Martin Luther King High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	9-12
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 (Most Recent Year)

Martin Luther King High School's mission is to ensure that
- 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	851
Grade 10	855
Grade 11	847
Grade 12	771
Total Enrollment	3,324

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.2
Asian	7.6
Filipino	3.1
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.6
White	44.5
Two or More Races	1.4
Socioeconomically Disadvantaged	31.4
English Learners	2.5
Students with Disabilities	8.9
Foster Youth	0.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	128	117	126	1855
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.2
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 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.

Core Curriculum Area	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 Literature and Language Arts, Course 3; Holt, Rinehart & Winston World Literature and Composition, Grade 10 (Adopted in 2002) Holt Literature and Language Arts, Course 4; Holt, Rinehart & Winston American Literature and Composition, Grade 11 (Adopted in 2002) Holt Literature and Language Arts, Course 5 Essentials of American Literature; Holt, Rinehart & Winston English Literature and Composition Grade 12 (Adopted in 2002) Holt Literature and Language Arts, Course 6 Essentials of British and World literature; Holt, Rinehart & Winston Expository Reading and Writing (Adopted in 2007) CSU Task Force on Expository Reading and Writing: Read 180, Scholastic (Adopted 2009/2010)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted in 2008) California Algebra Readiness; Pearson Prentice Hall Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart & Winston Geometry (Adopted in 2008) California Geometry; Holt, Reinhart & Winston Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted in 2008) California Algebra 2; Holt, Reinhart & Winston Pre-Calculus / Pre-Calculus Honors (Adopted in 2008): Precalculus-Mathematics for Calculus (Adopted in 2008); Cengage Personal Finance, Grade 12 (Adopted in 2008) Mathematics with Business Applications; Glencoe/McGraw-Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill Anatomy & Physiology (Adopted in 2007) Essentials of Human Anatomy & 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%
Foreign Language	Spanish III Honors (Adopted in 1998) Spanish for Spanish Speakers II (Adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley	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 06/03/15.

King has a plant supervisor plus eight 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 = 1,484
Labor Hours = 5,526.66
Assessed Value of Work = $245,532.67

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/03/15				
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 in which data were collected: 06/03/15				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	72	43	44
Mathematics	43	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	824	811	98.4	8	18	40	32
Male	11		400	48.5	9	21	42	25
Female	11		411	49.9	6	14	39	39
Black or African American	11		71	8.6	10	28	41	20
American Indian or Alaska Native	11		2	0.2	--	--	--	--
Asian	11		68	8.3	3	4	29	62
Filipino	11		29	3.5	3	10	14	69
Hispanic or Latino	11		245	29.7	13	23	40	22
Native Hawaiian or Pacific Islander	11		6	0.7	--	--	--	--
White	11		376	45.6	5	15	44	33
Two or More Races	11		6	0.7	--	--	--	--
Socioeconomically Disadvantaged	11		233	28.3	12	27	40	20
Students with Disabilities	11		60	7.3	48	33	13	3
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	824	813	98.7	28	28	28	15
Male	11		402	48.8	32	24	26	17
Female	11		411	49.9	24	33	30	12
Black or African American	11		71	8.6	45	27	13	15
American Indian or Alaska Native	11		2	0.2	--	--	--	--
Asian	11		69	8.4	6	13	42	38
Filipino	11		29	3.5	21	21	41	17
Hispanic or Latino	11		247	30.0	38	30	23	8
Native Hawaiian or Pacific Islander	11		6	0.7	--	--	--	--
White	11		375	45.5	24	30	30	15
Two or More Races	11		6	0.7	--	--	--	--
Socioeconomically Disadvantaged	11		235	28.5	38	29	20	12
Students with Disabilities	11		60	7.3	85	10	5	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62	70	66	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	66
Male	69
Female	66
Black or African American	62
American Indian or Alaska Native	--
Asian	87
Filipino	88
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	--
White	74
Two or More Races	57
Socioeconomically Disadvantaged	21
English Learners	17
Students with Disabilities	57
Foster Youth	--

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 2014-15)

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
- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

Career Technical Education Pathways
- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

ROP Programs
- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1187
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	34

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.95
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	50.55

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	69	72	73	56	49	51	57	56	58
Mathematics	74	81	76	61	55	51	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	27	29	43	24	45	31
Male	32	34	34	22	49	30
Female	21	25	54	26	42	32
Black or African American	41	20	39	38	48	15
Asian	9	31	60	4	35	61
Filipino	19	15	65	12	52	36
Hispanic or Latino	37	33	30	35	46	19
White	19	30	51	16	46	38
Socioeconomically Disadvantaged	38	30	32	34	46	21
English Learners	86	14		75	21	4
Students with Disabilities	56	21	23	52	31	17

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	14.60	27.70	37.30

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 (Most Recent Year)

King parents 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, 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 School Site Council (SSC), English Learners Advisory Committee (ELAC), 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 & Curriculum and Instruction and Guidance, Chip George - x62206 Testing and Intervention, Lisa CarerraX62203, Attendance, Gerardo Arenas - x62204, Student Support Services, David Waldram - x62202 Athletics, Dennis Brown - x62248, Activities TamiKrueger - 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		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	1.40	1.70	2.20	10.50	8.00	6.50	13.10	11.40	11.50
Graduation Rate	97.12	96.91	97.04	81.84	85.46	87.15	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	94.15	84.61	84.6
Black or African American	98.59	83.55	76
American Indian or Alaska Native	100	62.5	78.07
Asian	96.43	94.33	92.62
Filipino	100	94.87	96.49
Hispanic or Latino	91.67	82.01	81.28
Native Hawaiian/Pacific Islander	100	82.35	83.58
White	94.28	88.33	89.93
Two or More Races	100	80	82.8
Socioeconomically Disadvantaged	77.97	62.75	61.28
English Learners	60	61.01	50.76
Students with Disabilities	92.71	82.82	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.65	4.72	4.46	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.56	0.40	0.29	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	27	18	75	29	29	11	84	28	35	20	74
Mathematics	30	13	25	55	31	14	19	60	30	18	24	61
Science	33	5	9	65	32	6	23	52	32	9	25	50
Social Science	31	9	16	58	32	10	12	63	31	14	10	64

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,250	574	4,676	78,477
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	-4.7	-9.3
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-16.1	-1.7

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

Types of Services Funded (Fiscal Year 2014-15)

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

$19,229 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	12	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	10	N/A
Science	9	N/A
Social Science	15	N/A
All courses	47	.8

* Cells with N/A values do not require data. Where there are student course enrollments.

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 standards-based learning objectives, utilizing assessment data and implementing research-based best practices into the classroom. Professional development occurs in monthly department meetings, Academic Senate 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