



Martin Luther King, Jr. Junior High School

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Grades 6-8
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SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Pittsburg USD

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“Carrying on the Dream.”

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 almost 50 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.

This year we are using strategies from our summer read *Teaching with Poverty in Mind* by Eric Jensen, which focuses on brain development and strategies for understanding scholars who have a background of poverty. Our goal is to teaching with an expectation and belief that all scholars can learn and that their personal environments are explanations but not excuses.

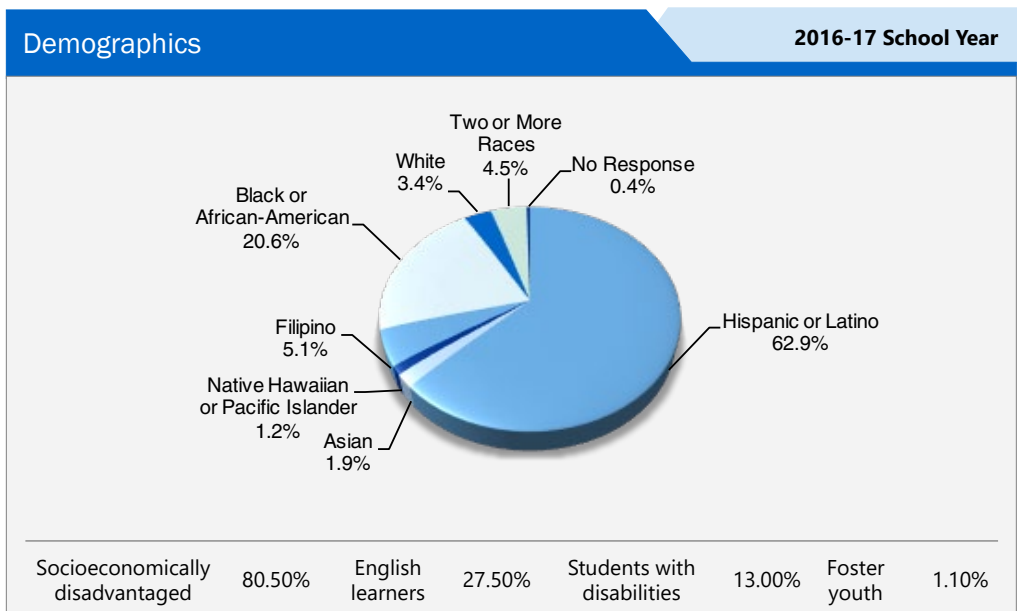
Through the use of restorative justice and cultural sensitivity, we are striving to lower the number of referrals for all students by 10 percent in the second half of the school year and to raise proficiency levels by 5 percent for each identified subgroup. Our Tiger Team endeavors to help our scholars 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.

Enrollment by Student Group

The total enrollment at the school was 739 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



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

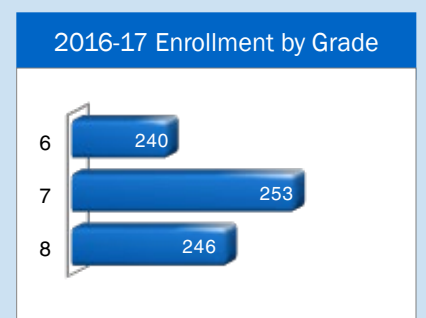
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest 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. De'Shawn Woolridge, president
- Dr. Laura Canciamilla, vice president
- Mr. George Miller, trustee
- Mr. Joseph Arenivar, trustee
- Mr. Duane Smith, trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



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

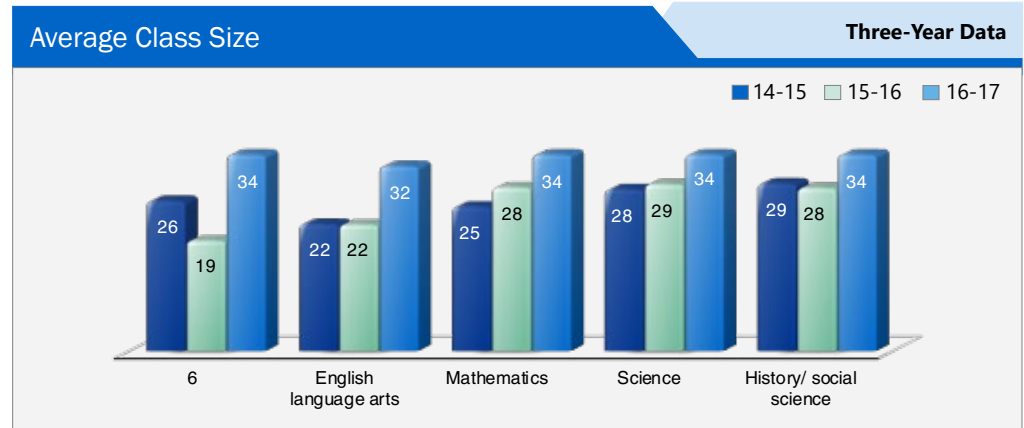
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	5	35	1	16	33	7	10	19	14
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	7	13	1	4	7		12	14	
Mathematics	2	6	2		8	1	4	7	2
Science	1	12	4	2	4	2	3	11	6
History/social science		11	4	1	4	3	1	15	1

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 **2016-17 School Year**

Percentage of Students Meeting Fitness Standards	MLK Jr., JHS
	Grade 7
Four of six standards	32.5%
Five of six standards	21.7%
Six of six standards	22.9%

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 table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

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)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	MLK Jr., JHS		Pittsburg USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	29%	27%	34%	33%	48%	48%
Mathematics	15%	14%	22%	20%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 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 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 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 2017-18 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		2017-18 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 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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 table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy 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 CAA 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 Results by Student Group: English Language Arts and Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	734	726	98.91%	26.80%
Male	374	369	98.66%	19.29%
Female	360	357	99.17%	34.55%
Black or African-American	142	138	97.18%	19.57%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	40.00%
Filipino	36	36	100.00%	63.89%
Hispanic or Latino	467	463	99.14%	25.54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	28	100.00%	25.00%
Two or more races	33	33	100.00%	34.38%
Socioeconomically disadvantaged	607	600	98.85%	23.41%
English learners	327	323	98.78%	17.70%
Students with disabilities	99	98	98.99%	5.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	734	723	98.50%	14.11%
Male	374	367	98.13%	11.72%
Female	360	356	98.89%	16.57%
Black or African-American	142	137	96.48%	8.03%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	26.67%
Filipino	36	36	100.00%	52.78%
Hispanic or Latino	467	461	98.72%	13.02%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	28	100.00%	3.57%
Two or more races	33	33	100.00%	18.18%
Socioeconomically disadvantaged	607	597	98.35%	12.40%
English learners	327	322	98.47%	8.70%
Students with disabilities	99	97	97.98%	4.12%
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.

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		2017-18 School Year
Subject	Textbook	Adopted
English language arts	Studysync California, Macmillan/McGraw-Hill (6-8) ELD: Macmillan McGraw Hill Studysync California (2017) National Geographic Learning Inside Fundamentals Vol. 1 and Vol. 2 (2014)	2017
Mathematics	California Course 1, 2, 3; Algebra, Macmillan/McGraw-Hill (6-8)	2016
Science	Holt (6)	2007
Science	Prentice Hall (7-8)	2007
History/social science	Holt (6-8)	2006
World Languages	Santilliana (6-8)	2017

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		2017-18 School Year
MLK Jr., JHS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

School Safety

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.

Meetings with staff and CRA's support our plan to make safety our priority. Office staff has assigned jobs in times of drills and/or emergencies.

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.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2017.

Quality of Textbooks

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

Quality of Textbooks	
2017-18 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

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	
2017-18 School Year	
Data collection date	9/13/2017

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



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, Million Father March, a Bite of Reality, and 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 the district parent liaison, Ana Perez, at (925) 473-2500, extension 3519.

“Our goal is to educate our scholars to their highest potential both academically and socially.”

School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2017-18 School Year
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	9/13/2017
Date of the most recent completion of the inspection form	9/13/2017

School Facilities

Martin Luther King, Jr. Junior High School is a facility that 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 who clean and maintain the school on a daily basis. The head custodian works early morning to afternoon. The evening custodians work from afternoon to night. District gardeners maintain our school on a rotating weekly basis

Our school resource officer, campus resource assistants and administration work together to maintain a safe and secure campus environment.

We installed security cameras to monitor all areas of the school.

We lock all exterior gates of the school 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.

All classrooms are completely filled. There is no space for portables to support our growing population. We have only six basketball courts and fields which have been impacted by gophers create unlevelled soccer fields.

Once scholars arrive at school, they are not allowed to leave campus. Cameras and duty supervisors around the school help us to monitor activity and to ensure safety. Our After School Program uses classrooms, computer labs, the cafeteria, and gym for recreation and learning environments after the regular school day. Scholars are not allowed off campus during these sessions, and the gates are locked to keep scholars safe until parents arrive to pick them up.

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		
Teachers	17-18	15-16	16-17	17-18
With a full credential	490	31	31	29
Without a full credential	46	1	4	5
Teaching outside subject area of competence (with full credential)	6	0	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		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	1

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.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
MLK Jr., JHS	3 days	3 days	3 days

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 a 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.

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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	2.00
Average number of students per academic counselor	375
Support Staff	
FTE	
Social/behavioral counselor	0.50
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.03
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
Other	FTE
Paraprofessional (special education)	8.00

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,645
Expenditures per pupil from restricted sources	\$192
Expenditures per pupil from unrestricted sources	\$6,453
Annual average teacher salary	\$66,567

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			
	14-15	15-16	16-17
Suspension rates	17.5%	17.0%	8.7%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	14-15	15-16	16-17
Suspension rates	7.8%	8.0%	7.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Financial Data

The financial data displayed in this SARC is from the 2015-16 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	2015-16 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$47,416	\$48,522
Midrange teacher salary	\$70,809	\$75,065
Highest teacher salary	\$87,994	\$94,688
Average elementary school principal salary	\$110,585	\$119,876
Average middle school principal salary	\$121,456	\$126,749
Average high school principal salary	\$130,006	\$135,830
Superintendent salary	\$214,349	\$232,390
Teacher salaries: percentage of budget	36%	37%
Administrative salaries: percentage of budget	6%	5%

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.

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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MLK Jr., JHS	\$6,453	\$66,567
Pittsburg USD	\$7,811	\$65,723
California	\$6,574	\$77,824
School and district: percentage difference	-17.4%	+1.3%
School and California: percentage difference	-1.8%	-14.5%