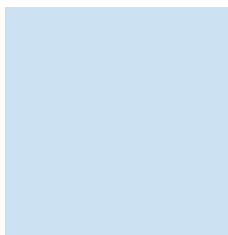


# SARC School Accountability Report Card 2018-19

Published in 2019-20



## Martin Luther King, Jr. Junior High School

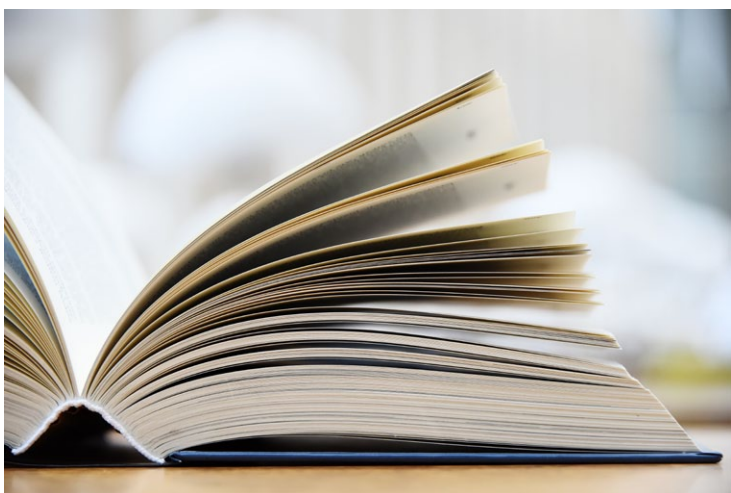
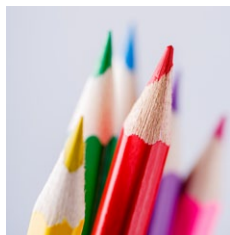
Grades 6-8  
CDS Code 07-61788-0125435

Angela Stevens-Stevenson  
Principal  
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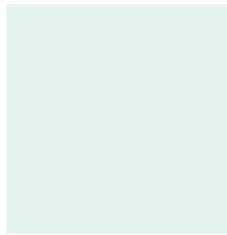
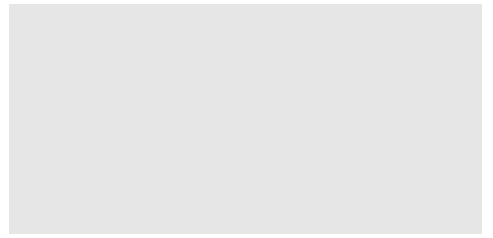
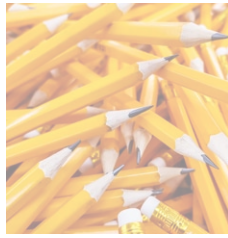
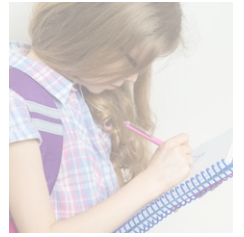
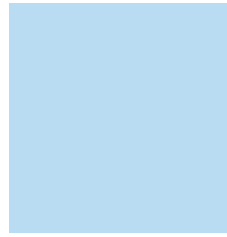
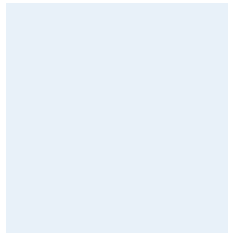
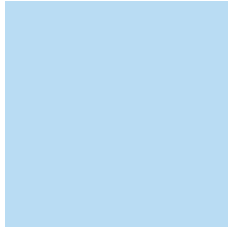
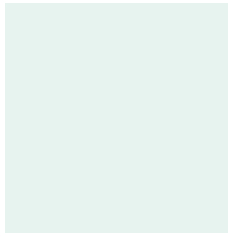
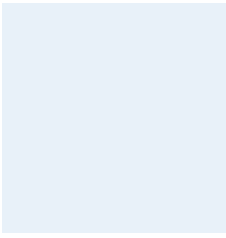
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Para español, visita [www.pittsburg.k12.ca.us](http://www.pittsburg.k12.ca.us)



## Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ [www.pittsburg.k12.ca.us](http://www.pittsburg.k12.ca.us)  
Janet Schulze, Superintendent ▪ [jschulze@pittsburg.k12.ca.us](mailto:jschulze@pittsburg.k12.ca.us) ▪ (925) 473-2300





### 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 700 scholars.

Martin Luther King, Jr. Junior High is the very first junior high school in this neighborhood and the first school in over 50 years. We have been welcomed by businesses and the school community. It is the only school in the district named for a famous and historical figure. Last year we welcomed our long-awaited statue of Dr. King, which is now erected in our quad for all of scholars and community to enjoy.

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 continuing to use strategies from our book study, Engaging Students with Poverty in Mind by Eric Jensen, which focuses on the use of best practices for teaching and strategies to help understand and teach the whole child through empathy and caring. Our goal is to teach with an expectation and belief that all scholars can learn and that their personal environments are explanations but not excuses. With restorative justice and cultural sensitivity, we are striving to lower the number of referrals for all students by 10 percent in each half of the school year and to raise proficiency levels by 5 percent for each identified subgroup. Our Tiger Team endeavors to aid our scholars in becoming 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

Staff members and scholars 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.

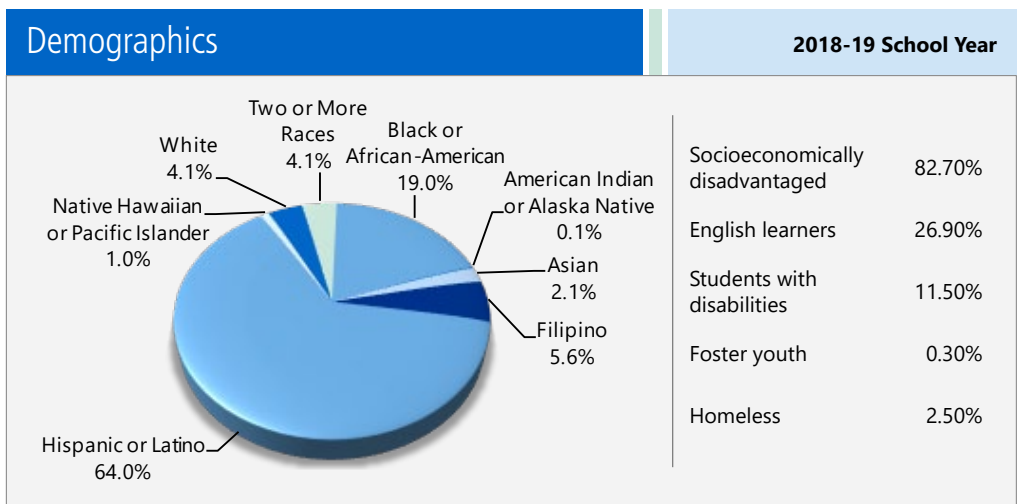
Meetings with staff and CRA's support our plan to make safety our priority. Office staff has assigned jobs in times of drills and/or emergencies.

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. We have all been trained through active shooter drills and lockdown procedures.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

### Enrollment by Student Group

The total enrollment at the school was 711 students for the 2018-19 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

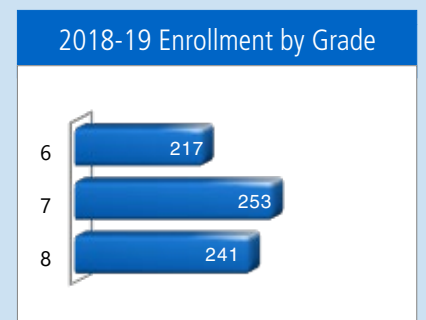
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest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

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 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

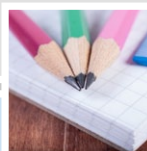
- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

### 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

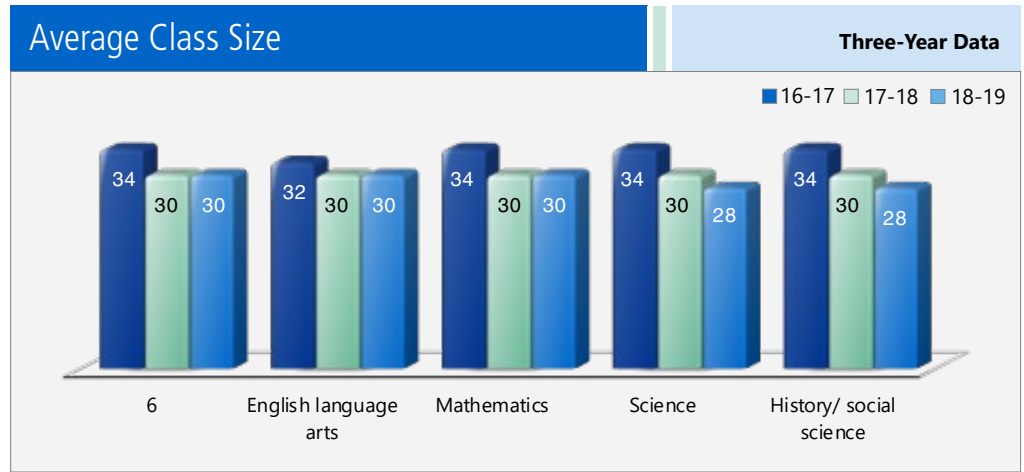
### 6. Meaningful Collaboration, Partnership and Parental Engagement

- 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.



Grade	2016-17			2017-18			2018-19		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	10	19	14		4		8	25	9

Subject	2016-17			2017-18			2018-19		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	12	14			4		15	16	
Mathematics	4	7	2		4		8	15	2
Science	3	11	6		4		1	1	
History/social science	1	15	1		4		3	16	



*“Carrying on the Dream”*

## 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.

	MLK Jr. JHS			Pittsburg USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	8.7%	11.6%	15.0%	7.0%	7.7%	8.8%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	MLK Jr. JHS		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	◇	◇	◇	◇	◇	◇

## CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	28%	35%	34%	35%	50%	51%
Mathematics	15%	16%	20%	21%	38%	40%

## 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:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		MLK Jr. JHS
		Grade 7
Four of six standards		24.5%
Five of six standards		16.7%
Six of six standards		11.8%

◇ Not applicable.

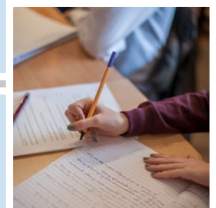
## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 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](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts 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.

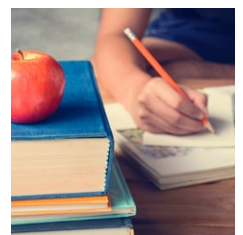
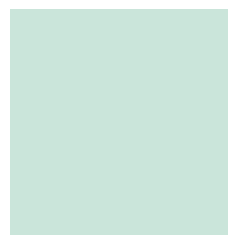
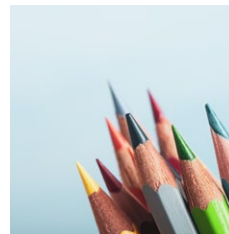
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	686	678	98.83%	1.17%	34.81%
Male	328	325	99.09%	0.91%	29.85%
Female	358	353	98.60%	1.40%	39.38%
Black or African-American	129	126	97.67%	2.33%	26.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	50.00%
Filipino	40	40	100.00%	0.00%	72.50%
Hispanic or Latino	442	439	99.32%	0.68%	33.03%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	28	26	92.86%	7.14%	34.62%
Two or more races	26	26	100.00%	0.00%	42.31%
Socioeconomically disadvantaged	592	585	98.82%	1.18%	32.65%
English learners	299	297	99.33%	0.67%	23.91%
Students with disabilities	74	71	95.95%	4.05%	7.04%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	11	91.67%	8.33%	0.00%

❖ 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.

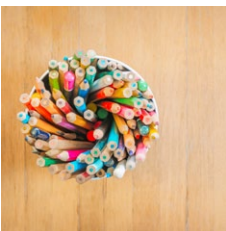
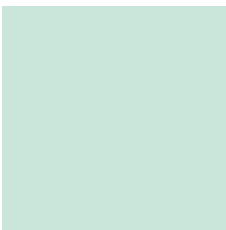




### CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	686	675	98.40%	1.60%	16.15%
Male	328	323	98.48%	1.52%	15.17%
Female	358	352	98.32%	1.68%	17.05%
Black or African-American	129	125	96.90%	3.10%	6.40%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	21.43%
Filipino	40	40	100.00%	0.00%	37.50%
Hispanic or Latino	442	437	98.87%	1.13%	16.02%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	28	26	92.86%	7.14%	19.23%
Two or more races	26	26	100.00%	0.00%	30.77%
Socioeconomically disadvantaged	592	582	98.31%	1.69%	15.46%
English learners	299	296	99.00%	1.00%	9.46%
Students with disabilities	74	71	95.95%	4.05%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	11	91.67%	8.33%	9.09%

❖ 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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇



## 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	
2019-20 School Year	
Data collection date	9/11/2019

## 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		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Studysync California, Macmillan McGraw Hill ELD Studysync California, Macmillan McGraw Hill Inside Fundamentals Vol. 1 and Vol. 2, National Geographic Learning (6-8)	2017
Mathematics	California Course 1, 2, 3; Algebra, Macmillan McGraw Hill (6-8)	2016
Science	<i>Science</i> , Holt (6)	2007
Science	<i>Life Science</i> , Prentice Hall (7)	2007
Science	<i>Physical Science</i> , Prentice Hall (8)	2007
History/social science	<i>Ancient Civilizations</i> , National Geographic Learning (6)	2019
History/social science	<i>Medieval &amp; World History</i> , National Geographic Learning (7)	2019
History/social science	<i>History to WWI</i> , National Geographic Learning (8)	2019
World Languages	Santilliana (6-8)	2016
Worlds Languages (DI)	Santilliana En Espanola (6-8)	2017

## Quality of Textbooks

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

Quality of Textbooks		2019-20 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.

◇ Not applicable.







### 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	2019-20 School Year
Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Exemplary
<b>Date of the most recent school site inspection</b>	4/15/2019
<b>Date of the most recent completion of the inspection form</b>	4/15/2019



### 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

### School Facilities

Martin Luther King, Jr. Junior High School is a facility that opened on August 22, 2012. There are 28 classrooms, one computer lab, a library, gymnasium, and baseball and soccer fields.

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

Three full-time custodians 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.

Security cameras are available and monitor all areas of the school.

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.

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 the safety of our staff and scholars. Our afterschool 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.

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

### 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, Lunch on the Lawn and one-time opportunities such as Back-to-School Night, Open House, Family Science Night, Family Literacy Night, Family Math Night, AVID Family Nights, Million Father March, a Bite of Reality, 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 our parent liaison, Ana Perez, at (925) 473-2500, extension 3519.



*“Our Tiger Team endeavors to aid our scholars in becoming more than they ever thought they could be.”*



## 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	
2018-19 School Year	
	Ratio
Academic counselors	1:350
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	★
Psychologist	1.0
Social worker	0.0
Nurse	★
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

★ Two hours.

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	MLK Jr. JHS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	500	29	29	29
Without a full credential	34	5	5	3
Teaching outside subject area of competence (with full credential)	6	0	1	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	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	1

## Professional Development

The Local Control Accountability Plan (LCAP), LCAP Addendum and the sites' School 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. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



### Financial Data

The financial data displayed in this SARC is from the 2017-18 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](http://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](http://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](http://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.

Salary Data	2017-18 Fiscal Year	
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$50,299	\$51,374
<b>Midrange teacher salary</b>	\$75,114	\$80,151
<b>Highest teacher salary</b>	\$93,344	\$100,143
<b>Average elementary school principal salary</b>	\$114,293	\$126,896
<b>Average middle school principal salary</b>	\$120,555	\$133,668
<b>Average high school principal salary</b>	\$133,083	\$143,746
<b>Superintendent salary</b>	\$230,725	\$245,810
<b>Teacher salaries: percentage of budget</b>	33%	35%
<b>Administrative salaries: percentage of budget</b>	6%	5%

### Financial Data Comparison

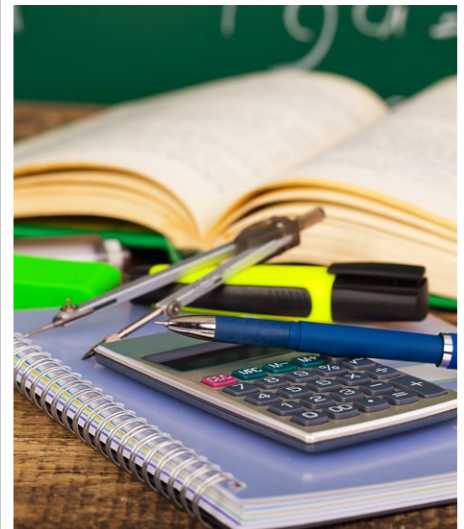
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>MLK Jr. JHS</b>	\$7,343	\$71,760
<b>Pittsburg USD</b>	\$9,272	\$72,942
<b>California</b>	\$7,507	\$82,031
<b>School and district: percentage difference</b>	-20.8%	-1.6%
<b>School and California: percentage difference</b>	-2.2%	-12.5%

### 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	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,457
<b>Expenditures per pupil from restricted sources</b>	\$1,114
<b>Expenditures per pupil from unrestricted sources</b>	\$7,343
<b>Annual average teacher salary</b>	\$71,760



### 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://dq.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, on or before February 1. All data accurate as of December 2019.