

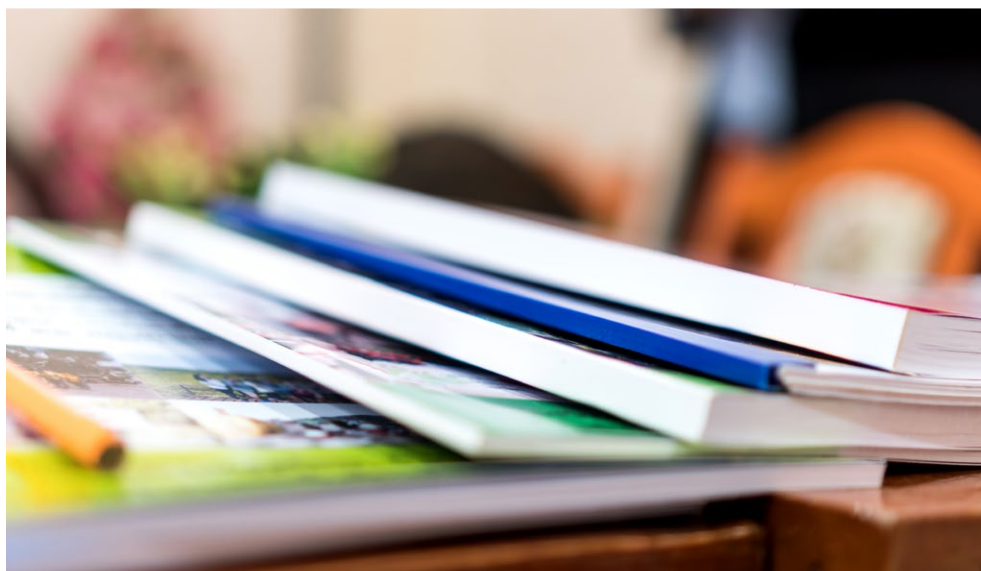
Pittsburg Unified School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Martin Luther King, Jr. Junior High School

Grades 6-8
CDS Code 07-61788-0125435

Danielle Winford, Principal
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Principal's Message

Our school is the third junior high school in the city of Pittsburg. We have a school population this year of about 705 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 whose statue stands proudly in our quad. 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 learn about and use Trauma Informed Practices in the classroom. With a focus on culturally relevant pedagogy, we are striving to lower the number of referrals for all students by 10% in each half of the school year and to raise proficiency levels by 5% for each identified group. 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 Vision Statement

We envision a respectful and trusting scholar-centered environment with:

- Strong community-school connections.
- Shared decision-making between administration, staff, parents, community.
- Clear and high academic expectations.
- A collaborative, cooperative and safe learning/work environment.
- Appreciation of cultural and ethnic diversity inherent within our school community.
- Respect for individual differences.
- Ongoing reflection, assessment, and evaluation of all facets of the learning community.
- An integrated, interdisciplinary, meaning-centered curriculum accessible to all scholars.

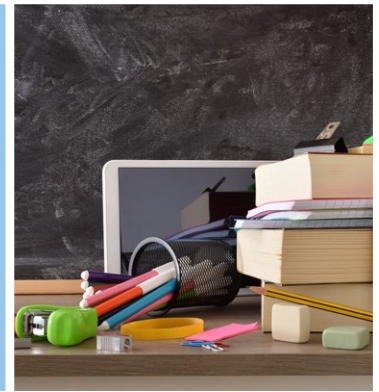
We intend to provide relevant, challenging work for all scholars as we link business, community, and parents. We view parents as partners in providing experiences that are the foundation and support of learning. Our goal is to prepare our diverse student body with the knowledge and skills to face the challenge of living and working in the technological, information-based world of the 21st century.

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 community school 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 Club, Lunch on the Lawn and one-time opportunities such as Back-to-School Night, Family Science Night, Family Literacy Night, Family Math Night, AVID Family Nights, 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 Community School Coordinator Ana Perez at (925) 473-2500, extension 3519.



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.

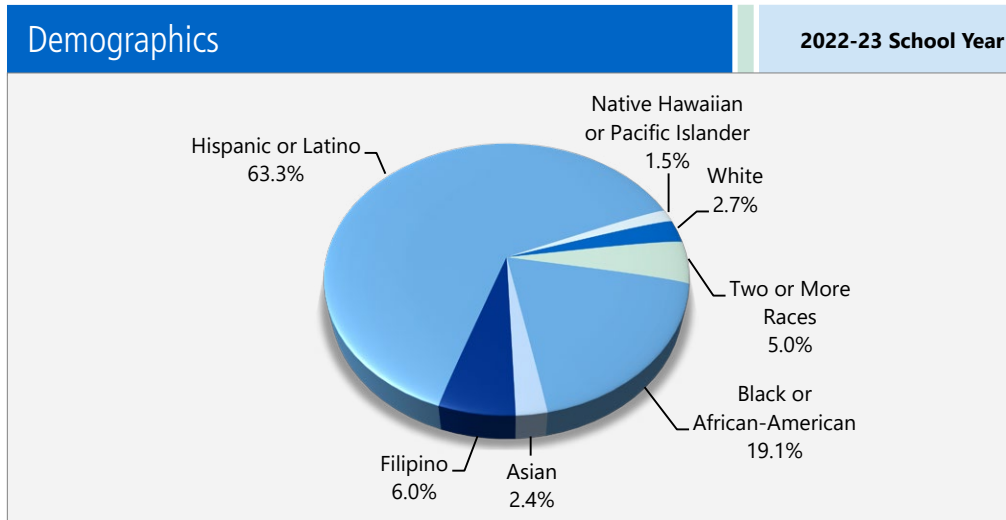
Governing Board

- Ms. Taylor Sims, President
- Ms. Heliodoro Moreno, Vice President
- Mr. George Miller, Trustee
- Mr. De'Shawn Woolridge, Trustee
- Mr. Destiny Briscoe, Trustee



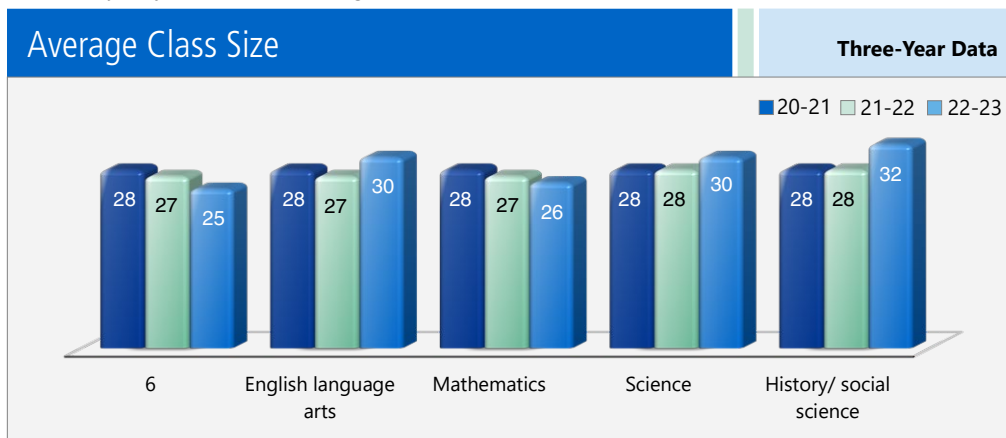
Enrollment by Student Group

The total enrollment at the school was 738 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.



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.



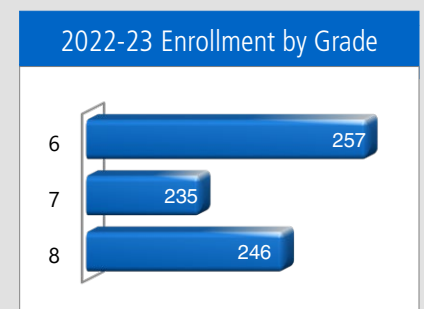
Grade	2020-21			2021-22			2022-23		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	11	9		2	28	3	12	17	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	5	5		1	14		2	13	
Mathematics	4	6		1	14		3	13	1
Science	4	4		2	13			14	2
History/social science	4	4			14	1	8		7

Enrollment by Student Group

Female	46.50%
Male	53.40%
Non-Binary	0.10%
English learners	25.30%
Foster youth	0.50%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	85.00%
Students with Disabilities	13.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	MLK Jr. JHS			Pittsburg USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	11.60%	14.10%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	14.10%	0.10%	
Female	14.30%	0.30%	
Male	14.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	16.70%	0.00%	
Black or African American	27.80%	0.60%	
Filipino	2.20%	0.00%	
Hispanic or Latino	9.50%	0.00%	
Native Hawaiian or Pacific Islander	18.20%	0.00%	
Two or More Races	21.10%	0.00%	
White	22.70%	0.00%	
English Learners	7.70%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	18.80%	0.00%	
Socioeconomically Disadvantaged	13.50%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	14.40%	0.00%	

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

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 diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- 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
- Diverse, current, comprehensive curriculum and materials

5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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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. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	93.8%	95.0%	95.0%	95.0%	95.0%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	781	769	307	39.90%	
Female	371	361	150	41.60%	
Male	408	406	155	38.20%	
Non-Binary	2	2	2	100.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	18	18	6	33.30%	
Black or African American	162	155	74	47.70%	
Filipino	46	46	7	15.20%	
Hispanic or Latino	484	480	186	38.80%	
Native Hawaiian or Pacific Islander	11	11	7	63.60%	
Two or More Races	38	37	16	43.20%	
White	22	22	11	50.00%	
English Learners	196	195	67	34.40%	
Foster Youth	6	6	4	66.70%	
Homeless	16	16	9	56.30%	
Socioeconomically Disadvantaged	665	656	275	41.90%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	118	117	49	41.90%	

Board Goals

Continued from page 4

- Commitment to the environment through sustainable and green practices

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

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 ELD 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

California School Dashboard

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

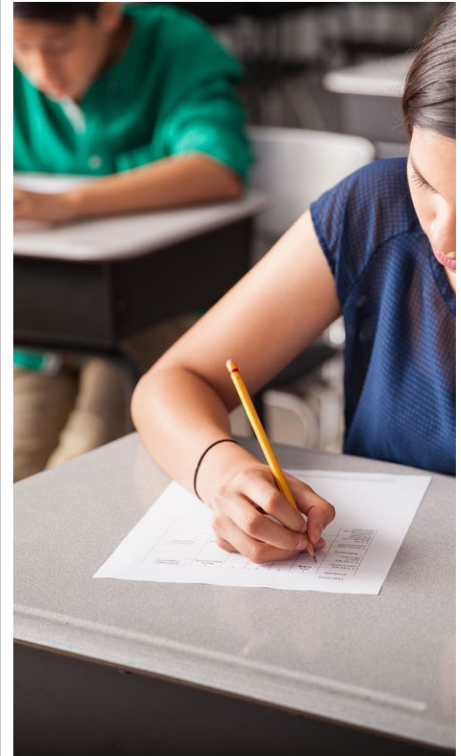


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	MLK Jr. JHS		Pittsburg USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	18.35%	13.45%	14.89%	16.17%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	MLK Jr. JHS		Pittsburg USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	36%	35%	33%	28%	47%	46%
Mathematics	14%	12%	15%	15%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

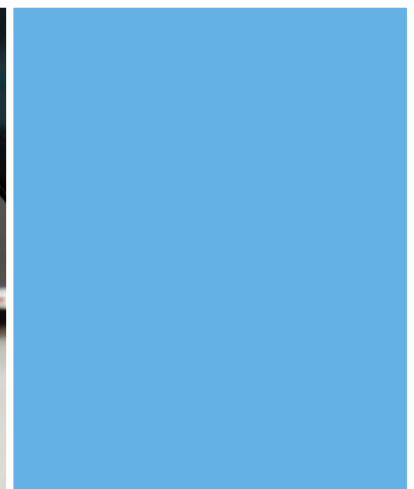
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	245	238	97.14%	2.86%	13.45%
Female	105	102	97.14%	2.86%	10.78%
Male	139	135	97.12%	2.88%	14.81%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	48	45	93.75%	6.25%	4.44%
Filipino	15	15	100.00%	0.00%	26.67%
Hispanic or Latino	158	156	98.73%	1.27%	13.46%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	9	81.82%	18.18%	❖
White	❖	❖	❖	❖	❖
English Learners	53	52	98.11%	1.89%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	213	206	96.71%	3.29%	12.14%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	27	93.10%	6.90%	0.00%

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





CAASPP Test Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	740	718	97.03%	2.97%	35.15%
Female	346	335	96.82%	3.18%	36.72%
Male	392	381	97.19%	2.81%	33.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	16	94.12%	5.88%	50.00%
Black or African American	140	133	95.00%	5.00%	27.07%
Filipino	45	45	100.00%	0.00%	71.11%
Hispanic or Latino	471	461	97.88%	2.12%	32.97%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	18.18%
Two or more races	35	33	94.29%	5.71%	40.63%
White	21	19	90.48%	9.52%	47.37%
English Learners	168	164	97.62%	2.38%	7.93%
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	12	85.71%	14.29%	8.33%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	631	612	96.99%	3.01%	32.57%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	107	103	96.26%	3.74%	4.85%

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

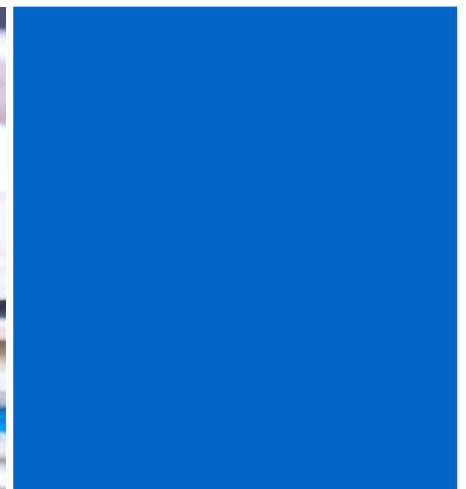




CAASPP Test Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	740	706	95.41%	4.59%	12.18%
Female	346	328	94.80%	5.20%	8.84%
Male	392	376	95.92%	4.08%	15.16%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	16	94.12%	5.88%	6.25%
Black or African American	140	130	92.86%	7.14%	7.69%
Filipino	45	45	100.00%	0.00%	40.00%
Hispanic or Latino	471	455	96.60%	3.40%	10.77%
Native Hawaiian or Pacific Islander	11	10	90.91%	9.09%	❖
Two or more races	35	31	88.57%	11.43%	6.45%
White	21	19	90.48%	9.52%	26.32%
English Learners	168	165	98.21%	1.79%	0.61%
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	12	85.71%	14.29%	0.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	631	602	95.40%	4.60%	10.13%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	107	100	93.46%	6.54%	2.00%

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





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		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	StudySync California, Macmillan McGraw Hill ELD StudySync California, Macmillan McGraw Hill	2017
Reading/language arts	Inside Fundamentals Vol. 1 and Vol. 2, National Geographic Learning (6-8)	2014
Mathematics	California Course 1, 2, 3; Algebra, Macmillan McGraw Hill (6-8)	2016
Science	Issues and Science for California, Lab-Aids, Inc. (6-8)	2022
History/social science	Ancient Civilizations, National Geographic Learning (6)	2019
History/social science	Medieval & World History, National Geographic Learning (7)	2019
History/social science	History to WWI, National Geographic Learning (8)	2019
World Languages	Santillana (6-8)	2016
Worlds Languages (DI)	Santillana En Español (6-8)	2017

Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the 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 continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

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 also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2021-22	2022-23	2023-24
Number of school days dedicated to staff development and continuous improvement	3	3	3

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	
2023-24 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	
2023-24 School Year	
Data collection date	9/13/2023

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.



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.

School Facility Good Repair Status		2023-24 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	Fair	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	8/1/2023	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Restrooms/fountains	C200: sink backed up. In progress	November 2023
External	Building B: 2nd floor has crack in walkway; B103 and D201: Has crack in window; Building A: Uneven pavement. Repairs completed.	November 2023

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 February 2024.

School Facilities

Martin Luther King, Jr. Junior High School is a facility that opened on August 22, 2012. There are 30 classrooms, 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

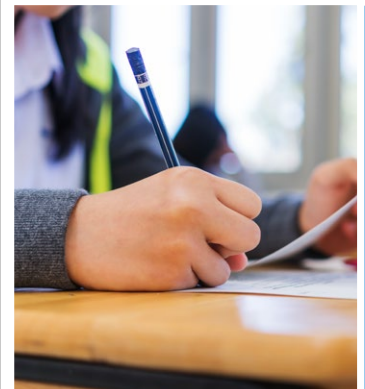
Our school resource officer, campus resource assistants and administration work together to maintain a safe and secure campus environment.

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 future growth on campus. We have only six basketball courts and the soccer fields have been impacted by gophers creating unlevelled ground.





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

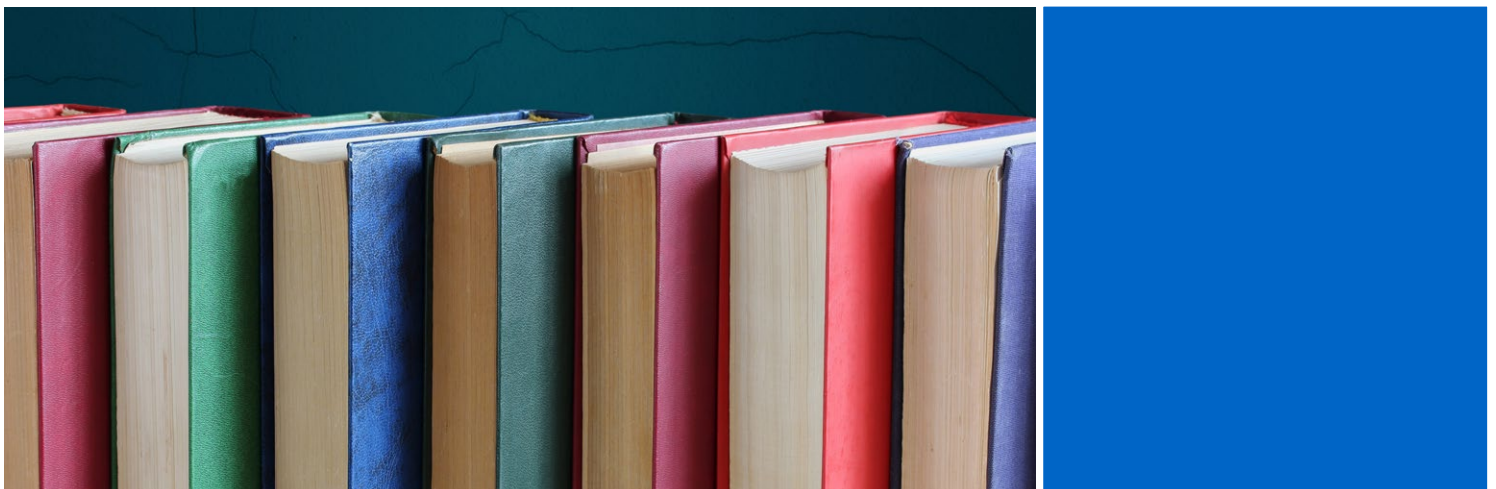
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.3	78.8%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	3.0%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	9.6%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	6.5%	15.9	3.0%	12,115.8	4.4%
Unknown	0.7	2.1%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	33.3	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.7	79.4%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	3.7	11.3%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.0%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	4.5%	17.5	3.3%	11,953.1	4.3%
Unknown	0.6	1.8%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	33.6	100.0%	529.0	100.0%	279,044.8	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	1.7	0.0
Misassignments	1.3	1.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.1	1.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	1.1	0.0
Local Assignment Options	0.9	1.5
Total Out-of-Field Teachers	2.1	1.5

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2%	2.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year

	Ratio
Pupils to Academic counselors	354:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2021-22 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.

Salary Data	2021-22 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$56,179	\$54,190
Midrange teacher salary	\$83,896	\$85,111
Highest teacher salary	\$104,258	\$104,998
Average elementary school principal salary	\$141,149	\$132,492
Average middle school principal salary	\$150,465	\$140,986
Average high school principal salary	\$164,739	\$153,884
Superintendent salary	\$247,200	\$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	6.08%	5.25%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MLK Jr. JHS	\$8,961	\$79,119
Pittsburg USD	\$10,825	\$85,780
California	\$7,607	\$87,362
School and district: percentage difference	-17.2%	-7.8%
School and California: percentage difference	+17.8%	-9.4%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$10,997
Expenditures per pupil from restricted sources	\$2,036
Expenditures per pupil from unrestricted sources	\$8,961
Annual average teacher salary	\$79,119



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 January 2024.