MIT Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Matt Smith, Director

Principal, MIT Academy

About Our School

MIT Academy is a 6-12 charter school in Vallejo, California that 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. We have approximately 800 students and although there are waiting lists at most grade levels, determined parents can nearly always get their students into MIT.

Contact

2 Positive Pl.
Vallejo, CA 94589-1825

Phone: 707-552-6482
E-mail: msmith@mitacademy.org

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	MIT Academy
Street	2 Positive Pl.
City, State, Zip	Vallejo, Ca, 94589-1825
Phone Number	707-552-6482
Principal	Matt Smith, Director
E-mail Address	msmith@mitacademy.org
Web Site	www.mitacademy.org
County-District-School (CDS) Code	48705814830196

District	
District Name	Vallejo City Unified
Phone Number	(707) 556-8921
Web Site	http://www.vallejo.k12.ca.us
Superintendent First Name	Dr.
Superintendent Last Name	Ramona Bishop
E-mail Address	rbishop@vallejo.k12.ca.us

Last updated: 1/21/2015

School Description and Mission Statement (Most Recent Year)

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.

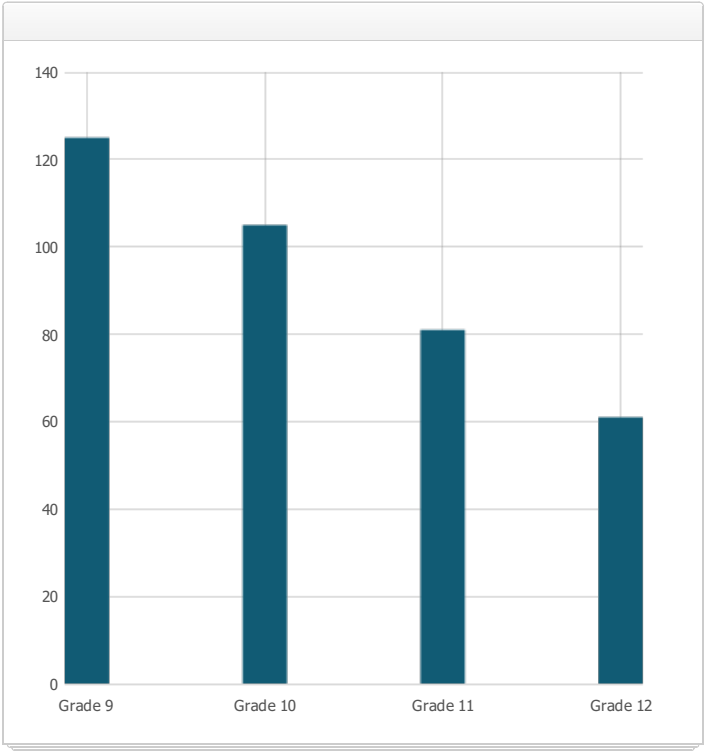
Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued 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: 1/21/2015

Student Enrollment by Grade Level (School Year 2013-14)

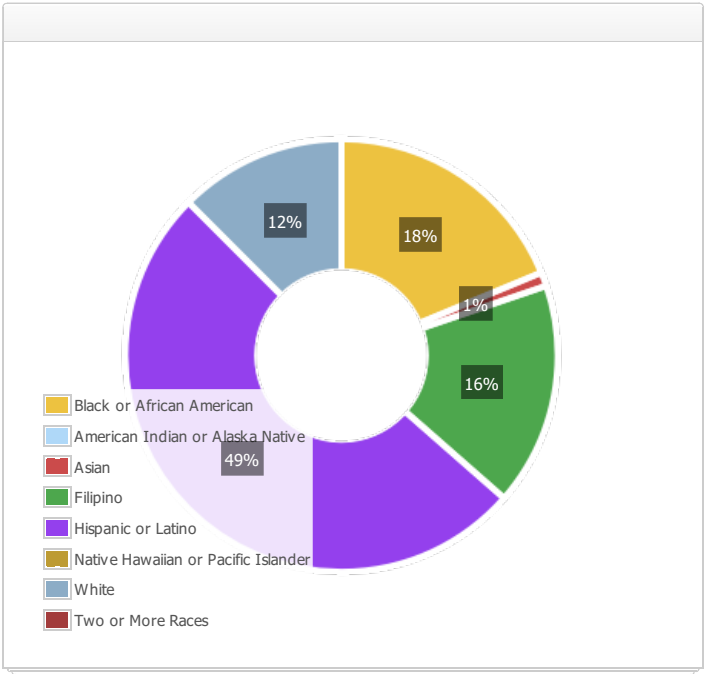
Grade Level	Number of Students
Grade 9	125
Grade 10	105
Grade 11	81
Grade 12	61
Total Enrollment	372



Last updated: 1/21/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	18.0
American Indian or Alaska Native	0.5
Asian	1.9
Filipino	16.7
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.3
White	12.4
Two or More Races	0.5
Socioeconomically Disadvantaged	61.8
English Learners	2.7
Students with Disabilities	6.2



Last updated: 1/21/2015

A. Conditions of Learning

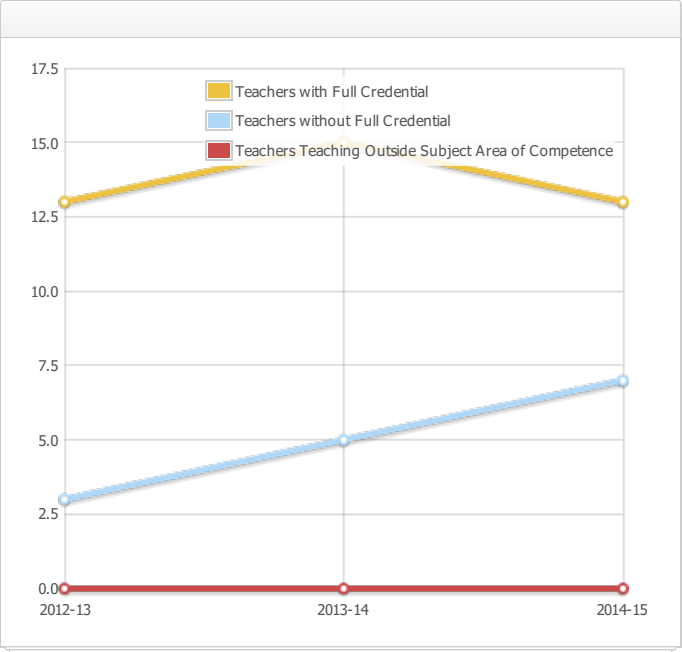
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

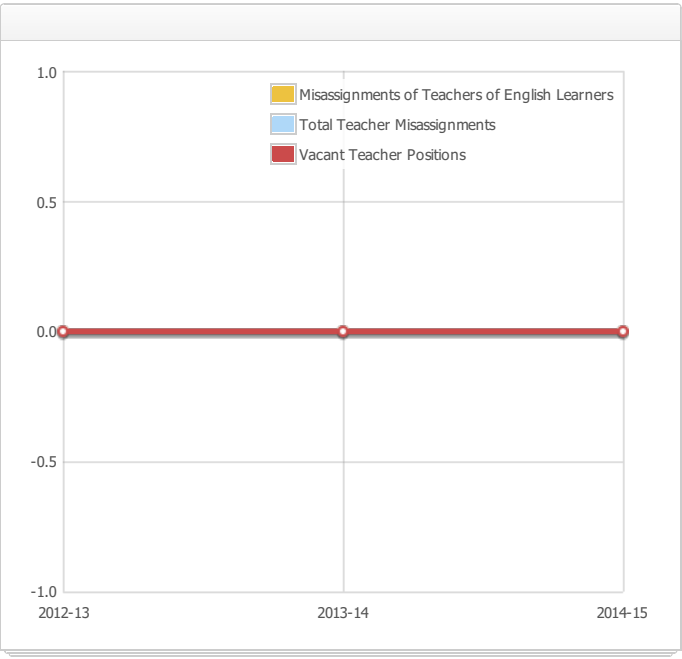
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	13	15	13	26
Without Full Credential	3	5	7	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/21/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	75	25
High-Poverty Schools in District	75	25
Low-Poverty Schools in District	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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard, Collegeboard (2014)	Yes	0.0
Mathematics	CPM (College Preparatory Math)	Yes	0.0
Science	Biology: The Dynamics of Life, McGraw Hill, Glencoe, 2004. Physics: Conceptual Physics, Prentice Hall, 2002	Yes	0.0
History-Social Science	World-History - Modern World History: Patterns of Interaction, McDougall Littell, 2007 Government- We The People, Citizens and the Constitution Center for Civic Education, 2009	Yes	0.0
Foreign Language	**Spanish:** Exprésate Holt Spanish 1 Holt, Rinehart and Winston 2006 _____ Exprésate Holt Spanish 2 Holt, Rinehart and Winston 2006 _____ Temas AP Spanish Language and Culture Vista Higher Learning 2014 _____ AP Spanish Language and Culture Exam Preparation Vista Higher Learning 2014 **Mandarin:** Mandarin 1: Ni Hao 1, ChinaSoft, 2008 Mandarin 2: Ni Hao 2, ChinaSoft, 2008 Mandarin 3: Ni Hao 3, ChinaSoft, 2010 Mandarin 4: Beyond the Basics, Cheng & Tsui, 2009 AP Chinese: Beyond the Basics, Cheng & Tsui, 2009	Yes	0.0
Health			0.0
Visual and			0.0

Performing Arts	
Science Lab Eqpmt(9-12)	0.0

Last updated: 1/24/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The school is located on grounds that vary between a small hilly area where the middle school is located and sloops 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: 1/23/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Many of the portable classrooms are in need of repair or replacement. There are plans to replace several portables with newer portables over the next few years (starting this summer).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Many of the portable classrooms are in need of repair or replacement. There are plans to replace several portables with newer portables over the next few years (starting this summer).
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Many of the portable classrooms are in need of repair or replacement. There are plans to replace several portables with newer portables over the next few years (starting this summer).
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Fair

Last updated: 1/23/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	30	53	73	41	39	40	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/22/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	40
All Students at the School	73
Male	77
Female	70
Black or African American	67
American Indian or Alaska Native	
Asian	
Filipino	88
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	
White	100
Two or More Races	
Socioeconomically Disadvantaged	66
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/22/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	51%	60%	43%	45%	41%	54%	56%	55%
Mathematics	7%	9%	13%	40%	39%	37%	49%	50%	50%
History-Social Science	37%	39%	55%	34%	37%	35%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/22/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	6
Similar Schools	2	2	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/22/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	16	21	52
Black or African American			75
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	13	59
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	35	11	73
English Learners		-9	50
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/22/2015

Career Technical Education Programs (School Year 2013-14)

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 (choose1 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: 1/23/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	300
Percent of pupils completing a CTE program and earning a high school diploma	100.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	67.7
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	66.0

State Priority: Other Pupil Outcomes

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

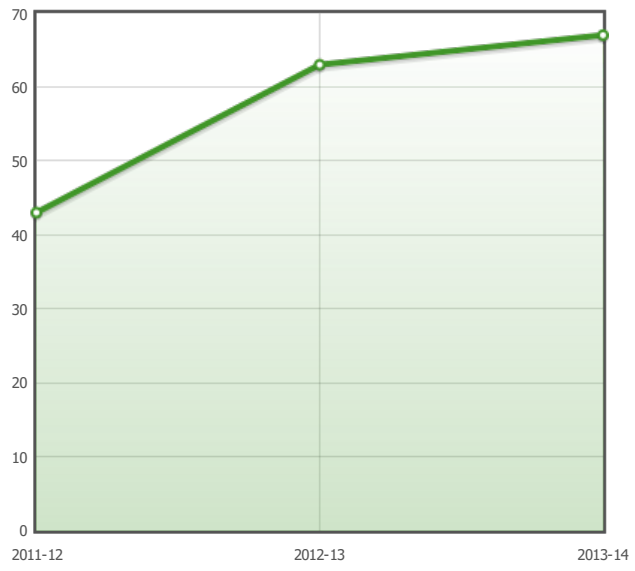
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

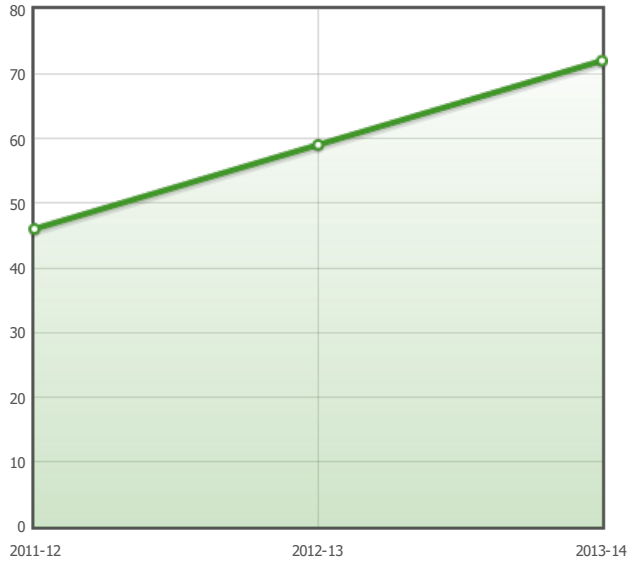
	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	43%	63%	67%	42%	45%	32%	56%	57%	56%
Mathematics	46%	59%	72%	41%	48%	33%	58%	60%	62%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/23/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55%	23%	22%	51%	33%	16%
All Students at the School	33%	42%	25%	28%	45%	27%
Male	36%	40%	25%	32%	34%	34%
Female	30%	44%	26%	24%	56%	20%
Black or African American	40%	50%	10%	30%	50%	20%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	20%	30%	50%	25%	40%	35%
Hispanic or Latino	42%	40%	18%	34%	46%	20%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	64%	36%	9%	45%	45%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41%	44%	16%	33%	47%	20%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/23/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.8%	26.7%	10.3%

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: 1/23/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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: 1/23/2015

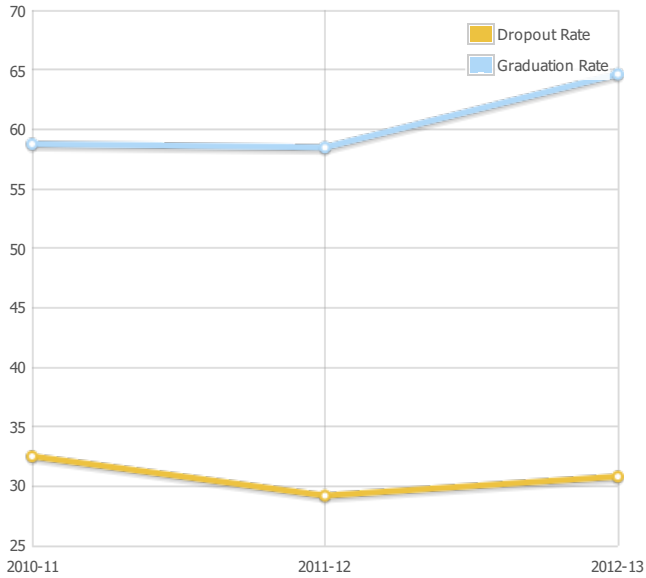
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

	School			District			State		
Indicator	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	32.5	29.2	30.8	37.2	35.3	27.8	14.7	13.1	11.4
Graduation Rate	58.75	58.46	64.62	53.96	59.05	64.99	77.14	78.87	80.44

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



Last updated: 1/23/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	78	74	84
Black or African American	53	63	75
American Indian or Alaska Native		71	77
Asian	100	85	92
Filipino	60	85	92
Hispanic or Latino	86	72	80
Native Hawaiian or Pacific Islander		81	84
White	90	78	90
Two or More Races		75	89
Socioeconomically Disadvantaged	77	74	82
English Learners		47	53
Students with Disabilities	66	65	60

State Priority: School Climate

Last updated: 1/23/2015

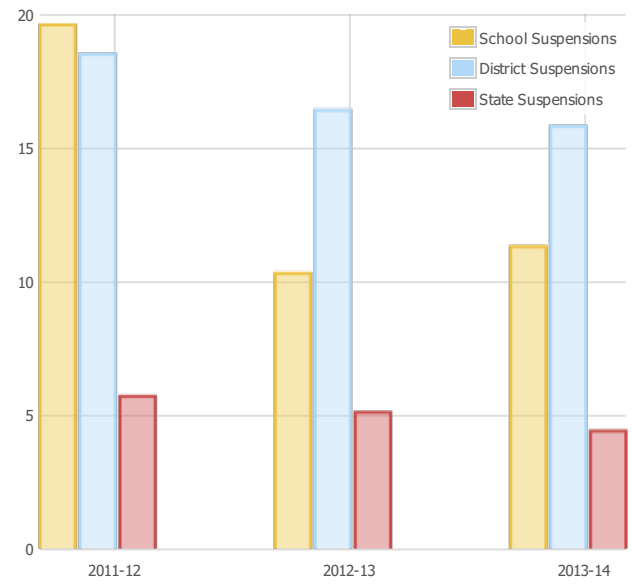
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

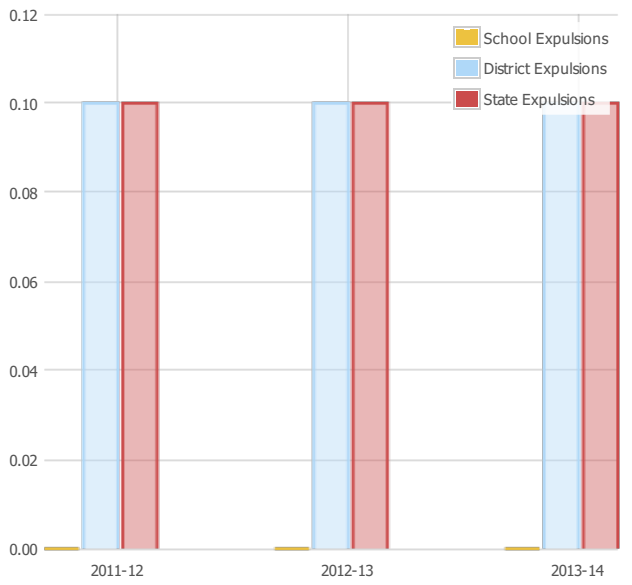
Suspensions and Expulsions

	School			District			State		
Rate	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	19.60	10.30	11.30	18.50	16.40	15.80	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.10	0.10	0.10	0.10

Suspensions



Expulsions



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

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: 1/23/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

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	76.5%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Secondary)

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	28.0	0	15	0	28.0	28	15	0	28.0	0	15	0
Mathematics	28.0	0	15	0	28.0	0	15	0	28.0	0	15	0
Science	28.0	0	15	0	28.0	0	15	0	28.0	0	15	0
Social Science	28.0	0	15	0	28.0	0	15	0	28.0	0	15	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: 1/23/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	375.0
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)	0.5	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: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6,608	$663	$5,945	$49,263
District	N/A	N/A	N/A	$57,757
Percent Difference – School Site and District	N/A	N/A	9.00%	-15.00%
State	N/A	N/A	$4,690	$69,360
Percent Difference – School Site and State	N/A	N/A	9.00%	-29.00%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

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

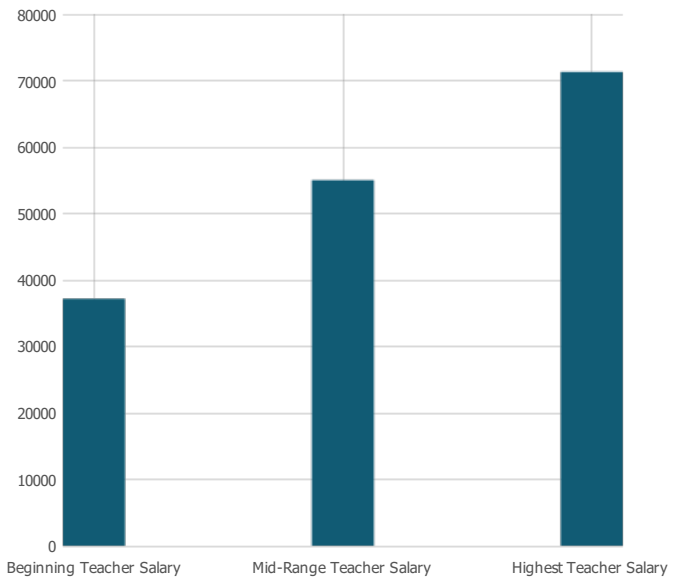
Last updated: 1/23/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

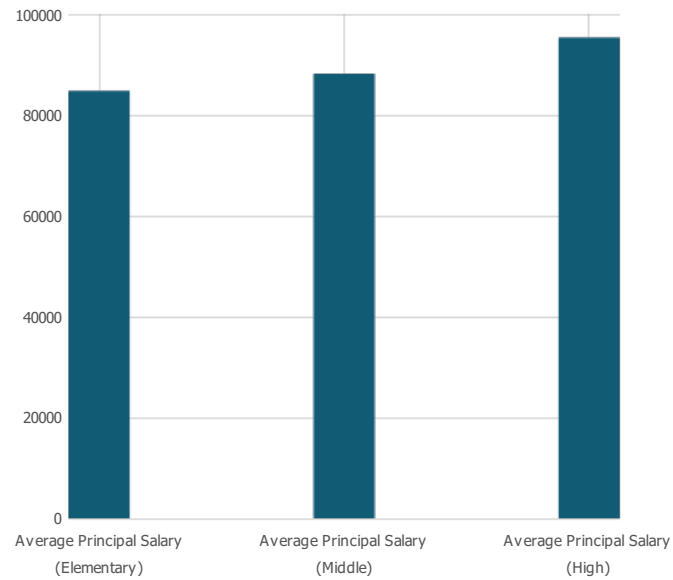
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,186	$41,318
Mid-Range Teacher Salary	$55,019	$65,615
Highest Teacher Salary	$71,305	$84,981
Average Principal Salary (Elementary)	$84,779	$107,624
Average Principal Salary (Middle)	$88,170	$112,817
Average Principal Salary (High)	$95,364	$121,455
Superintendent Salary	$187,500	$206,292
Percent of Budget for Teacher Salaries	33.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/23/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All Courses	2	0.7

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

*Where there are student course enrollments.

Last updated: 1/23/2015

Professional Development – Most Recent Three Years

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: 1/23/2015