

Mare Island Technology 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

Principal, Mare Island Technology Academy

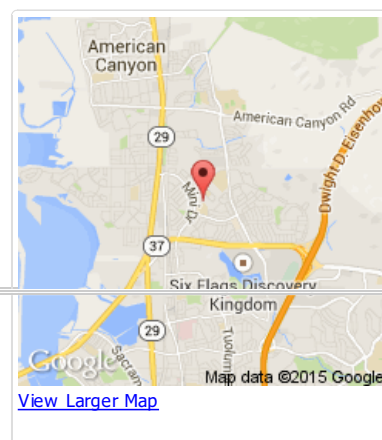
About Our School

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 ext. 110
E-mail: msmith@mitacademy.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Mare Island Technology Academy
Street	2 Positive Pl.
City, State, Zip	Vallejo, Ca, 94589-1825
Phone Number	707-552-6482 ext. 110
Principal	Matt Smith
E-mail Address	msmith@mitacademy.org
Web Site	www.mitacademy.org
County-District-School (CDS) Code	48705816116255

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: 1/23/2015

School Description and Mission Statement (Most Recent Year)

Our Students: Mare Island Technology (MIT) Academy Middle 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.

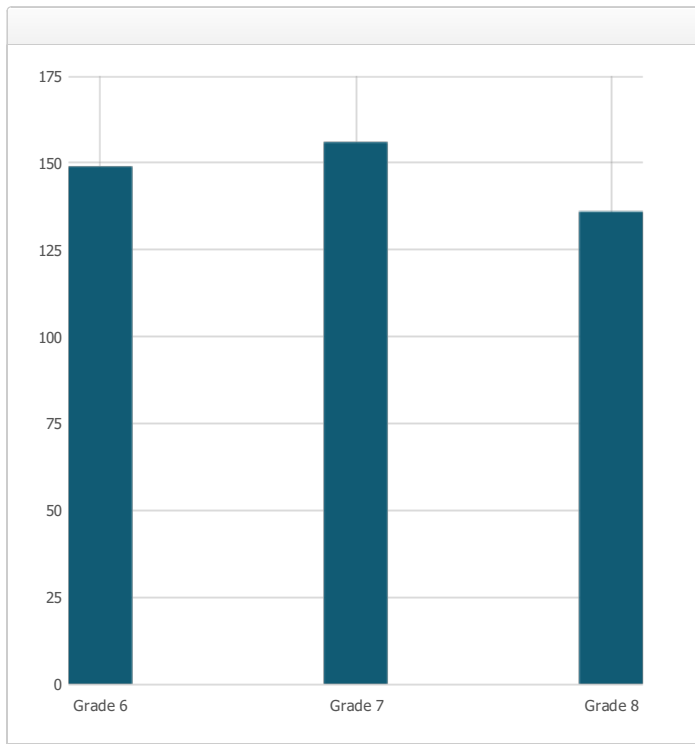
Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued 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: 1/23/2015

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

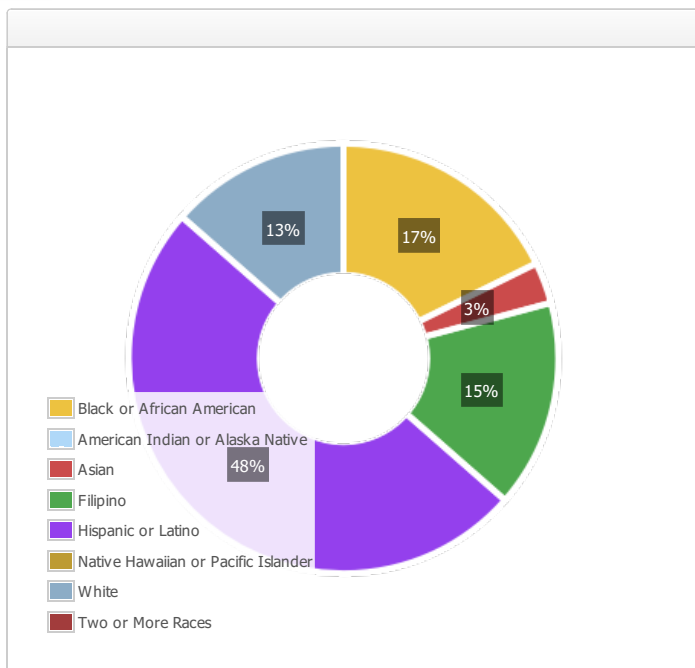
Grade Level	Number of Students
Grade 6	149
Grade 7	156
Grade 8	136
Total Enrollment	441



Last updated: 1/23/2015

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

Group	Percent of Total Enrollment
Black or African American	17.0
American Indian or Alaska Native	0.2
Asian	3.2
Filipino	15.6
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	0.9
White	13.6
Two or More Races	0.0
Socioeconomically Disadvantaged	68.5
English Learners	6.3
Students with Disabilities	4.3



Last updated: 1/23/2015

A. Conditions of Learning

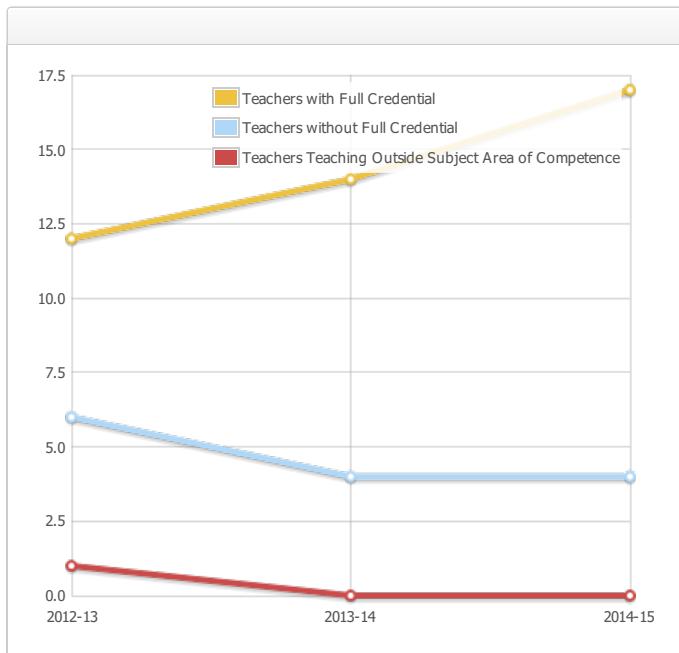
State Priority: Basic

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

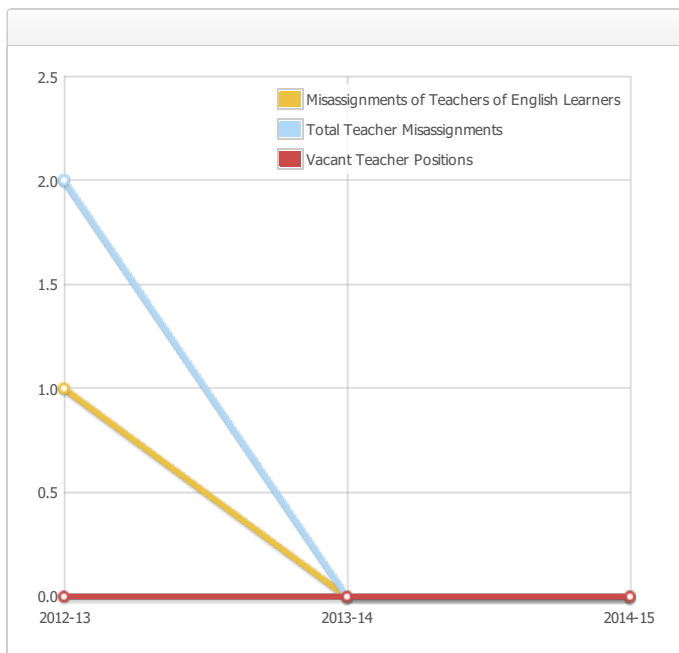
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	14	17	26
Without Full Credential	6	4	4	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	2	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: 1/23/2015

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	96	4
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	TCI, online curriculum, 2013	Yes	0.0
Mathematics	CPM (College Preparatory Math), 2013	Yes	0.0
Science	Focus on Life Science, Gencoe/McGraw Hill, 2007 Zingylearning, Online curriculum, 2014	Yes	0.0
History-Social Science	TCI, online curriculum, 2013	Yes	0.0
Foreign Language	n/a		0.0
Health	n/a		0.0
Visual and Performing Arts			0.0
Science Lab Eqmt(9-12)			0.0

Last updated: 1/23/2015

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 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 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. This year, we renovated our multipurpose room (MPR).

Last updated: 1/23/2015

School Facility Good Repair Status - Most Recent Year

Repair Needed and Action Taken

System Inspected	Rating	or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Although we renovated our multipurpose room this year (ceiling tiles and tile floors), the rest of the campus is composed of old portables, many of which are in need of repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Many of the portables need to be replaced soon.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	49	58	69	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: 1/23/2015

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	69
Male	70
Female	66
Black or African American	47
American Indian or Alaska Native	
Asian	
Filipino	86
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	61
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: 1/23/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56%	55%	59%	43%	45%	41%	54%	56%	55%
Mathematics	33%	32%	30%	40%	39%	37%	49%	50%	50%
History-Social Science	35%	31%	47%	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: 1/23/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	4	5
Similar Schools	3	4	5

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

Last updated: 1/19/2015

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	47	2	15
Black or African American	-2		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	68	11	3
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	108	8	12
English Learners	69	-2	-3
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: 1/23/2015

Career Technical Education Programs (School Year 2013-14)

CTE Plan. Technology in all its aspects is fully integrated into every aspect of Mare Island Technology Academy, from the guiding charter document, to the annual Strategic Plan review, to all aspects of curriculum and instruction. The guiding CTE plan (aka the MIT Technology Plan) drives a fully integrated 6-12 technology sequence that culminates with multiple certifications and pathway completions. The Plan calls for ALL students at MIT, regardless of background, to complete a rigorous sequence of technology classes and applications that will prepare them for success in college, the workplace, and in life.

Technology 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 five-year plan was originally adopted in 2011 and 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. 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 included in ESLRs/SLOs. Since MIT Academy is a fully integrated 6-12 program, the middle school curriculum supports all high school goals, including Student Learning Outcomes (SLO's), particularly in the area of technology. As such, the middle school has adopted the five school-wide SLO's, the fifth of which is "Master and apply high-level technological skills." These are included in the Academic Planning Guide and are posted in many classrooms.

Participation in CTE for all students. Since technology is treated as a core subject at MIT, all students take CTE courses every year, regardless of background or status. All students at MIT Academy not only have access to CTE; all complete a full year of Tech each year. CTE is central to philosophy of MIT Academy. Indeed, the mission statement calls for students to be "self-motivated, technologically-skilled, responsible global citizens..."

Master schedule showing career pathway courses. From the school's opening in 1999, the master schedule has been planned with 7 periods to guarantee CTE access to all students—including English Learners, students with disabilities, and underachieving students who might be scheduled for additional support courses. All courses in the pathways are represented on the master schedule, with the exception of the college class, CIS 61 (Website Design), which is offered on campus after school and is open to middle schoolers. The career pathways and Tech courses are clearly described in the Academic Planning Guide and are articulated from 6th through 12th grade.

Collaboration to review CTE programs and content. The MIT Academy Middle and High School communities work together to review CTE content for the aligned 6-12 Tech program. Logically, the Middle School Tech content is driven by the High School pathway requirements. The Tech PLCs work on this alignment regularly in the spring, 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 at that level, the adjustments are included in the Technology Plan for review during Strategic Planning, with final Board approval usually in February to complete the planning cycle.

Affiliations with external organizations. Middle school affiliations benefit from the rich 9-12 connections of the high school, in particular the partnership with the local CSU, California Maritime Academy (CMA), which provides ongoing support and tutoring for both the middle school robotics and math programs. In addition, the middle school is a partner in a PEP grant in which technology is integrated into active lifestyle education; students monitor their daily steps on a pedometer & track their progress towards their goals on Excel. And finally, middle schoolers are encouraged to serve "apprenticeships" in the high school Film Broadcast class, where they can serve as production assistants for the MIT Academy daily news show.

Strong support and valuation from total school community and community-at-large. The entire school and community support and value the MIT Tech program. For example, when Tech instructors proposed a Day of Code instead of the Hour of Code held last year, the entire staff enthusiastically endorsed the concept, even though they all feel the pressure of their own discipline's time constraints. The same is true for Community Technology Day, and at both events, community members come to help, learn, and participate.

Formal, data-driven internal and external review process. MIT conducts data-driven review processes of CTE programs on several levels. 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 students' test scores and achievement levels are compared to the total school population/ CTE students and total school population are the same. Data analysis. Because MIT's CTE program differs from traditional school programs, the level and type of data analysis also varies from the norm. That is, all students are CTE students, so there is no differentiation between CTE students and the total population.

Last updated: 1/23/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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 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
7	22.4%	19.7%	15.0%

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: 1/23/2015

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.

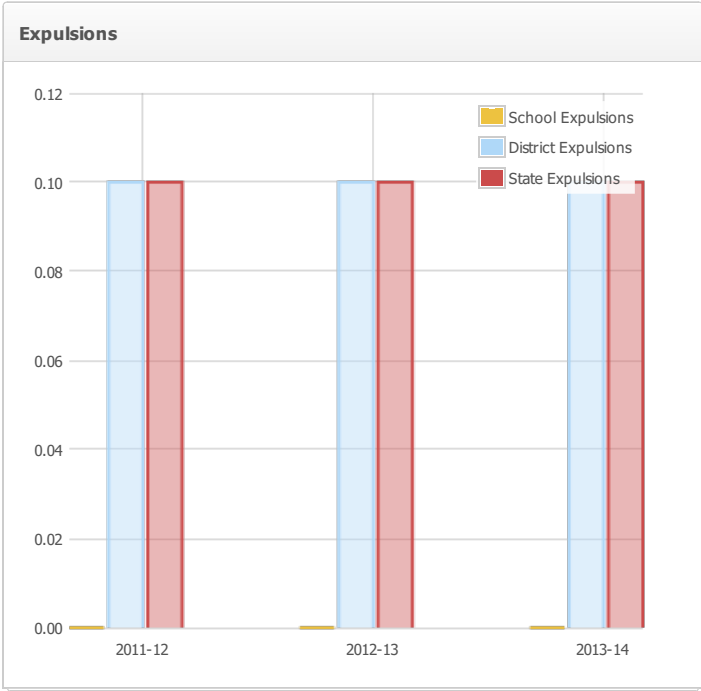
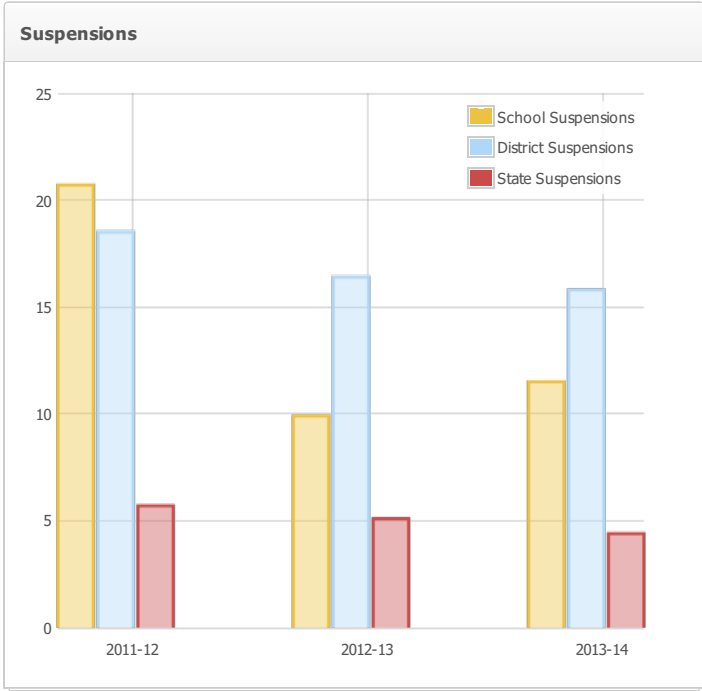
State Priority: School Climate

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

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	20.70	9.90	11.50	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



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

MIT's comprehensive safety plan is included in our faculty handbook. The plan includes instructions for what to do in the event of a fire or earthquake. The faculty handbook was distributed during our school's professional development days in August and is reviewed monthly as we conduct our fire and earthquake drills.

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: 1/22/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement *	Year 5	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: 1/22/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	24.0	0	7	0	28.0	4	4	0	28.0	4	4	0
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	10	0	28.0	0	10	0	28.0	0	10	0
Mathematics	28.0	0	10	0	28.0	0	10	0	28.0	0	10	0
Science	28.0	0	10	0	28.0	0	10	0	28.0	0	10	0
Social Science	28.0	0	10	0	28.0	0	10	0	28.0	0	10	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	441.0
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	\$7,571	\$1,627	\$5,944	\$52,852
District	N/A	N/A	N/A	\$57,757
Percent Difference – School Site and District	N/A	N/A	N/A	-8.00%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	27.00%	-24.00%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

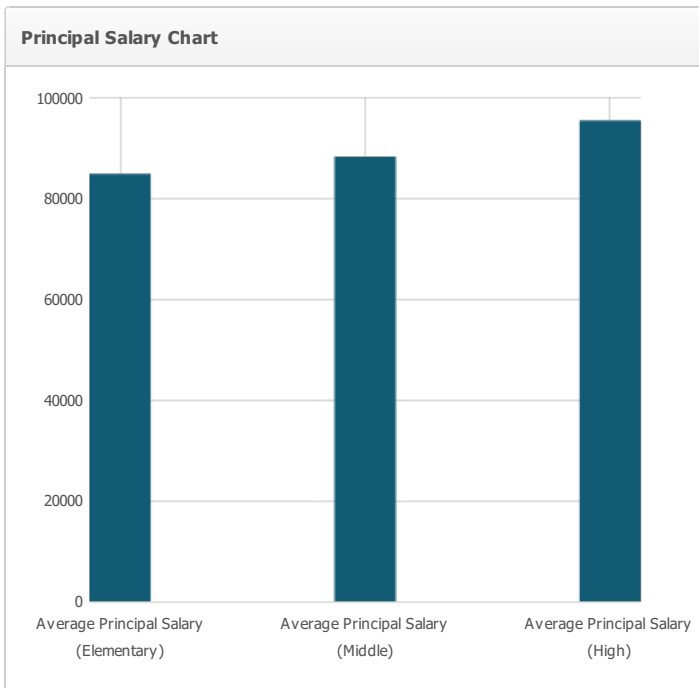
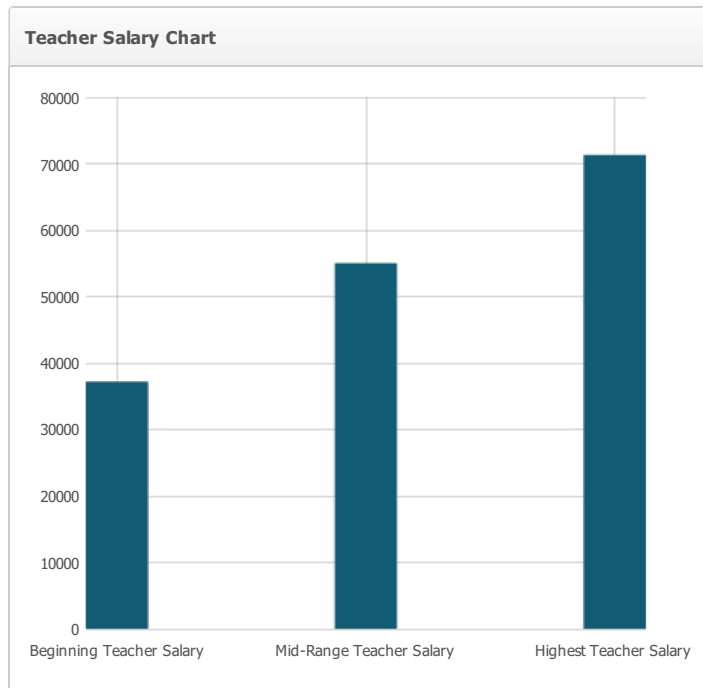
Categorical and grant funds provide full or partial support for an after-school program, after-school credit recovery, summer school, and after school tutoring.

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/>.



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

MIT Academy Middle School provides teachers with six days of planning before the start of the school year. The focus of the planning is on PLCs (Professional Learning Communities). During the year, teacher plan in their PLC groups twice a month on Wednesdays at the end of the minimum day. We also focus heavily on providing AVID training for all teachers.

Last updated: 1/23/2015