetings, and faculty meetings.

- The district's active Teacher Induction 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 training in their areas of focus. Special education instructional aides attend regular training in behavioral management and instructional support. Staff takes advantage of opportunities for individualized training. Many staff members participated in other professional development opportunities sponsored by the school, district, or through special projects as appropriate for their individual needs. Major topics covered during the in-services include: 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 participate in 3 – 10 days of professional development annually.