

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

## Byron Laird, Director

 Principal, MIT Academy

### About Our School

Mare Island Technology Academy High School is a college preparatory high school, with 100% of our seniors applying to college. With almost 90% of our seniors graduating, we pride ourselves on sending students to college with a 21st-century skill set emphasizing technology and creativity. Our program also prepares students for success after college, as we provide a rigorous well-rounded curriculum with an emphasis on social-emotional learning, critical thinking, and cognitive skills such as problem-solving. Our comprehensive college and career program requires students to take 9 college units, complete a 35-hour internship, and 140 hours of community service to meet our graduation requirements. Our student CAASP scores in Math and English have shown improvement and students are engaged with content in their classes. To meet our student's holistic needs, we also provide academic and emotional counseling on-site as a full-service academy. Parental involvement and participation is pivotal for the success of our students and we value our parent's input in various parental committees such as AAPA, PTN and ELAC. I look forward to 2018-2019 being another phenomenal year at the academy as we continue to be an educational pillar in our community.

### Principal's Comment

Mare Island Technology Academy High School is a college preparatory high school, with 100% of our seniors applying to college. With almost 90% of our seniors graduating, we pride ourselves on sending students to college with a 21st-century skill set emphasizing technology and creativity. Our program also prepares students for success after college, as we provide a rigorous well-rounded curriculum with an emphasis on social-emotional learning, critical thinking, and cognitive skills such as problem solving. Our comprehensive college and career program requires students to take 9 college units, complete a 35 hour internship, and 140 hours of community service to meet our graduation requirements. Our student CAASP scores in Math and English have shown improvement and students are engaged with content in their classes. To meet our student's holistic needs, we also provide academic and emotional counselling on-site as a full service academy. Parental involvement and participation is pivo

### Contact

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

Phone: 707-552-6482

E-mail: [blaird@mitacademy.org](mailto:blaird@mitacademy.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Vallejo City Unified
<b>Phone Number</b>	(707) 556-8921
<b>Superintendent</b>	Adam Clark
<b>E-mail Address</b>	<a href="mailto:aclark@vallejo.k12.ca.us">aclark@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 2018—19)	
<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>	Byron Laird, Director
<b>E-mail Address</b>	<a href="mailto:blair@mitacademy.org">blair@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: 1/31/2019*

### School Description and Mission Statement (School Year 2018—19)

**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.

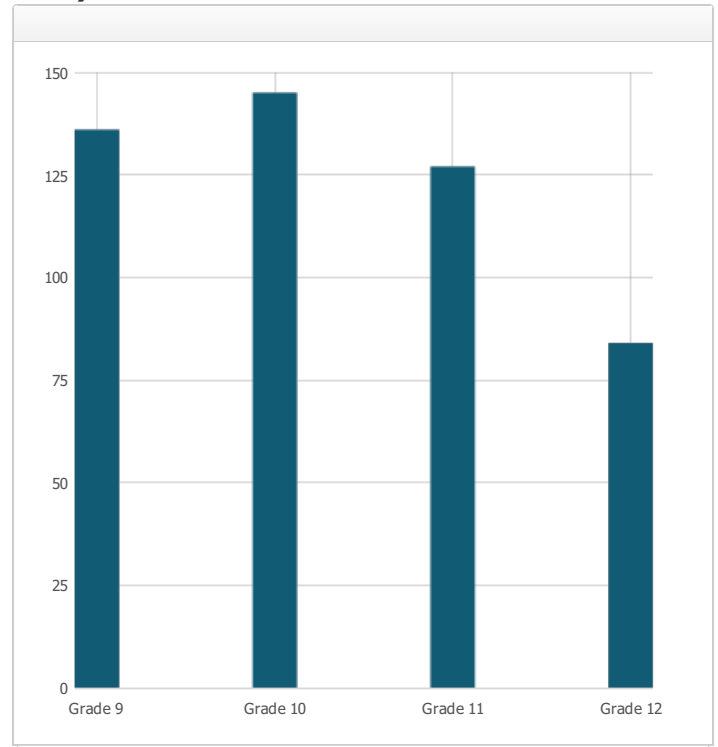
**Our Vision:** MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for 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: 1/31/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	136
Grade 10	145
Grade 11	127
Grade 12	84
<b>Total Enrollment</b>	<b>492</b>



Last updated: 1/31/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	15.2 %
American Indian or Alaska Native	0.2 %
Asian	3.9 %
Filipino	19.3 %
Hispanic or Latino	47.6 %
Native Hawaiian or Pacific Islander	0.6 %
White	11.6 %
Two or More Races	1.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.4 %
English Learners	4.5 %
Students with Disabilities	8.1 %
Foster Youth	0.6 %

## A. Conditions of Learning

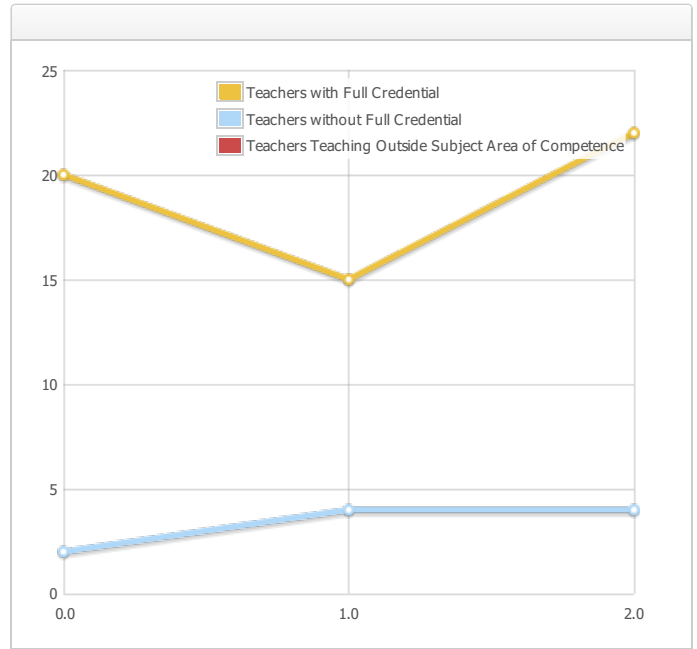
### State Priority: Basic

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

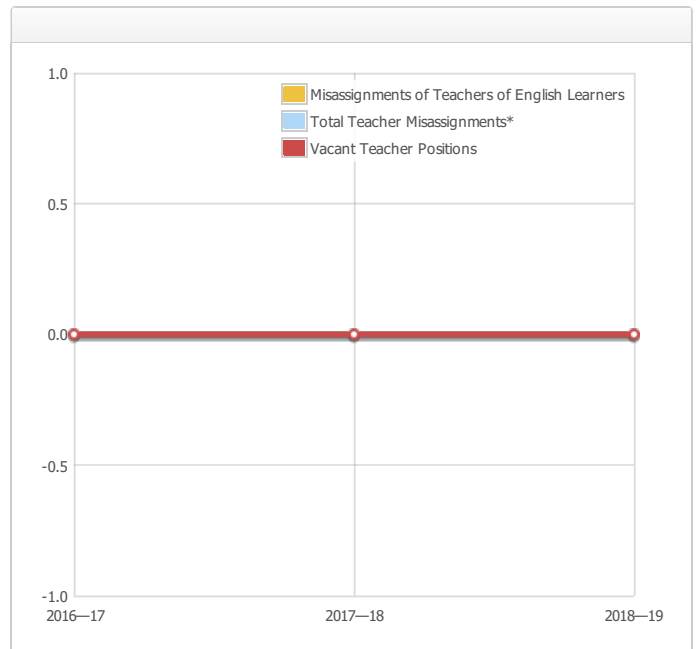
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	15	22	39
Without Full Credential	2	4	4	7
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/31/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/31/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

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: 1/31/2019

## 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: 1/31/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 1/31/2019*

## 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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	63.0%	30.0%	32.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	28.0%	21.0%	21.0%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/31/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	121	97.58%	62.81%
Male	63	62	98.41%	56.45%
Female	61	59	96.72%	69.49%
Black or African American	11	11	100.00%	36.36%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	25	25	100.00%	88.00%
Hispanic or Latino	65	63	96.92%	55.56%
Native Hawaiian or Pacific Islander				
White	17	16	94.12%	75.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	80	79	98.75%	56.96%
English Learners	17	16	94.12%	12.50%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	123	99.19%	27.64%
Male	63	63	100.00%	25.40%
Female	61	60	98.36%	30.00%
Black or African American	11	11	100.00%	9.09%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	25	25	100.00%	48.00%
Hispanic or Latino	65	64	98.46%	21.88%
Native Hawaiian or Pacific Islander				
White	17	17	100.00%	29.41%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	80	79	98.75%	24.05%
English Learners	17	16	94.12%	12.50%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/31/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

MIT Academy offers four pathways that students can pursue: Robotics, Video Game Design, Digital Art, and Programming. Students may take a variety of courses that can fulfill one or more of these pathways. Each course builds critical thinking skills and supports our vision of preparing all students for college or a career. Students are informed of these pathways through several assemblies as well as in individual meetings with the Academic Advisor. On a yearly basis, student progress through pathways are monitored and recommendations are made for subsequent courses.

*Last updated: 1/31/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	520
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	40.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/31/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# 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

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/31/2019

## 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 school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Parents are involved in the following groups: Parent Teacher Network (PTN), African-American Parent Association (AAPA), 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 schoolyard supervision, and volunteering in the after-school program.

# State Priority: Pupil Engagement

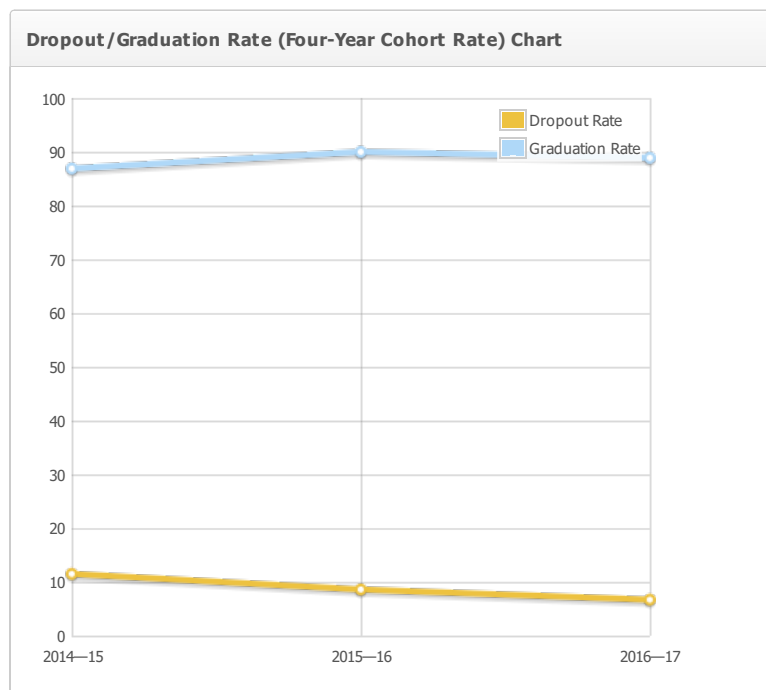
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	11.5%	8.6%	18.5%	14.8%	10.7%	9.7%
Graduation Rate	86.9%	90.0%	73.8%	79.6%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.7%	20.7%	9.1%
Graduation Rate	88.9%	73.2%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.1%	78.9%	88.7%
Black or African American	86.7%	78.2%	82.2%
American Indian or Alaska Native	0.0%	75.0%	82.8%
Asian	100.0%	95.0%	94.9%
Filipino	84.2%	86.7%	93.5%
Hispanic or Latino	94.6%	76.2%	86.5%
Native Hawaiian or Pacific Islander	100.0%	68.8%	88.6%
White	100.0%	69.0%	92.1%
Two or More Races	0.0%	80.0%	91.2%
Socioeconomically Disadvantaged	100.0%	77.1%	88.6%
English Learners	0.0%	40.4%	56.7%
Students with Disabilities	71.4%	47.4%	67.1%
Foster Youth	0.0%	100.0%	74.1%

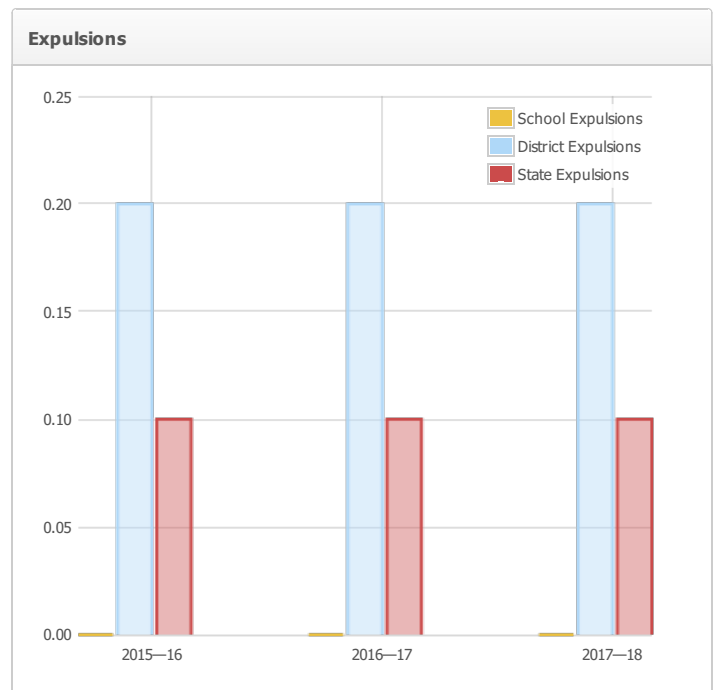
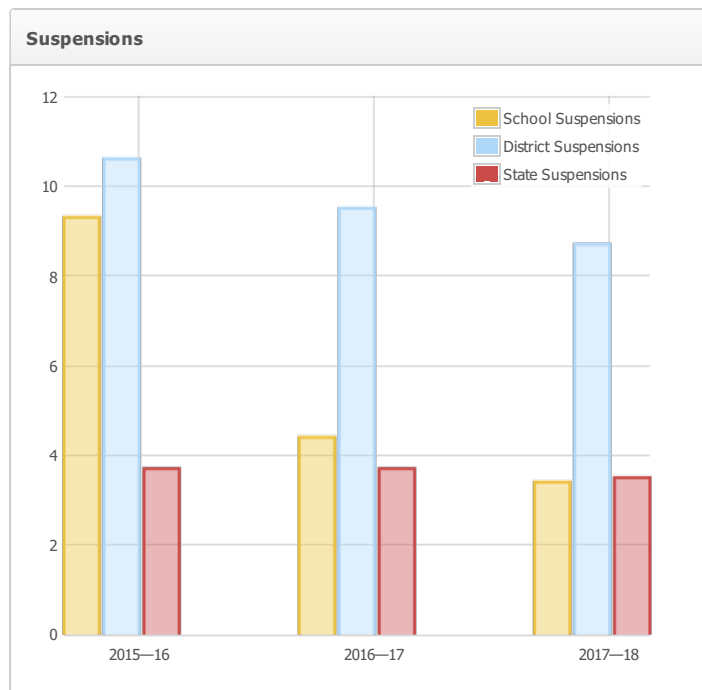
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.3%	4.4%	3.4%	10.6%	9.5%	8.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

## School Safety Plan (School Year 2018—19)

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 school-wide drill we hold.

Last updated: 1/31/2019



## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0		20	0
Mathematics	28.0		20	0
Science	28.0		20	0
Social Science	28.0		20	0

\* 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 and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	0	20	0
Mathematics	28.0	0	20	0
Science	28.0	0	20	0
Social Science	28.0	0	20	0

\* 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 and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	0	20	0
Mathematics	28.0	0	20	0
Science	28.0	0	20	0
Social Science	28.0	0	20	0

\* 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: 1/31/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	427.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/31/2019

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$2231.0	\$9049.0	\$67242.0
District	N/A	N/A	\$9003.0	\$67242.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2019

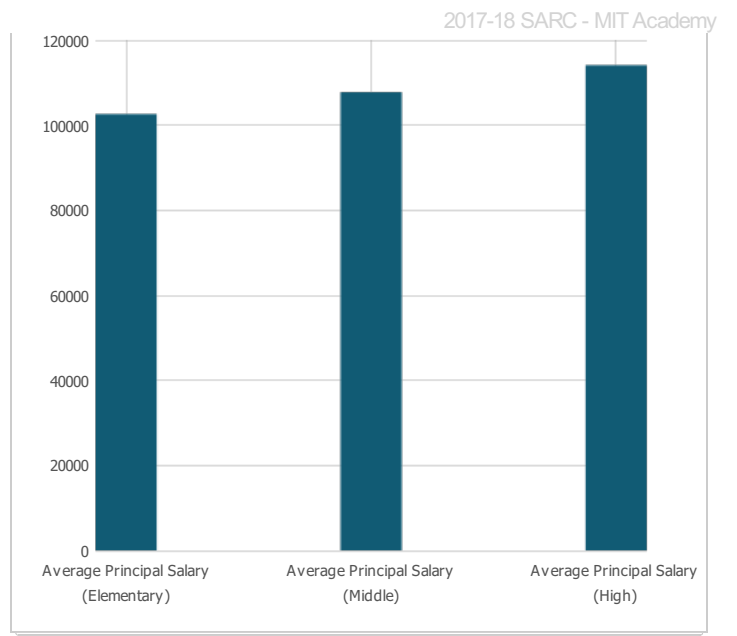
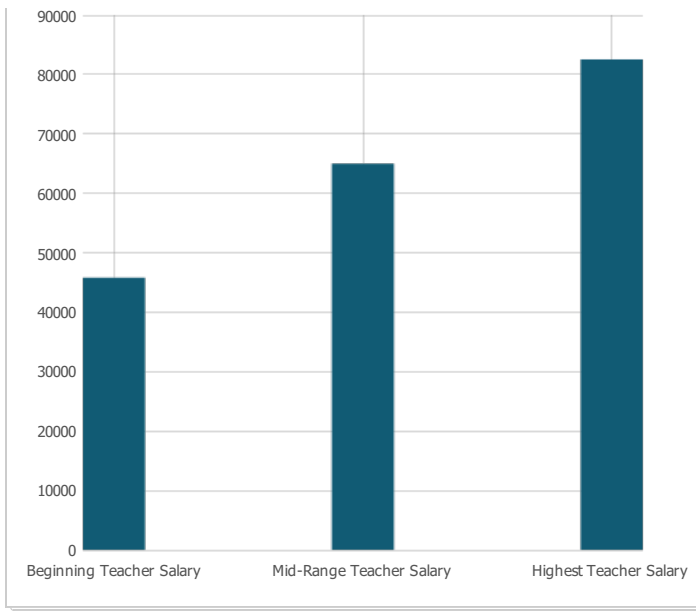
**Teacher and Administrative Salaries (Fiscal Year 2016—17)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,808	\$49,512
Mid-Range Teacher Salary	\$65,010	\$77,880
Highest Teacher Salary	\$82,547	\$96,387
Average Principal Salary (Elementary)	\$102,612	\$123,139
Average Principal Salary (Middle)	\$107,772	\$129,919
Average Principal Salary (High)	\$114,104	\$140,111
Superintendent Salary	\$219,350	\$238,324
Percent of Budget for Teacher Salaries	31.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/31/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	4	14.2%

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

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

*Last updated: 1/31/2019*

**Professional Development**

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: 1/31/2019*