Martin Luther King, Jr. Junior High School

2012 Carion Court Pittsburg, CA 94565 ▪ https://mlk.pittsburgusd.net/
Danielle Winford, Principal ▪ dwinford@pittsburgusd.net ▪ (925) 473-2500
Grades 6-8 ▪ CDS Code 07-61788-0125435

Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ www.pittsburgusd.net
Janet Schulze, Superintendent ▪ jschulze@pittsburgusd.net ▪ (925) 473-2300

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 660 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. 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 are committed to moving our students academically toward proficiency in core subjects. We are establishing a culture of success and showing our value of diversity by hosting assemblies, offering a variety of clubs, field trips and activities. Our scholars are taught the importance of leaving their own legacies as Dr. King did. We support our school climate and culture by building community through restorative practices and engaging our families and school community.

This year we are continuing to learn about and use Trauma Informed and Culturally Responsive Practices in and out of the classroom to decrease the number of referrals & suspensions for identified subgroups and to raise proficiency in math & English language arts (ELA) for all scholars using Advancement Via Individual Determination (AVID) Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies.

School Mission Statement

At Martin Luther King, Jr. Junior High, we are committed to preparing all scholars to be college and career ready, empowered to thrive as responsible, productive citizens. Through data-driven instruction and a focus on social responsibility, we support both the academic and personal growth of every scholar.

School Vision Statement

Martin Luther King, Jr. Junior High envisions a scholar-centered learning community built on respect, trust, and collaboration. We strive to maintain strong partnerships with families and the broader community, uphold high academic expectations, and create a safe, inclusive environment that values diversity. Through relevant, rigorous instruction and shared decision-making, we prepare all scholars with the skills and mindset needed to succeed in a dynamic, interconnected world.

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 he solicits engagement and support with School Site Council (SSC); English Learner Advisory Committee (ELAC); Parent Club, Lunch on the Lawn, 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 Jose Rodriguez at (925) 473-2500 ext. 3523.

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 2026.

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.
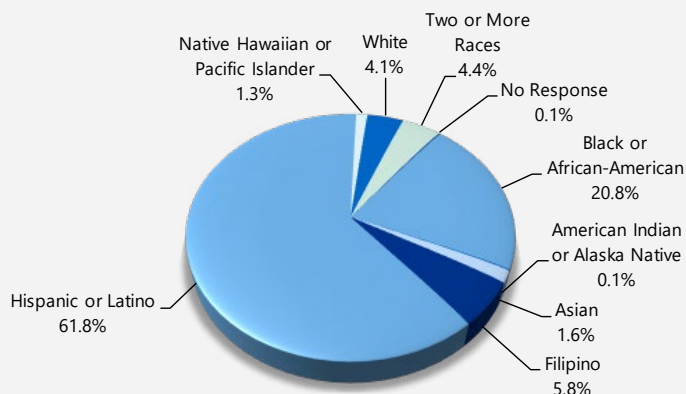
Governing Board
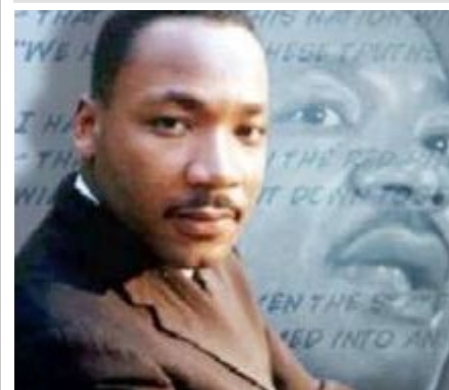
Enrollment by Student Group

The total enrollment at the school was 706 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.
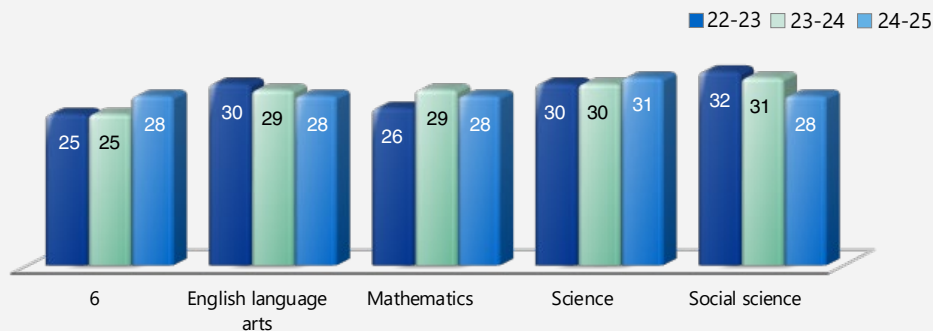
Demographics (2024-25 School Year)

- Native Hawaiian or Pacific Islander 1.3%
- White 4.1%
- Two or More Races 4.4%
- No Response 0.1%
- Black or African-American 20.8%
- American Indian or Alaska Native 0.1%
- Asian 1.6%
- Filipino 5.8%
- Hispanic or Latino 61.8%

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	49.00%
Male	51.00%
Non-Binary	0.00%
English Learners	19.50%
Foster Youth	0.10%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	86.10%
Students with Disabilities	16.60%

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.

Average Class Size (Three-Year Data)

Legend: 22-23, 23-24, 24-25

- 6: 25, 25, 28
- English language arts: 30, 29, 28
- Mathematics: 26, 29, 28
- Science: 30, 30, 31
- Social science: 32, 31, 28

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade

- 6: 220
- 7: 218
- 8: 268

Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	12	17		4	27		2	25	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	2	13			15			14	1
Mathematics	3	13	1		13	1	1	13	1
Science		14	2		12	3		10	4
Social science		8	7		13	2		15	
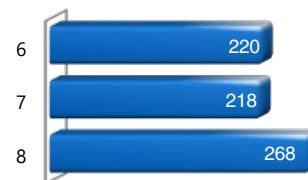
Suspensions and Expulsions

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.

Suspension and Expulsion Rates (Three-Year Data)

| | MLK Jr. JHS | | | Pittsburg USD | | | California | | |
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	14.10%	13.60%	8.70%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.70%	0.00%
Female	6.60%	0.00%
Male	10.90%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	20.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.60%	0.00%
White	6.50%	0.00%
English Learners	8.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	15.80%	0.00%
Socioeconomically Disadvantaged	9.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	12.10%	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

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. 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	96.70%	97.20%	98.60%	97.20%	98.60%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	744	734	227	30.90%
Female	366	360	117	32.50%
Male	378	374	110	29.40%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	3	27.30%
Black or African American	161	160	66	41.30%
Filipino	43	43	4	9.30%
Hispanic or Latino	450	444	125	28.20%
Native Hawaiian or Pacific Islander	11	11	4	36.40%
Two or More Races	35	33	14	42.40%
White	31	30	9	30.00%
English Learners	166	165	44	26.70%
Foster Youth	❖	❖	❖	❖
Homeless	19	18	12	66.70%
Socioeconomically Disadvantaged	642	634	206	32.50%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	124	121	35	28.90%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

- 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 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	23-24	24-25	23-24	24-25	23-24	24-25
Science	15.38%	8.88%	15.87%	16.31%	30.73%	32.33%

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	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	33%	35%	28%	33%	46%	48%
Mathematics	13%	13%	15%	17%	34%	37%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the 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 (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	269	262	97.40%	2.60%	8.88%
Female	119	118	99.16%	0.84%	7.69%
Male	150	144	96.00%	4.00%	10.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	50	47	94.00%	6.00%	10.64%
Filipino	17	17	100.00%	0.00%	23.53%
Hispanic or Latino	177	174	98.31%	1.69%	8.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	48	48	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	224	218	97.32%	2.68%	9.17%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	47	46	97.87%	2.13%	4.35%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	717	687	95.82%	4.18%	34.60%
Female	352	343	97.44%	2.56%	39.00%
Male	365	344	94.25%	5.75%	30.23%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	11	100.00%	0.00%	36.36%
Black or African American	157	147	93.63%	6.37%	27.21%
Filipino	42	41	97.62%	2.38%	68.29%
Hispanic or Latino	433	419	96.77%	3.23%	34.21%
Native Hawaiian or Pacific Islander	11	10	90.91%	9.09%	❖
Two or More Races	33	31	93.94%	6.06%	40.00%
White	29	27	93.10%	6.90%	18.52%
English Learners	135	131	97.04%	2.96%	3.82%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	24	22	91.67%	8.33%	22.73%
Socioeconomically Disadvantaged	615	588	95.61%	4.39%	32.08%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	119	111	93.28%	6.72%	4.50%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	717	679	94.70%	5.30%	13.29%
Female	352	336	95.45%	4.55%	11.01%
Male	365	343	93.97%	6.03%	15.54%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	10	90.91%	9.09%	--
Black or African American	157	143	91.08%	8.92%	11.27%
Filipino	42	42	100.00%	0.00%	42.86%
Hispanic or Latino	433	417	96.30%	3.70%	9.62%
Native Hawaiian or Pacific Islander	11	10	90.91%	9.09%	❖
Two or More Races	33	30	90.91%	9.09%	23.33%
White	29	26	89.66%	10.34%	15.38%
English Learners	135	130	96.30%	3.70%	0.78%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	24	22	91.67%	8.33%	0.00%
Socioeconomically Disadvantaged	615	581	94.47%	5.53%	12.24%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	119	110	92.44%	7.56%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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 (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	StudySync California, Macmillan McGraw Hill ELD StudySync California, Macmillan McGraw Hill	2017
Reading/language arts	StudySync California, McGraw Hill	2017
Reading/Language arts	Get Ready! ELD Vista Higher Learning	2024
Reading/Language arts	Bridges A-C, ELD Vista Higher Learning	2024
Mathematics	Desmos Math Algebra, Amplify Education (6-8)	2024
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

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)

	2023-24	2024-25	2025-26
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

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
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

2025-26 School Year	
Data collection date	9/10/2025

Quality of Textbooks

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

Quality of Textbooks

2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

✧ 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.

School Facility Good Repair Status (2025-26 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	Poor
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	Good
Date of the most recent FIT report	8/20/2025

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 (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Room A100, D103 Formica trim is chipped on countertop; Room 200-08 Ceiling tiles have stains; Room 100-43 Sink cabinet door stopper missing; Room 100-31 Ceiling tiles have water stains in office.
Cleanliness	Room 100-43, B101, B103 Unsecured items stored too high. Repairs complete.
Electrical	Room 100-29 One light fixture is out; Room B101 Ethernet cover is loose at teacher station; Room 100-42 Hand dryer not functioning. Repairs complete.
Restrooms/fountains	Room 100-53, 52, 50, 61, 04, 05, 41, 37, 22, 28, 42, 93, 18, 17, 90, 85, 14, 76, 75 Menstrual products not available; Room 100-53, 22, 90, 14 Menstrual signage missing; Room 100-43 Drinking fountain handle broken; Room 100-41, 90 Toilet is loose at base; Room 100-93 One toilet leaks at handle; Room B101 Drinking fountain has sporadic flow; Room B201 Exterior bottle filler has no flow. Repairs complete.
Safety	Room 100-64, 61, C101, C102, C203, B101 Improperly stored cleaning supplies; Room C203 Plug in candle warmer; Room 100-43 Paint is peeling on gate near entry; Room 100-28, D103 paint is peeling on door. Repairs complete.

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

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 garden-ers maintain our school on a rotating weekly basis

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

Security cameras are available and moni-tor all areas of the school including the Gym & Cafeteria which was recently installed.

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, 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 a large field that has been approved for a track for fall 2026.

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 gener-ally 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 (depend-ing on availability), the types of software programs available at a workstation, and the ability to print documents.

Teacher Preparation and Placement

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 (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%

Teacher Preparation and Placement (2022-23 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)	25.1	76.8%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	3.0	9.2%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	9.2%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	4.3%	27.4	5.5%	11,746.9	4.2%
Unknown	0.2	0.6%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	32.8	100.0%	502.1	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	26.8	78.0%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	2.9%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.2	15.2%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	2.4%	27.8	5.5%	12,112.8	4.3%
Unknown	0.5	1.5%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	34.4	100.0%	505.4	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	1.0	2.0
Misassignments	1.0	2.0	3.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	3.0	5.2

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.5	1.4	0.8
Total Out-of-Field Teachers	1.5	1.4	0.8

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9%	5.5%	6.8%
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%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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

2024-25 School Year	Ratio
Pupils to Academic counselors	330:1

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 2022-23 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 (2023-24 Fiscal Year)

	Pittsburg USD	Similar Sized District
Beginning teacher salary	$64,002	$62,145
Midrange teacher salary	$95,578	$97,088
Highest teacher salary	$118,776	$120,435
Average elementary school principal salary	$162,797	$151,342
Average middle school principal salary	$171,418	$159,513
Average high school principal salary	$187,679	$177,260
Superintendent salary	$281,623	$294,804
Teacher salaries: percentage of budget	29.73%	29.95%
Administrative salaries: percentage of budget	5.88%	5.40%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MLK Jr. JHS	$9,906	$94,704
Pittsburg USD	$12,542	$101,038
California	$11,146	$100,065
School and district: percentage difference	-21.0%	-6.3%
School and California: percentage difference	-11.1%	-5.4%

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

2023-24 Fiscal Year	
Total expenditures per pupil	$12,222
Expenditures per pupil from restricted sources	$2,316
Expenditures per pupil from unrestricted sources	$9,906
Annual average teacher salary	$94,704

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.

School Accountability Report Card

Published by:

SchoolStatus

www.schoolstatus.com