

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.


### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Matt Smith, Director

 Principal, MIT Academy

#### About Our School

MIT Academy is a 6-12 charter school in Vallejo, California that has approximately 850 students and specializes in technology, innovative instruction, and project-based curriculum. We are the highest performing secondary school in Vallejo due in large part to our outstanding staff, committed parents, and motivated students.

#### Contact

*MIT Academy  
2 Positive Pl.  
Vallejo, CA 94589-1825*

*Phone: 707-552-6482  
E-mail: [msmith@mitacademy.org](mailto:msmith@mitacademy.org)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Vallejo City Unified
<b>Phone Number</b>	(707) 556-8921
<b>Superintendent</b>	Ramona Bishop
<b>E-mail Address</b>	<a href="mailto:rbishop@vallejo.k12.ca.us">rbishop@vallejo.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.vallejo.k12.ca.us">http://www.vallejo.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	MIT Academy
<b>Street</b>	2 Positive Pl.
<b>City, State, Zip</b>	Vallejo, Ca, 94589-1825
<b>Phone Number</b>	707-552-6482
<b>Principal</b>	Matt Smith, Director
<b>E-mail Address</b>	<a href="mailto:msmith@mitacademy.org">msmith@mitacademy.org</a>
<b>Web Site</b>	<a href="http://www.mitacademy.org">www.mitacademy.org</a>
<b>County-District-School (CDS) Code</b>	48705814830196

*Last updated: 1/26/2017*

### School Description and Mission Statement (School Year 2016-17)

**Our Students:** Mare Island Technology (MIT) Academy High School serves the unique needs of students in grades 9-12. For high school students to experience academic and personal success, we must ensure that they have positive, supportive, and caring interaction with adults and peers. We must hold high expectations and provide support for demonstrated achievement. And we must ensure that they participate in meaningful ways in the school and community, building leadership skills. We insist on success for all students, many of whom are under-prepared and under-challenged. Marshaling the knowledge and skills of our stakeholders, we will ensure that all students have access to learning that will prepare them for post-secondary education/training, for the 21st century's global workplace, and for a satisfying and productive life.

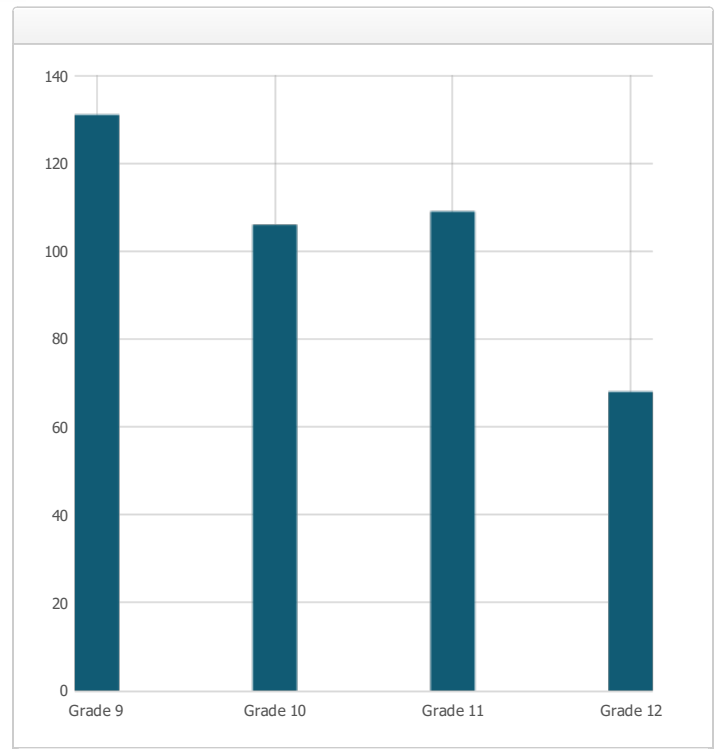
**Our Vision:** MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued education. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be fun. The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and a respectful, enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

**Our Mission: Success for All Students:** The mission of the Mare Island Technology (MIT) Academy High School is to challenge and empower our diverse community of young people, 9th through 12th grade, to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enables them to become self-motivated, competent, lifelong learners. With parent, staff, and community involvement, MIT provides accountability in a nurturing and stimulating learning environment that extends beyond the classroom, building a commitment to our local and global communities. An MIT Academy High School graduate will exemplify personal excellence with a curiosity and passion for learning.

*Last updated: 1/26/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 9	131
Grade 10	106
Grade 11	109
Grade 12	68
<b>Total Enrollment</b>	<b>414</b>



Last updated: 1/26/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	15.0 %
American Indian or Alaska Native	0.5 %
Asian	2.9 %
Filipino	17.1 %
Hispanic or Latino	50.2 %
Native Hawaiian or Pacific Islander	0.7 %
White	12.8 %
Two or More Races	0.2 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.3 %
English Learners	2.2 %
Students with Disabilities	7.7 %
Foster Youth	0.2 %

Last updated: 1/26/2017

## A. Conditions of Learning

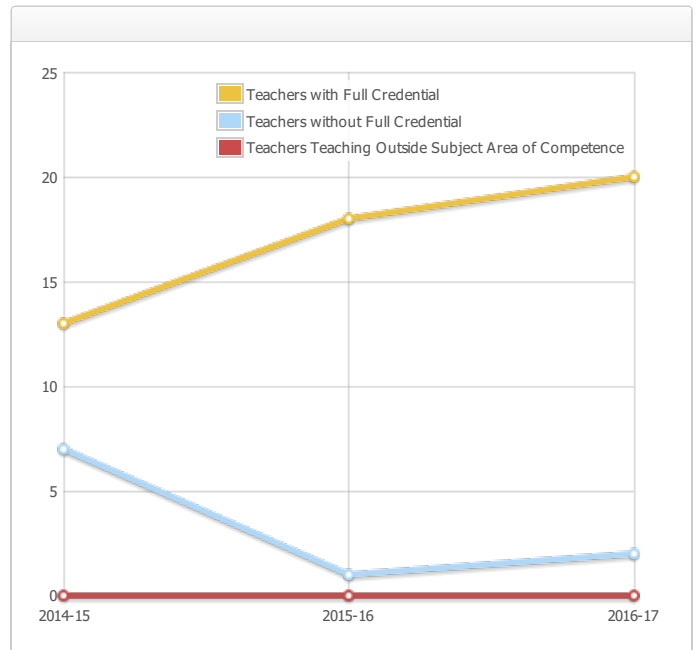
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

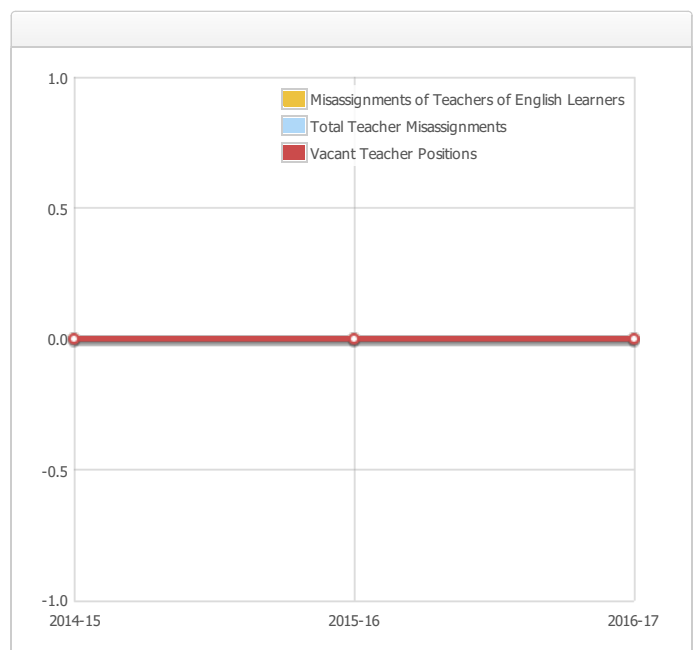
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	18	20	
Without Full Credential	7	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/26/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/26/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	64.0%	36.0%
High-Poverty Schools in District	64.0%	36.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/26/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard, Collegeboard	Yes	0.0 %
Mathematics	CPM (College Preparatory Math)	Yes	0.0 %
Science	Biology: The Dynamics of Life, McGraw Hill, Glencoe (2004) Chemistry: World of Chemistry, McDougal Littell(2002)  Online resources.	Yes	0.0 %
History-Social Science	World History: Modern World History: Patterns of Interaction, McDougal Littell (2007)  Government: We the People, Citizens and the Constitution Center for Civic Education (2009)	Yes	0.0 %
Foreign Language	Spanish:  Expresate Holt Spanish: Holt, Reinhart and Winston (2006) Temas: AP Spanish Language and Culture; Vista Higher Learning (2014)  Mandarin: Ni Hao; Chinasoft, 2008 Beyond the Basis; Cheng and Tsui (2009)	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/26/2017



## School Facility Conditions and Planned Improvements

The school is located on grounds that vary between a small hilly area where the middle school is located and slopes gradually to a central campus area with an open field and then continues to the high school campus on relatively level ground. The grounds are relatively barren with large eucalyptus trees and some other planted areas around the perimeter of the campus. The buildings are all old portables that have been maintained on the site for several years. The multi-purpose room, offices, and restrooms are all converted portable buildings. The school has always maintained the desire to build permanent structures on the current site but to date this has not been financially feasible. Continuing efforts to obtain facilities grant money from the state have not been successful. Improvements continue to be made in the decking around the classrooms, the walls of the classrooms are continuously examined and repaired as needed and the roofing is inspected annually and repaired each season. Parent volunteers also assist in the maintenance of the school's grounds and facilities. On most weekends, parents are volunteering their time in weekend work parties.

*Last updated: 1/26/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Several classrooms were replaced over the summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Several classrooms were replaced over the summer.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Two sets of restrooms were replaced over the summer (one at Everest, and one on the main HS campus)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Several classrooms were replaced over the summer
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 1/26/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	61.0%	26.0%	29.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	28.0%	35.0%	18.0%	21.0%	34.0%	36.0%

Note: Percentages are not calculated 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.

*Last updated: 1/26/2017*



**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	103	97	94.2%	61.5%
Male	46	42	91.3%	51.2%
Female	57	55	96.5%	69.1%
Black or African American	18	16	88.9%	37.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.0%	79.0%
Hispanic or Latino	45	42	93.3%	54.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	80.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	26	89.7%	57.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/26/2017*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	96	93.2%	34.7%
Male	46	41	89.1%	34.2%
Female	57	55	96.5%	35.2%
Black or African American	18	16	88.9%	13.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.0%	63.2%
Hispanic or Latino	45	42	93.3%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	15	88.2%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	26	89.7%	26.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/26/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	73.0%	73.0%	64.0%	37.0%	32.0%	36.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

*Last updated: 1/26/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	248	246	99.2%	72.0%
Male	139	138	99.3%	70.3%
Female	109	108	99.1%	74.1%
Black or African American	48	48	100.0%	77.1%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	11	11	100.0%	81.8%
Filipino	39	39	100.0%	71.8%
Hispanic or Latino	117	115	98.3%	64.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	92.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.0%	62.3%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.0%	26.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

*Last updated: 1/26/2017*

## Career Technical Education Programs (School Year 2015-16)

Technology is more than MIT Academy's middle name. It is specifically cited in the Strategic Plan in the primary goal, "Fully implement the Technology Plan." The Technology Plan, in turn, includes descriptions of curriculum, pathways, and teaching/learning goals, as well as Board-adopted policies (such as Ethical Use), procedures (e.g., curriculum monitoring), guidelines (e.g., professional development), and timelines (e.g., equipment replacement). This plan is reviewed/updated as part of the annual Strategic Planning process held in January.

The Technology Plan includes full implementation of the Technology Career Pathways shown below. All courses are currently offered except AP Studio Art, which is under development this semester for implementation in Fall 2015. Robotics and Programming are Information and Communications Technology sector pathways, whereas Digital Art is an Arts, Media, & Entertainment sector pathway.

Digital Arts Robotics Programming  
 Middle School Tech 6, 7, 8  
 Introduction to Art (optional) Tech 6, 7, 8  
 Introduction to Robotics (optional) Tech 6, 7, 8  
 Introduction to Robotics (optional)  
 Introductory DMS 1 Robotics (optional)  
 Core (choose 1 or more) DMS 2 Introduction to Computer Science Introduction to Computer Science  
 Film Broadcast Robotics Website design (CIS 61, SCC)  
 Capstone AP Studio Art AP Computer Science AP Computer Science

CTE is central to philosophy of MIT Academy. Indeed, the mission statement calls for students to be "self-motivated, technologically-skilled, responsible global citizens..." All students must complete a minimum of 2 technology courses to graduate, and all must meet the same high expectations, except as they may be individually modified by an IEP.

Microsoft Office Suite certifications are part of the Tech 6, 7, and 8 sequence and may also be completed in High School. Staff is working with Solano Community College to implement Adobe certification in Dreamweaver as part of the dual-credit CIS 61 class. All students at MIT must also complete a 35-hour internship, and many choose technology-related positions in local business and organizations. Graduation requirements also include 140 hours of community service, often fulfilled by tech support. Data is tracked and recognition is provided at graduation for CTE pathway completion and for industry certifications.

The Tech PLCs work on CTE alignment regularly in the spring semester, usually followed by 5 days of planning during the summer. Proposed changes to curriculum, course offerings, or pathways are submitted to the Curriculum Committee; if supported, they are reviewed in the Technology Plan during Strategic Planning in January, with final Board approval usually in February to complete the planning cycle.

MIT conducts data-driven review processes of CTE programs to ensure continuous improvement. First, PLCs review student progress each 2 weeks by examining results of common assessments. Students needing additional support are assigned to End-of-Block RtI. Second, course alignment and curriculum are reviewed annually through the process described in 1.2.A. Third, progress on implementing the Technology Plan—and a review of the updated Plan—are conducted annually through the Strategic Planning process.

CTE at the High School is supported externally by Solano Community College, offering CIS 61, CIS 90, and Art 30B on campus; CSU Maritime Academy, providing assistance with the Robotics curriculum, tutors, and materials; the Solano County Office of Education with pathways assistance through the Northern California Alliance pathways grant; UC Berkeley through the TEALS project supporting the AP Computer Science class students with mentors and the instructor with curriculum and curricular support; and the community through support for internships and involvement in Community Technology Day.

*Last updated: 1/27/2017*

## Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	414
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	33.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/27/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	98.2%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are involved in the following groups: Parent Teacher Network (PTN), MIT Board, and English Learners Advisory Committee. They are also involved in volunteering in classrooms and office, providing grounds maintenance, chaperoning student events, participating in fundraisers, providing school yard supervision, and volunteering in the after-school program.

### State Priority: Pupil Engagement

*Last updated: 1/27/2017*

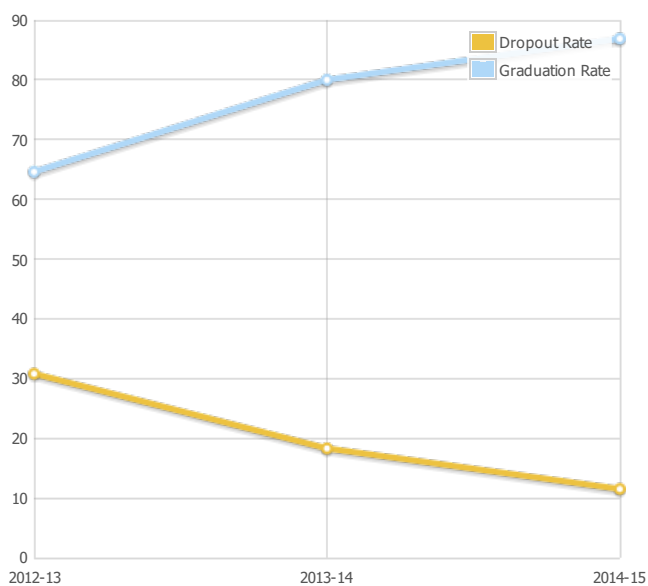
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	30.8%	18.3%	11.5%	27.8%	21.3%	18.5%	11.4%	11.5%	10.7%
Graduation Rate	64.60	80.00	86.90	64.60	80.00	86.90	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/26/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	86	77	85
Black or African American	92	70	77
American Indian or Alaska Native	0	33	75
Asian	100	76	99
Filipino	100	93	97
Hispanic or Latino	79	76	84
Native Hawaiian or Pacific Islander	0	56	85
White	90	71	87
Two or More Races	0	80	91
Socioeconomically Disadvantaged	83	75	77
English Learners	0	58	51
Students with Disabilities	50	64	68
Foster Youth	--	--	--



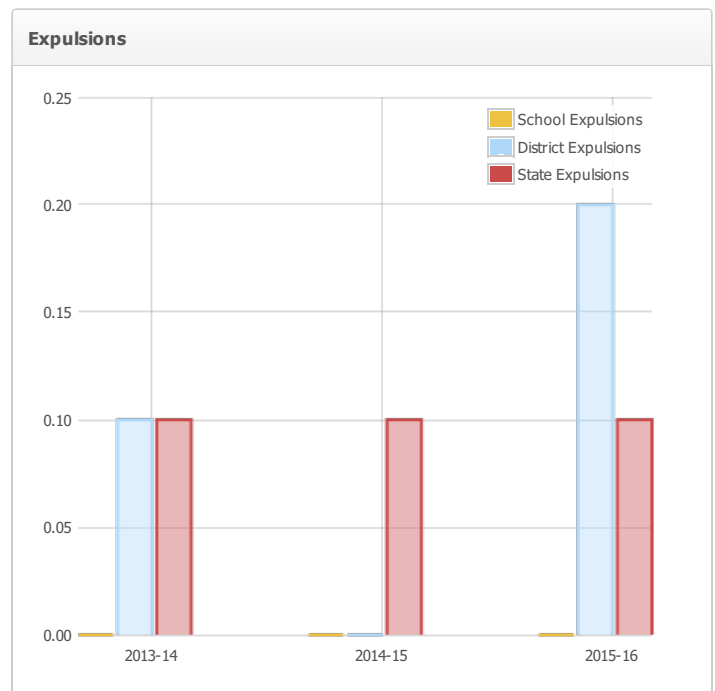
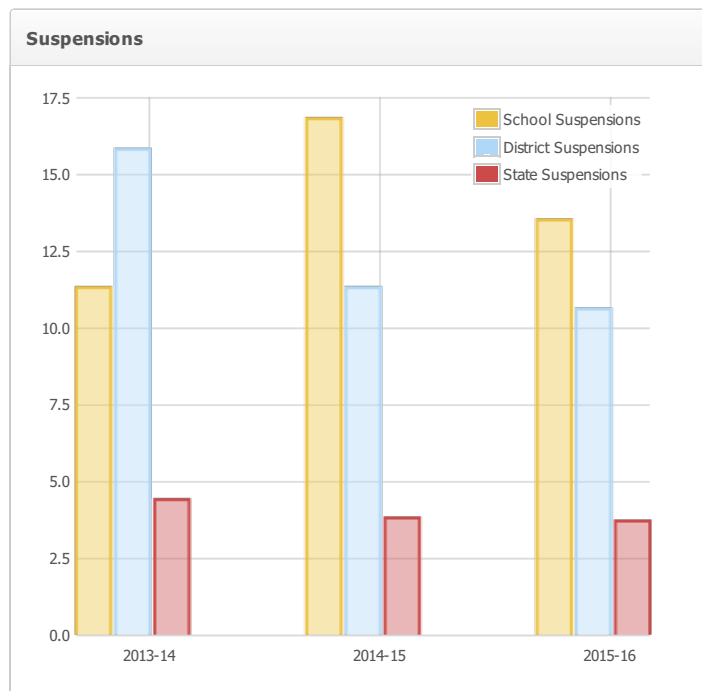
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.3	16.8	13.5	15.8	11.3	10.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.2	0.1	0.1	0.1



Last updated: 1/30/2017

## School Safety Plan (School Year 2016-17)

The comprehensive safety plan is included in our faculty handbook. The plan describes what actions to take during an earthquake or fire. The plan is discussed with the faculty during our professional development day on August 14th, and is reviewed monthly prior to each schoolwide drill we hold.

Last updated: 1/26/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	65.0%

Note: Cells with NA values do not require data.

*Last updated: 1/26/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	0	5	1	28.0	0	5	1	28.0		5	
Mathematics	28.0	0	5	1	28.0	0	5	1	28.0		5	
Science	28.0	0	5	1	28.0	0	5	1	28.0		5	
Social Science	28.0	0	5	1	28.0	0	5	1	28.0		5	

\* 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.

Last updated: 1/26/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	414.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4183.0	\$1502.0	\$2681.0	\$56884.0
District	N/A	N/A	\$0.0	\$61264.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$74216.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/27/2017

## Types of Services Funded (Fiscal Year 2015-16)

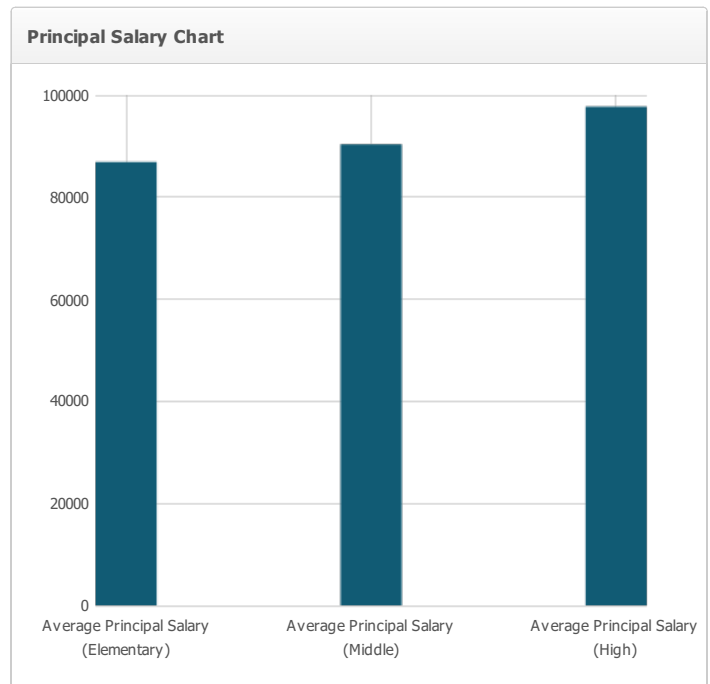
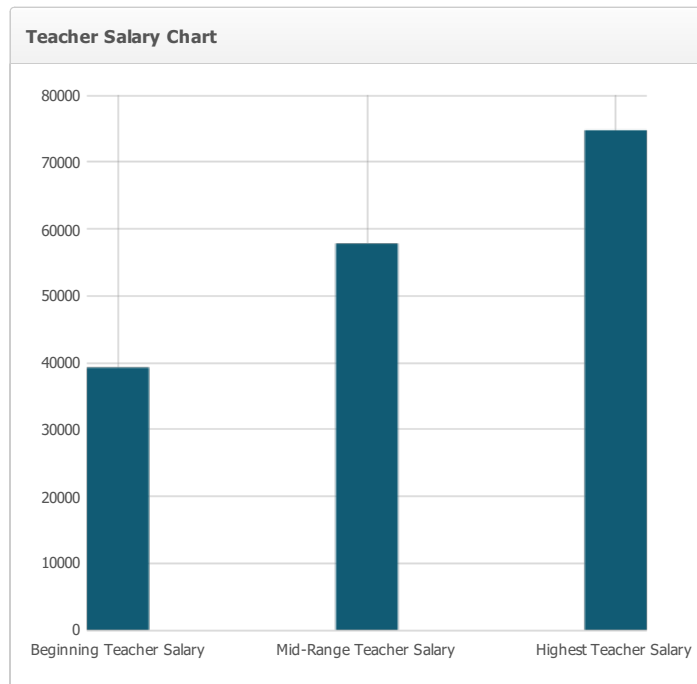
Categorical and grant funds provide full or partial support for an after-school program, after-school credit recovery, summer school, and after-school tutoring.

*Last updated: 1/26/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,259	\$44,958
Mid-Range Teacher Salary	\$57,812	\$70,581
Highest Teacher Salary	\$74,756	\$91,469
Average Principal Salary (Elementary)	\$86,898	\$113,994
Average Principal Salary (Middle)	\$90,374	\$120,075
Average Principal Salary (High)	\$97,748	\$130,249
Superintendent Salary	\$192,188	\$218,315
Percent of Budget for Teacher Salaries	32.0%	38.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/27/2017*

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	1	N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All Courses	4	15.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/31/2017*

## Professional Development

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MIT Academy High School provides teachers with six days of planning before the start of the school year. The focus of the professional development is on PLCs (Professional Learning Communities). During the year, teachers meet in their PLC groups twice a month on Wednesdays at the end of the minimum day. Our school also focus heavily on providing training in AVID (Advancement via Individual Determination) during their summer institutes.

*Last updated: 1/26/2017*