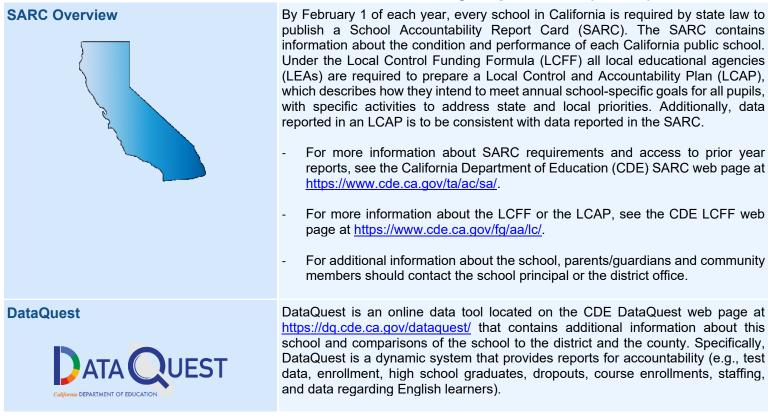# Martin Luther King High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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	Dr. Leann Iacuone
Email Address	liacuone@riversideunified.org
School Website	king.riversideunified.org
County-District-School (CDS) Code	33-67215-3330859

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

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 in Riverside. This year marks the 25th Year Anniversary of Martin Luther King High School. We are excited to celebrate the year with our students, faculty, staff and community and look forward to the next 25 years!

Our School's Vision Statement is: "Leave a Legacy"

Martin Luther King High School's Mission is to: "Guide students to discover their purpose, fuel their ambition, strengthen their character, and enhance their knowledge in order to empower them to be college, career and world ready."

Finally our Expected School-wide Learning Objectives are:
- Purpose - Students will discover and explore dreams, establish goals, and embrace relevancy.

2023-24 School Description and Mission Statement

- Ambition - Students will progress towards their goals, strive to be one's best, persist despite struggles, and become independent learners.
- Character - Students will demonstrate personal and academic integrity and respect for self, peers, staff and school.
- Knowledge - Students will comprehend content and skills, apply content and skills, and expand purpose and goals.

Martin Luther King High School's equity statement is: Our students deserve a learning environment where they feel safe, valued, and respected by all. We will not tolerate behavior from staff or student that demeans, belittles, intimidates, or hurts any individual or group.

Martin Luther King High School has several goals for the school year which include 1) creating an inviting welcoming environment for students and parents, 2) continued and expanded interventions for students, 3) continuous work to make sure we are helping to address the needs of our students who have Individualized Education Plans (IEPs) and our English Learner (EL) population so they graduate on time and are able to pursue post secondary opportunities, and 4) best first instruction in the classroom as we strengthen our teacher Professional Learning Communities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	790
Grade 10	683
Grade 11	728
Grade 12	700
Total Enrollment	2,901

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
American Indian or Alaska Native	0.3%
Asian	7.6%
Black or African American	7.4%
Filipino	3.1%
Hispanic or Latino	44.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.9%
White	33.2%
English Learners	3.7%
Foster Youth	0.3%
Homeless	0.9%
Socioeconomically Disadvantaged	51.6%
Students with Disabilities	10.6%

A. Conditions of Learning	State Priority: Basic

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	105.70	89.91	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.25	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	2.85	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	0.54	17.00	0.99	12115.80	4.41
Unknown	7.50	6.43	151.80	8.83	18854.30	6.86
Total Teaching Positions	117.60	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.10	85.22	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	3.51	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.50	4.12	38.00	2.21	11953.10	4.28
Unknown	7.80	7.14	127.00	7.37	15831.90	5.67
Total Teaching Positions	110.50	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	0.40
Misassignments	3.20	3.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.30	3.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	1.00
Local Assignment Options	0.30	3.50
Total Out-of-Field Teachers	0.60	4.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.6	5.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected	10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education StudySync Grades 9-12 (Adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12	Yes	0%
Mathematics	Core Connections Integrated Math 1 College Prepartory Mathematics (Adopted 2018) Core Connections Integrated Math 2 College Prepartory Mathematics (Adopted 2018) Core Connections Integrated Math 3 College Prepartory Mathematics (Adopted 2018) Cengage Mathematics for Calculus (Precalculus) (Adopted 2008) McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008) Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus) Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008) Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006)	Yes	0%

	Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018) Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004) Fundamentals of Java AP Computer Science		
Science	Miller & Levine Experience Biology (Medical Biology) (Adopted 2020) Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021) AGS Publishing AGS Earth Science Grades 9-12 (EOC only) Savvas Experience Chemistry, Vols. 1 & 2 (Chemistry, Medical Chemistry) (Adopted 2020) Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021) Savvas Experience Physics (Physics) (Adopted 2022) Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022) Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015) Cengage Exploring Environmental Science for AP (Environmental Sciece, AP) (Adopted 2021) Marieb: Essentials of Human Anatomy and Physiology (Anatomy & Physiology) (Adopted 2022) Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016) McGraw Hill Marine Biology (Adopted 2012) 2nd Edition Chemistry for IB Diploma (Adopted 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017) Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)	Yes	0%
History-Social Science	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022) IB World History DP Authoritarian States Course Book (Adopted 2022) IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022) IB World History DP The Move to Global War Course Book (Adopted 2022) PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022) Presidential Election Update American Government: Stories of a Nation (Adopted 2022) Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022) IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022) IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022) IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022) Economics for IB Diploma 2/e Book + eBook (Adopted 2022) Krugman's Economics for the AP®Course (Adopted 2022) SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)	Yes	0%

	CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022)		
Foreign Language	Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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 short and long-term 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 15 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).

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

Year and month of the most recent FIT report	10/13/2023 - 12/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			KINA-206 (Administration): 2: (D) Interior Temperatures are outside of normally accepted range note: room was 78 degrees 4: (D) Carpeting is damaged note: carpet is pulling up KINA-207 (Administration): 2: (D) Interior Temperatures are outside of normally accepted ranges note: room is very warm KINA-208 (Administration): 2: (D) Interior Temperatures are outside of normally accepted ranges note: room is very warm 4: (D) Carpeting is damaged note: carpet is pulling up. KINA-222 (Administration): 2: (D) Interior Temperatures are outside of normally accepted ranges note: room is warmer than it should be. 4: (D) Ceiling tiles have holes or stains

			note: multiple stained ceiling tiles. KINA-223 (Administration): 2: (D) There is inadequate air supply to the area note: no air flow to room. KINA-308 (Administration): 2: (D) Interior Temperatures are outside of normally accepted ranges Note: room is warmer than it should be KIND-202 (Classroom): 2: (D) HVAC units are generating excessive noise or vibrations
Interior: Interior Surfaces	X		KINA-100 (Administration): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) Notes: Paint bubbling on ceiling by north door. 7: (D) Lighting does not appear to be adequate Notes: Lamps out. KINA-101 (Library): 4: (D) Carpet is torn note: carpet is pulling up (D) Walls appear to have hazards from tears and holes Note: ceiling has some cracking by room 104 15: (D) Scratches on floor indicating door hanging on swings note: some of the blinds are broken. KINA-109 (Elevator): 4: (D) Walls appear to have hazards from tears and holes note: elevator down arrow needs to be fixed pushed into wall. KINA-202 (Administration): 4: (D) Walls appear to have hazards from tears and holes note: damaged corner bead. need patch and paint. (D) Carpeting is damaged note: carpeting is coming up and creating a tripping hazard.

5: (D) Fewer than five percent of the bulbs have burned out

note: one lamp is out.
KINA-204 (Administration):
4: (D) Carpeting is damaged

note: carpet needs to be looked at. creating a tripping hazard
KINA-206 (Administration):
2: (D) Interior Temperatures are outside of normally accepted range

note: room was 78 degrees
4: (D) Carpeting is damaged

note: carpet is pulling up
KINA-208 (Administration):
2: (D) Interior Temperatures are outside of normally accepted ranges

note: room is very warm
4: (D) Carpeting is damaged

note: carpet is pulling up.
KINA-210 (Administration):
4: (D) Carpeting is damaged

note: carpet is pulling up and creating a tripping hazard
KINA-214 (Administration):
4: (D) Carpeting is damaged

note: carpeting is pulling up and creating a tripping hazard.
KINA-216 (Administration):
4: (D) Carpeting is damaged

note: carpeting is pulling up and creating a tripping hazard.
KINA-219 (Administration):
4: (D) Carpeting is damaged

note: carpeting is pulling up and creating a tripping hazard.
KINA-221 (Administration):
4: (D) Ceiling tiles have holes or stains

note: multiple stained ceiling tiles.
KINA-222 (Administration):
2: (D) Interior Temperatures are outside of normally accepted ranges

note: room is warmer than it should be.
4: (D) Ceiling tiles have holes or stains

note: multiple stained ceiling tiles.

KINA-226 (Administration):

School Facility Conditions and Planned Improvements

4: (D) Carpeting is damaged

note: carpeting is pulling up and creating a tripping hazard.
KINA-227 (Administration):
4: (D) Carpeting is damaged

note: carpeting is pulling up and creating a tripping hazard.
KINA-228 (Administration):
4: (D) Carpeting is damaged

note: carpeting is pulling up and creating a tripping hazard.
KINA-300 (Corridor):
4: (D) Ceiling tiles are missing

note: 3 missing ceiling tiles

(D) Ceiling tiles have holes or stains

note: multiple stained ceiling tiles

KINA-304 (Administration):
4: (D) Ceiling tiles have holes or stains

note: multiple ceiling tiles are water damaged and stained
KINA-315 (Administration):
4: (D) Walls appear to have hazards from tears and holes

note: paint is peeling next to the sink.
KINB-116 (Restroom):
4: (D) Walls appear to have hazards from tears and holes - need some paint
KINB-132 (Classroom):
4: (D) Ceiling tiles have holes or stains

Notes : ceiling tiles stained
KINB-136 (Classroom):
4: (D) Carpeting is stained

Notes; carpet old and dingy
KINB-137 (Classroom):
4: (D) Ceiling tiles have holes or stains

Notes : stained ceiling tiles
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes : loose plug on north wall
KINB-138 (Classroom):
4: (D) Carpeting is stained

Notes: carpet old and dingy
KINB-215 (Administration):

4: (D) Flooring is damaged - Vinyl flooring is lifting in 5 places
KINC-131 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KINC-132 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KINC-133 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KINC-134 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KINC-135 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KINC-136 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KINC-137 (Classroom):
4: (D) Walls appear to have hazards from tears and holes

note: repair a giant tear in wall.
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

note: missing wall plate.
KINC-138 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.

KINC-200 (Administration):
4: (D) Ceiling tiles are missing
KIND-113 (Administration):
4: (D) Carpet is torn
KIND-131 (Classroom):
4: (D) Carpet is torn
KINE-113 (Administration):
4: (D) Ceiling tiles are missing
KINE-210 (Utility):
4: (D) Walls appear to have hazards from tears and holes

School Facility Conditions and Planned Improvements

KINF-100 (Corridor):
4: (D) Ceiling tiles are missing
(D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)
KINF-104 (Classroom):
4: (D) Ceiling tiles have holes or stains
KINF-104A (Utility):
4: (D) Ceiling tiles have holes or stains
KINF-105B (Utility):
4: (D) Ceiling tiles have holes or stains
KINF-109A (Utility):
4: (D) Ceiling tiles have holes or stains
KINF-110 (Classroom):
4: (D) Ceiling tiles have holes or stains
KINF-111 (Auditorium):
4: (D) Carpeting is damaged
KINF-113 (Restroom):
4: (D) Ceiling tiles have holes or stains
KINF-120 (Classroom):
4: (D) Carpeting is damaged
(D) Ceiling tiles have holes or stains
KINF-129 (Restroom):
4: Old paper towel dispenser needs to be removed.
KING-101 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
Missing a trim plate for a water valve.
5: (D) Fewer than five percent of the bulbs have burned out

note: 1 lamp out
KING-103 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.

(D) Carpeting is damaged

Note: carpet is in really bad shape.
5: (D) Damage due to vandalism

Note: one lamp out.
KING-103B (Utility):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
KING-103C (Administration):
4: (D) Walls appear to have hazards from tears and holes

note: patch and paint multiple holes in walls.
KING-106 (Classroom):
4: (D) Ceiling tiles have holes or stains

			note: Multiple damaged and stained ceiling tiles. Water damage. KING-106A (Administration): 4: (D) Ceiling tiles have holes or stains note: Multiple damaged and stained ceiling tiles. Water damage. KING-107A (Corridor): 4: (D) Ceiling tiles have holes or stains note: Multiple damaged and stained ceiling tiles. Water damage. (D) Walls appear to have hazards from tears and holes note: walls need some paint redone KING-107B (Corridor): 4: (D) Walls appear to have hazards from tears and holes note: verify and repair cracks on ceiling. 9: (D) Water pressure is inadequate Note: drinking fountain needs water pressure adjusted. KING-107C (Corridor): 4: (D) Walls appear to have hazards from tears and holes note: paint wall by room 121 (D) Ceiling tiles have holes or stains note: Multiple damaged and stained ceiling tiles. Water damage. KING-109 (Classroom): 4: (D) Walls appear to have hazards from tears and holes note: patch and paint column between windows. KING-111 (Classroom): 4: (D) Walls appear to have hazards from tears and holes Note: large cracks in walls. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access note: light lens is hanging dow
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		KINA-103 (Administration): 6: (D) Rodent droppings or insect skins are evident note: rat droppings present KINA-108 (Utility): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

School Facility Conditions and Planned Improvements

note: sprinkler riser room needs to be cleaned out.
KINA-202 (Administration):
4: (D) Walls appear to have hazards from tears and holes

note: damaged corner bead. need patch and paint.

(D) Carpeting is damaged

note: carpeting is coming up and creating a tripping hazard.

5: (D) Fewer than five percent of the bulbs have burned out

note: one lamp is out.
KINA-217 (Administration):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

note: weird smell coming from room. needs to be checked.
KINA-230 (Utility):
5: (D) Fewer than five percent of the bulbs have burned out

note: lamps out
KINA-311 (Administration):
5: (D) Fewer than five percent of the bulbs have burned out

note: one lamp is not working.
KINA-314 (Restroom):
5: (D) Fewer than five percent of the bulbs have burned out

note: one lamp not working.
KINE-213 (Restroom):
5: (D) Some light fixtures are dirty
(D) There is evidence of unabated graffiti
7: (D) Lighting is flickering
KINF-115 (Utility):
5: (D) Unsecured items are stored too high
KING-101 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.
Missing a trim plate for a water valve.
5: (D) Fewer than five percent of the bulbs have burned out

note: 1 lamp out
KING-101A (Utility):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp out.

School Facility Conditions and Planned Improvements

(D) Area appears to be unclean with more than minimal dirt, dust, or buildup

note: room is cluttered and need to be
7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Note: light lens is hanging down.
KING-103 (Classroom):
4: (D) Ceiling tiles have holes or stains

note: Multiple damaged and stained ceiling tiles. Water damage.

(D) Carpeting is damaged

Note: carpet is in really bad shape.
5: (D) Damage due to vandalism

Note: one lamp out.
KING-106B (Administration):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

note: area needs to be cleaned and is very cluttered.
KING-109B (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

note: room is very cluttered and dirty.
KING-110 (Classroom):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp out
KING-115A (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

Note: room is cluttered and needs to be cleaned.
KING-115B (Utility):
5: (D) Fewer than five percent of the bulbs have burned out

note: 2 bad lamps

(D) Area appears to be unclean with more than minimal dirt, dust, or buildup:
Note: area is cluttered and dirty.
KING-115C (Corridor):
5: (D) Fewer than five percent of the bulbs have burned out

note: one lamp out.
KING-118 (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

note: dusty and dirty, needs housekeeping.

School Facility Conditions and Planned Improvements

KING-119 (Administration):
5: (D) Fewer than five percent of the bulbs have burned out

note: 2 bad lamps in one fixture
KING-120 (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

Note: dusty and dirty, needs housekeeping.
KING-121A (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

Note: dusty and dirty, needs housekeeping
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

note: missing light lens.
KING-123 (Classroom):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp out.
15: (D) Door closer needs adjustment

Note: panic bar sticks.
KING-130 (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

Note: room is cluttered and very dirty.
KINGGR-Grounds (Grounds):
5: (D) There is evidence of unabated graffiti

note: Graffiti at the drinking fountain by girls varsity softball.
9: (D) Water pressure is inadequate

Note: drinking fountain at girls varsity baseball does not work.
KINGGR-PARKING L (Parking Lots):
5: (D) There is evidence of unabated graffiti

note: Graffiti on a few signs in the student parking lot.

(D) Daily trash has not been taken out

Note: a lot of litter throughout student parking lot.
KINGGR-QUAD AREA (Quad Area):
5: (D) Daily trash has not been taken out

note: student trash from breakfast had not been picked up and disposed of.
Portable 136:
5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week

			Notes : Carpet is old and dingy
Electrical	X		KINA-100 (Administration): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) Notes: Paint bubbling on ceiling by north door. 7: (D) Lighting does not appear to be adequate Notes: Lamps out. KINB-104 (Classroom): 7: (D) Lighting does not appear to be adequate 9: (D) A Leak is evident - 1 faucet does not turn on. 1 anti-siphon leaks in counter 3 faucets dripping KINB-137 (Classroom): 4: (D) Ceiling tiles have holes or stains Notes : stained ceiling tiles 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Notes : loose plug on north wall KINB-200 (Administration): 7: (D) Lighting is flickering - broken light lens KINC-101 (Classroom): 7: (D) Lighting does not appear to be adequate - Light lens is not clipped in properly KINC-137 (Classroom): 4: (D) Walls appear to have hazards from tears and holes note: repair a giant tear in wall. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access note: missing wall plate. KIND-104 (Classroom): 7: (D) Lighting is flickering KIND-207 (Corridor): 7: (D) Lighting is flickering KIND-231 (Classroom): 7: (D) Lighting does not appear to be adequate KINE-105 (Classroom): 7: (D) Lighting is flickering 8: (D) Restrooms are NOT fully operational 9: (D) Water pressure is inadequate KINE-208 (Classroom): 7: (D) Lighting is flickering (D) Light fixture not working (possible ballast) KINE-213 (Restroom): 5: (D) Some light fixtures are dirty (D) There is evidence of unabated graffiti 7: (D) Lighting is flickering KINF-006 (Classroom):

School Facility Conditions and Planned Improvements

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access
KING-101A (Utility):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp out.

(D) Area appears to be unclean with more than minimal dirt, dust, or buildup

note: room is cluttered and need to be
7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Note: light lens is hanging down.
KING-111 (Classroom):
4: (D) Walls appear to have hazards from tears and holes

Note: large cracks in walls.
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

note: light lens is hanging down on one corner.
KING-113 (Classroom):
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Note: light lens hanging down on one corner. Tall ceiling.
KING-121A (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

Note: dusty and dirty, needs housekeeping
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

note: missing light lens.
KING-127 (Restroom):
7: (D) Lighting is flickering

note: can light is flickering.
KINJ-103 (Restroom):
7: (D) Lighting is flickering
Portable 135:
4: (D) Carpeting is damaged

Notes : carpet old and dingy
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes : missing blank cover

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			KINA-200 (Corridor): 9: (D) Water pressure is inadequate note: drinking fountain is not working KINA-211 (Administration): 8: (D) Restrooms are NOT stocked with toilet paper,soap, and/or paper towels note: soap dispenser will not close. KINB-101 (Classroom): 9: Some of the sinks are not draining well KINB-102 (Classroom): 9: (D) A Leak is evident - Anti-siphon not working KINB-103 (Classroom): 9: (D) A Leak is evident - 1 leaky faucet - sink basins not draining well KINB-104 (Classroom): 7: (D) Lighting does not appear to be adequate 9: (D) A Leak is evident - 1 faucet does not turn on. 1 anti-siphon leaks in counter 3 faucets dripping KINB-110 (Restroom): 9: (D) A Leak is evident - Packing on faucet valves are leaking KINB-111 (Restroom): 9: (D) A Leak is evident - Packing on faucet valves are leaking KINB-204 (Classroom): 9: (D) Half of the gas jets (for science labs) do not turn on. KINC-109 (Restroom): 9: (D) A Leak is evident - Faucet drips KIND-103 (Classroom): 9: (D) A Leak is evident KIND-116 (Restroom): 8: (D) Restrooms are NOT fully operational KIND-118 (Elevator): 8: (D) Restrooms are NOT fully operational KIND-201 (Classroom): 9: (D) Water pressure is inadequate KIND-208 (Classroom): 9: (D) Water pressure is inadequate KIND-212 (Restroom): 8: (D) Restrooms are NOT fully operational KINE-101 (Classroom): 8: (D) Restrooms are NOT fully operational KINE-105 (Classroom): 7: (D) Lighting is flickering 8: (D) Restrooms are NOT fully operational 9: (D) Water pressure is inadequate KINE-115 (Administration): 9: (D) A Leak is evident KINE-116 (Restroom): 8: (D) Restrooms are NOT fully operational (D) Partitions/stall doors are damaged or broken 9: (D) A Leak is evident KINE-117 (Restroom): 8: (D) Restrooms are NOT fully operational KINE-200B (Restroom):

8: (D) Restrooms are NOT fully operational
KINE-203 (Classroom):
8: (D) Restrooms are NOT fully operational
KINF-105 (Classroom):
9: sink is broken
KING-107AA (Utility):
9: (D) A Leak is evident

Note : mop sink faucet leaks a lot.
KING-107B (Corridor):
4: (D) Walls appear to have hazards from tears and holes

note: verify and repair cracks on ceiling.
9: (D) Water pressure is inadequate

Note: drinking fountain needs water pressure adjusted.
KING-117C (Utility):
9: (D) A Leak is evident

note: faucet is leaking pretty badly.
KING-128 (Restroom):
9: (D) A Leak is evident

note: middle toilet has a leak.
KING-129 (Restroom):
9: (D) A Leak is evident

note: 1st stall on left, toilet leaks very badly.
KINGGR-Grounds (Grounds):
5: (D) There is evidence of unabated graffiti

note: Graffiti at the drinking fountain by girls varsity softball.
9: (D) Water pressure is inadequate

Note: drinking fountain at girls varsity baseball does not work.
KINJ-1 (Restroom):
8: (D) Restrooms are NOT fully operational Faucet was turned off.

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		KIND-204 (Classroom): 13: (D) Roofs, gutters, roof drains, and/or downspouts NOT are intact
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		KINA-101 (Library): 4: (D) Carpet is torn note: carpet is pulling up (D) Walls appear to have hazards from tears and holes

School Facility Conditions and Planned Improvements

| | | | | Note: ceiling has some cracking by room 104
15: (D) Scratches on floor indicating door hanging on swings

note: some of the blinds are broken.

KINA-106A (Restroom):
15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Door handle is broken.
KINA-310 (Administration):
15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

note: blinds are missing and broken.
KINC-116 (Utility):
15: (D) MISLABELED ROOM _ Signage is missing from exterior wall.
KIND-211 (Utility):
15: (D) Door closer needs adjustment
KINE-112 (Classroom):
15: (D) Door closer needs adjustment
KING-123 (Classroom):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp out.
15: (D) Door closer needs adjustment

Note: panic bar sticks.
KINJ-3 (Utility):
15: (D) Door closer needs adjustment

Notes : Door is out of aliment . |

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	79	77	46	44	47	46
Mathematics (grades 3-8 and 11)	42	45	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	716	703	98.18	1.82	76.92
Female	365	358	98.08	1.92	79.27
Male	351	345	98.29	1.71	74.49
American Indian or Alaska Native	0	0	0	0	0
Asian	51	50	98.04	1.96	92.00
Black or African American	42	40	95.24	4.76	67.50
Filipino	21	20	95.24	4.76	85.00
Hispanic or Latino	329	322	97.87	2.13	69.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	94.44
White	254	252	99.21	0.79	82.87
English Learners	15	15	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	70.83
Socioeconomically Disadvantaged	361	353	97.78	2.22	73.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	73	91.25	8.75	28.77

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	717	702	97.91	2.09	44.87
Female	366	358	97.81	2.19	40.50
Male	351	344	98.01	1.99	49.42
American Indian or Alaska Native	0	0	0	0	0
Asian	51	50	98.04	1.96	80.00
Black or African American	42	40	95.24	4.76	35.00
Filipino	21	20	95.24	4.76	65.00
Hispanic or Latino	329	321	97.57	2.43	36.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	83.33
White	255	252	98.82	1.18	46.43
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	58.33
Socioeconomically Disadvantaged	362	351	96.96	3.04	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	73	91.25	8.75	8.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.99	42.96	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1396	1373	98.35	1.65	42.99
Female	699	684	97.85	2.15	39.77
Male	697	689	98.85	1.15	46.21
American Indian or Alaska Native	--	--	--	--	--
Asian	106	105	99.06	0.94	67.62
Black or African American	88	84	95.45	4.55	33.73
Filipino	55	54	98.18	1.82	59.26
Hispanic or Latino	606	596	98.35	1.65	35.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	57.14
White	483	477	98.76	1.24	44.63
English Learners	32	32	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	31.25
Military	68	68	100.00	0.00	36.76
Socioeconomically Disadvantaged	700	686	98.00	2.00	35.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	127	94.78	5.22	9.60

2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provide students with academic and technical knowledge and skills through integrated academic and technical instruction. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Arts, Media, & Entertainment; Building & Construction Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation

Arlington

Arts, Media and Entertainment: Design, Visual and Media Arts

Applied Digital Media - CPA Name: Media and the Arts Academy

Digital Media Arts

Multimedia Arts

Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology

Biomedical Sciences (Project Lead the Way)

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Biomedical Innovations

Health Science and Medical Technology: Patient Care

Health Careers & Patient Care (ROP)

RCOE Intermediate Healthcare Administrative Services

RCOE Advanced Patient Care - Allied Health

RCOE Advanced Patient Care - Medical Assisting Clinical

Information and Communication Technologies: Games and Simulation

Game Design & Development

Game Design Principles

Digital Game Design

Video Game Development

Information and Communication Technologies: Networking

Networking & Cybersecurity - ROP

RCOE IT Cybersecurity Fundamentals

RCOE Advanced Cybersecurity

King

Arts, Media and Entertainment: Production and Managerial Arts

Film, TV & Video Production (ROP)

RCOE Digital Film Production II

RCOE Digital Film Production III

Technical Theater & Live Event Production

Intermediate Technical Theater

Advanced Technical Theater

Business and Finance: International Business

International Business

Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology

Architectural Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

Engineering Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Manufacturing and Product Development: Graphic Production Technologies
Graphic Design & Print Production
Digital Arts
Commercial Arts
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales
Marketing
RCOE Retail Merchandising & Principles of Marketing
Digital Marketing Through Social Media

Professional Sales
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Sales and Marketing

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
SSP Name: Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE
Urban Sustainable Agriculture
Urban Sustainable Living

Business and Finance: Business Management
International Business - CPA Name: Global Business and Information Technology Academy
Business 100
Entrepreneurship and Small Business
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development
Child Development - CPA Name: Education and Human Services Academy
Educational Psychology
Introduction to Education
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2022-23 Career Technical Education Programs

Introduction to Law
Criminal Justice: Law Enforcement
RCOE Forensic Science & Crime Scene Investigation (ROP course)
RCOE Law Enforcement Principles and Practices (ROP course)

Poly
Arts, Media, and Entertainment: Design, Visual, and Media Arts
Applied Digital Media
Design for Digital Print I
Design for Digital Print II
Design for Digital Print III

Arts, Media, Entertainment: Performing Arts
Dance & Movement Applications
Dance Fundamentals
Performance Dance
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production
Digital Film Production I
Digital Film Production II
Broadcast Journalism

Music Technology & Audio Production
Music Technology I
Music Technology II
Music Technology III

Professional Photography
Professional Photography I
Professional Photography II

Technical Theater & Live Event Production
Intermediate Technical Theater
Advanced Technical Theater

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Hospitality, Tourism & Recreation: Food Service and Hospitality
Culinary Arts & Services (ROP)
RCOE Intermediate Culinary Arts
RCOE Advanced Culinary Arts
RCOE Culinary Cafe

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Ramona
Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production II
RCOE Digital Film Production III

2022-23 Career Technical Education Programs

Professional Photography (ROP)
RCOE Digital Photography I
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction
Residential & Commercial Construction (ROP)
RCOE Construction Technology I
RCOE Construction Technology II
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care - CPA Name: Health Careers Academy
Introduction to Health Careers
First Responder
Medical Terminology (Honors)
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Public Services: Emergency Response
EMT (ROP)
RCOE Emergency Medical Technician

EOC
Health Science and Medical Technology
Health Careers & Patient Care (ROP)
RCOE Intermediate Patient Care - Body Systems
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Intermediate Automotive Technology
RCOE Advanced Automotive Technology

Riverside STEM Academy
Engineering and Architecture
Engineering Design
Introduction to Engineering Design
Principles of Engineering
Engineering Design and Development

Riverside Virtual School
Arts, Media and Entertainment: Production and Managerial Arts
Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business & Finance

2022-23 Career Technical Education Programs

International Business
Business Technology & 21st Century Skills

Information Communication Technology
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1246
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	67.68

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.00%	96.80%	96.20%	96.80%	96.40%

C. Engagement	State Priority: Parental Involvement

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents here at Martin Luther King High School are encouraged to take an active role in their students' education through ongoing communication with both administration and our teaching staff. Information is available to parents through the school website, MLKHS Administration Instagram and Facebook posts, Wolves Weekly electronic newsletter, school messenger e-mails and phone calls, Counseling Corner in the newsletter, School Counseling website and teachers' websites. Parent events and meetings include: Grade specific parent nights, Back to School Night, English Learner Advisory Council (ELAC), Parent Advisory Council (PAC), African American Parent Advisory Council (AAPAC), FAFSA Night, Cash for College, and NCAA Night. Parents are invited to participate virtually and/or in person for SST's, IEP's, 504 meetings and Parent Teacher Conferences to ensure their student's success.

Parent groups will continue to 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, Parent Advisory Committee (PAC) 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: Curriculum and Instruction, AP TBD - x62206; Testing, Intervention, and Attendance, Dr. Hollowell x62203; Student Support Services grades 9-10, Larry Harris - x62204; Student Support Services grades 11-12, Alyssa Abdel-Messih - x62202; Athletics, Amanda Chann - x62248, Activities Tami Krueger - x62104.

C. Engagement	State Priority: Pupil Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.9	2.3	2.1	2.2	3.2	3.6	9.4	7.8	8.2
Graduation Rate	98.2	95.9	96.3	94.3	94.1	92.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	680	655	96.3
Female	339	331	97.6
Male	341	324	95.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	53	52	98.1
Black or African American	46	46	100.0
Filipino	35	34	97.1
Hispanic or Latino	281	265	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	21	100.0
White	228	223	97.8
English Learners	28	20	71.4
Foster Youth	--	--	--
Homeless	14	12	85.7
Socioeconomically Disadvantaged	378	358	94.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	66	57	86.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3039	2973	412	13.9
Female	1514	1480	200	13.5
Male	1520	1488	210	14.1
Non-Binary	5	5	2	40.0
American Indian or Alaska Native	9	9	2	22.2
Asian	222	219	21	9.6
Black or African American	226	220	27	12.3
Filipino	91	89	8	9.0
Hispanic or Latino	1365	1335	202	15.1
Native Hawaiian or Pacific Islander	10	10	1	10.0
Two or More Races	88	86	11	12.8
White	992	971	136	14.0
English Learners	129	124	31	25.0
Foster Youth	15	12	5	41.7
Homeless	32	32	11	34.4
Socioeconomically Disadvantaged	1569	1534	269	17.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	336	326	65	19.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.44	4.48	4.71	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.36	0.23	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.71	0.23
Female	3.5	0.07
Male	5.86	0.39
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.7	0
Black or African American	8.85	0
Filipino	4.4	1.1
Hispanic or Latino	5.71	0.22
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	1.14
White	2.82	0.2
English Learners	7.75	0
Foster Youth	33.33	0
Homeless	9.38	0
Socioeconomically Disadvantaged	6.82	0.32
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.2	0.6

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	368	1	
Mathematics	9	325		
Science	9	264	1	
Social Science	9	274		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	38	32	50
Mathematics	26	25	43	34
Science	27	17	32	31
Social Science	27	21	32	35

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	41	35	50
Mathematics	26	32	27	44
Science	24	35	28	31
Social Science	27	20	32	33

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	725.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,541.36	1,356.72	7,184.64	103,647.35
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	3.8	6.8
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-1.7	19.3

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,701	$55,550
Mid-Range Teacher Salary	$92,477	$80,703
Highest Teacher Salary	$120,945	$109,418
Average Principal Salary (Elementary)	$141,865	$137,703
Average Principal Salary (Middle)	$149,298	$143,760
Average Principal Salary (High)	$161,115	$159,021
Superintendent Salary	$332,800	$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	11
Fine and Performing Arts	3
Foreign Language	3
Mathematics	7
Science	10
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

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. Depending on the grade level, subject or school focus, teachers participate in 4 – 10 days of professional development annually.

Professional Development

During the 2020-2021 Riverside Unified School District leveraged our in-district resources for professional development asynchronously to maximize the amount of time teachers spend with the students. The district halted any travel or attendance in professional development outside of the school district to maintain the health and safety of everyone at the school. In addition, there has been a prioritization of school funds to make sure students and teachers have the resources they need to teach virtually. The professional development provided has been focused on virtual engagement and instruction with faculty and staff. The priority for the days of professional development was to provide the teachers the tools to engage students in distance learning prior to the start of school. The hours of this professional development involved each of our 120 certificated staff members participating in five days (40 hours) of online training. This training was asynchronous, allowing individuals to watch, review, and return to content they felt they needed more time on to perfect. The other days for the 2020-2021 school year were related to teachers who had already committed to programs or participation of grant work.

In 2021-2022, the Riverside Unified School District has put a hold on certain types of professional development due to shortages in teacher substitute coverage. The primary areas of focus for PD are for the Multi Tiered Systems of Support implementation (7 days) and for certain teachers to get training in MRWC for math (6 days). We also have planned two days for professional development in Collaboration practices and data analysis.

In 2022-2023, we provided two days of professional development in data analysis and collaboration practices for all of our Course Lead Teachers in the core subject areas. Professional development is also continuing for implementation of the Multi Tiered Systems of Support throughout the year (5 - 6 Days). Social Science and World Language teachers have had textbook adoption training as well. Mod Severe Special Education Teachers and select Aides have participated in Pro-Act training. Professional development opportunities are not as restricted as last year as long as a justification for the training can be provided.

During the 2023-2024 school year, Special Education Teachers and Aides have participated in training for the new curriculum. MLKHS is encouraging teachers to participate in the district's grading philosophy practices and administration is working to bring in restorative practices for teaches to be trained which will take two days for each teacher. We feel this is a necessary component as we work to build a school culture of equity, inclusion and in working with students who have extreme stress and anxiety. We feel that supporting students who have been out for a period of time due to sickness or suspension need an opportunity to be welcomed back onto campus, a discussion on what supports the family / student needs to be successful and a team of school site wrap around services for the next few weeks as students adjust to being back on campus. In addition, MLKHS has increased the number of Expository Reading and Writing Composition (ERWC) sections we are offering and therefore we have teachers attending ERWC training.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15