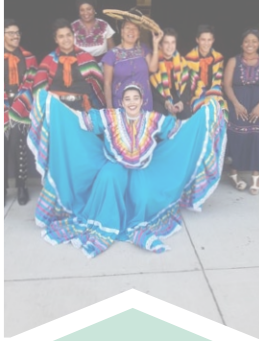


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Martin Luther King, Jr. Junior High School

Mrs. Angela Stevens-Stevenson
Principal
astevenson@pittsburg.k12.ca.us

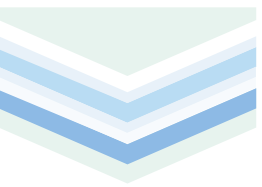
2012 Carion Court
Pittsburg, CA 94565

Grades: 6-8
Phone: (925) 473-2500
www.pittsburg.k12.ca.us/Domain/18

CDS Code: 07-61788-0125435

Para español, visita:
www.pittsburg.k12.ca.us

Pittsburg USD





Principal's Message

I am the proud principal of Martin Luther King, Jr. Junior High School. Our school is the third junior high school in the city of Pittsburg. We have a school population this year of more than 740 scholars.

Martin Luther King, Jr. Junior High is the very first junior high school in this neighborhood and the first school in more than 40 years. We have been welcomed by businesses and the school community.

Our goal is to educate our scholars to their highest potential both academically and socially. We pledge to move our students academically toward proficiency in core subjects. We are establishing a culture of success and showing our value of diversity by presenting monthly assemblies, such as Latinos Unidos Folklorico during Latino Heritage Month and bringing Aztec dancers during Native American Heritage Month. Our scholars are taught the importance of leaving their own legacies as Dr. King did. We have implemented the Six Pillars of Character to help us model the behaviors we want to see in our school. We are using Restorative Justice as part of our school practice and culture.

We are striving to lower the number of referrals for all students by 10 percent in the second half of the school year and to raise proficiency levels by 5 percent for each identified subgroup. Our Tiger Team endeavors to help our scholars become more than they ever thought they could be.

School Mission Statement

The Tiger Team of Martin Luther King, Jr. Junior High School endeavors to prepare all scholars to be college and career ready so that they are able to function as productive citizens within the community. We will use data to guide their instruction and make nonacademic commitments to model social responsibilities and expectations.

School Safety

The school safety plan was last reviewed, updated and discussed with the school faculty in March 2017. Students and staff members are prepared to respond to various emergencies through monthly drills and class discussions. The school safety plan addresses information regarding the physical, social and cultural aspects of the school environment.

In addition, the district has developed a Crisis Intervention Plan to be activated in the event of an emergency. Support staff is available to provide targeted support in the event of a crisis. A copy of the plan is located in the main office, and emergency procedures are included in the district handbook and the school parent handbook.

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

- Mr. Duane Smith, president
- Mr. De'Shawn Woolridge, vice president
- Dr. Laura Canciamilla, trustee
- Mr. George Miller, trustee
- Mr. Joseph Arenivar, trustee

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
MLK Jr. JHS	3 days	3 days	3 days



Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization

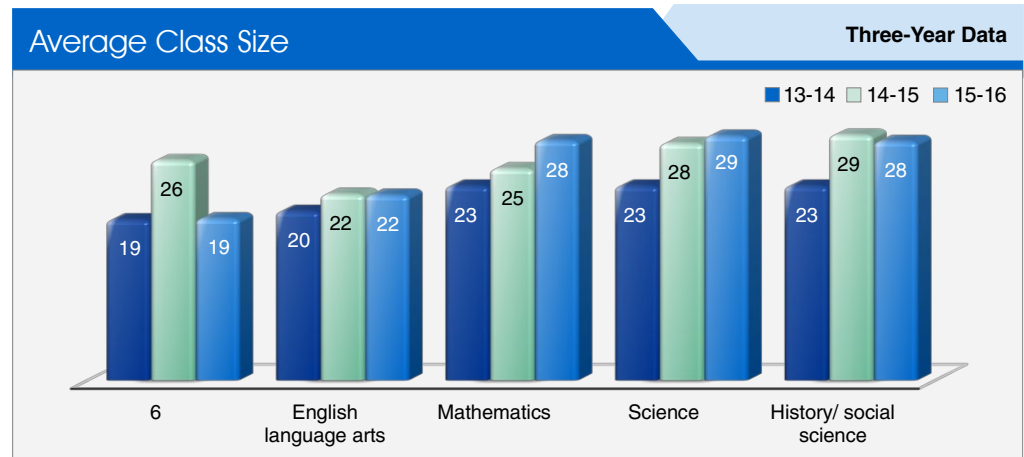
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size Three-Year Data

Grade	2013-14			2014-15			2015-16		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	44	33	8	5	35	1	16	33	7

Subject	2013-14			2014-15			2015-16		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	10	15	1	7	13	1	4	7	
Mathematics	10	11	3	2	6	2		8	1
Science	4	10	2	1	12	4	2	4	2
History/social science	5	7	5		11	4	1	4	3

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test 2015-16 School Year

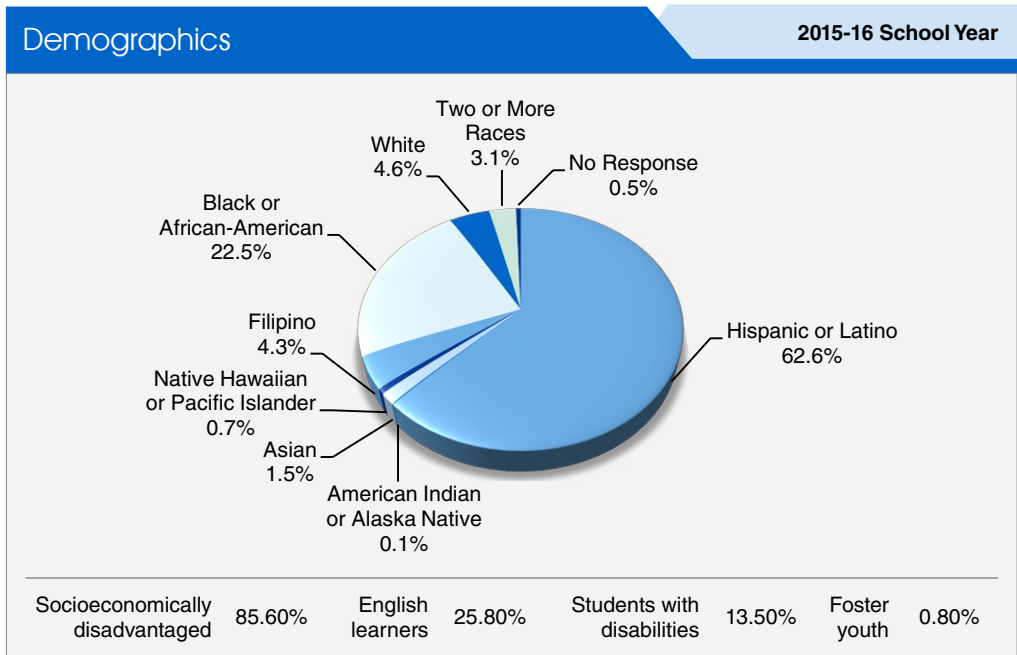
Percentage of Students Meeting Fitness Standards	MLK Jr. JHS
	Grade 7
Four of six standards	22.9%
Five of six standards	22.9%
Six of six standards	36.0%



"Carrying on the Dream."

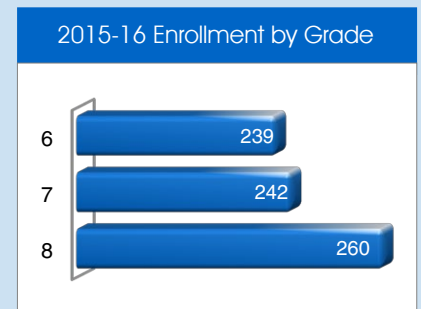
Enrollment by Student Group

The total enrollment at the school was 741 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
MLK Jr. JHS			
	13-14	14-15	15-16
Suspension rates	16.0%	17.5%	17.0%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	13-14	14-15	15-16
Suspension rates	10.8%	7.8%	8.0%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in the 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year	
	MLK Jr. JHS	Pittsburg USD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2015-2016	2008-2009	
Year in Program Improvement	Year 1	Year 3	
Number of schools currently in Program Improvement	8		
Percentage of schools currently in Program Improvement	72.70%		



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 6-8.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	MLK Jr. JHS			Pittsburg USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	50%	47%	42%	49%	42%	42%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	265	254	95.85%	42.13%	
Male	141	135	95.74%	42.96%	
Female	124	119	95.97%	41.18%	
Black or African-American	65	63	96.92%	28.57%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	14	14	100.00%	78.57%	
Hispanic or Latino	160	154	96.25%	42.86%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	16	14	87.50%	50.00%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	223	214	95.96%	38.79%	
English learners	54	50	92.59%	12.00%	
Students with disabilities	34	30	88.24%	6.67%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	MLK Jr. JHS		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	33%	29%	30%	34%	44%	48%
Mathematics	17%	15%	21%	22%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	259	253	97.70%	22.80%
Male	135	131	97.00%	19.38%
Female	124	122	98.40%	26.45%
Black or African-American	58	56	96.60%	12.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	157	154	98.10%	20.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	12	12	100.00%	58.33%
Socioeconomically disadvantaged	224	219	97.80%	20.37%
English learners	80	79	98.80%	5.06%
Students with disabilities	32	32	100.00%	9.38%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	259	252	97.30%	14.40%
Male	135	130	96.30%	16.28%
Female	124	122	98.40%	12.40%
Black or African-American	58	56	96.60%	7.14%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	157	153	97.50%	11.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	12	12	100.00%	33.33%
Socioeconomically disadvantaged	224	218	97.30%	12.50%
English learners	80	79	98.80%	1.27%
Students with disabilities	32	32	100.00%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	246	243	98.80%	31.28%
Male	132	129	97.70%	18.60%
Female	114	114	100.00%	45.61%
Black or African-American	51	51	100.00%	27.45%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	160	159	99.40%	28.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	213	211	99.10%	30.33%
English learners	64	64	100.00%	3.13%
Students with disabilities	31	31	100.00%	3.23%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	246	242	98.40%	16.12%
Male	132	128	97.00%	10.94%
Female	114	114	100.00%	21.93%
Black or African-American	51	50	98.00%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	63.64%
Hispanic or Latino	160	159	99.40%	15.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	213	210	98.60%	13.33%
English learners	64	64	100.00%	1.56%
Students with disabilities	31	30	96.80%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	265	260	98.10%	33.46%
Male	141	139	98.60%	28.78%
Female	124	121	97.60%	38.84%
Black or African-American	65	63	96.90%	23.81%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	14	14	100.00%	57.14%
Hispanic or Latino	160	158	98.80%	32.28%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	15	93.80%	33.33%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	223	219	98.20%	31.96%
English learners	54	53	98.20%	1.89%
Students with disabilities	34	33	97.10%	3.03%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	265	260	98.10%	13.90%
Male	141	139	98.60%	10.14%
Female	124	121	97.60%	18.18%
Black or African-American	65	63	96.90%	11.11%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	14	14	100.00%	57.14%
Hispanic or Latino	160	158	98.80%	10.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	15	93.80%	6.67%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	223	219	98.20%	14.16%
English learners	54	53	98.20%	0.00%
Students with disabilities	34	33	97.10%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Glencoe/McGraw-Hill (6-8)	2010
Mathematics	California Course 1, 2, 3; Algebra, McGraw-Hill (6-8)	2016
Science	Holt (6)	2007
Science	Prentice Hall (7-8)	2007
History/social science	Holt (6-8)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Parental Involvement

A collaborative effort from parents, teachers, administrators and the community at large is required to ensure the educational success of every child. The district is a member of the National Network of Partnership Schools, which provides a foundation and process for engaging parental and community involvement in schools.

The parent coordinator at Martin Luther King, Jr. Junior High works collaboratively with parents as she solicits their assistance with both ongoing activities, including the School Site Council (SSC); English Learner Advisory Committee (ELAC); Parent Booster Club; and one-time opportunities, such as Back-to-School Night, Open House, Family Science Night, Family Literacy Night, Family Math Night, our winter and spring band and theatrical performances, and our ethnic heritage programs. Parents are encouraged to visit the school, volunteer in classrooms, chaperone field trips, and attend special programs designed to increase the level of parental and community engagement with our school, such as parenting and health classes.

For more information on how to become involved at the school, contact district Parent Liaison Ana Perez at (925) 473-2500, ext. 3519.





"I use every opportunity to touch the lives of my scholars in a positive and memorable way."

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			8/15/2016
Date of the most recent completion of the inspection form			8/15/2016

School Facilities

Martin Luther King, Jr. Junior High School is a facility which opened on August 22, 2012. There are 27 classrooms, two computer labs, a library, gymnasium, and baseball and soccer fields.

There is a very large courtyard with two covered areas for eating lunch.

There are three full-time custodians and one half-time custodian and half-time gardener. The head custodian works early morning to afternoon. The custodian/gardener works from morning to evening. The evening custodian works from afternoon to night.

Our student-resource officer along with our campus resource assistants and administration work together to maintain a safe and secure campus environment.

Security cameras are installed to monitor all areas of the school.

All exterior gates of the school are locked immediately at the sound of the 8:30 a.m. bell. The gates to the side street are also locked. All gates remain locked until the end of the school day. All visitors must enter the school through the main doors of the administration building.



Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

"As principal and instructional leader of the Tiger TEAM, I work with a wonderful group of committed TEAM members who care about the social and academic wellbeing of our scholars. I remind our scholars on a daily basis that we want more for them than they could possibly know to want for themselves. We truly are carrying on the dream of Dr. Martin Luther King."



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	2.00
Average number of students per academic counselor	375
Support Staff	
FTE	
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00
Other	
FTE	
Restorative Justice counselor	0.80

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	MLK Jr. JHS		
	16-17	14-15	15-16	16-17
Teachers				
With a full credential	467	28	31	31
Without a full credential	41	2	1	4
Teaching outside subject area of competence (with full credential)	3	1	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	MLK Jr. JHS		
	14-15	15-16	16-17
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	1

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
MLK Jr. JHS	90.16%	9.84%
All schools in district	87.22%	12.78%
High-poverty schools in district	87.22%	12.78%
Low-poverty schools in district	◇	◇

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$45,158	\$44,958
Midrange teacher salary	\$67,437	\$70,581
Highest teacher salary	\$83,804	\$91,469
Average elementary school principal salary	\$108,631	\$113,994
Average middle school principal salary	\$117,618	\$120,075
Average high school principal salary	\$118,714	\$130,249
Superintendent salary	\$190,000	\$218,315
Teacher salaries: percentage of budget	35%	38%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MLK Jr. JHS	\$5,554	\$60,377
Pittsburg USD	\$6,418	\$60,508
California	\$5,677	\$74,216
School and district: percentage difference	-13.5%	-0.2%
School and California: percentage difference	-2.2%	-18.6%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$6,144
Expenditures per pupil from restricted sources	\$590
Expenditures per pupil from unrestricted sources	\$5,554
Annual average teacher salary	\$60,377

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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