

Mare Island Technology Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Matt Smith, Director

Principal, Mare Island Technology Academy

About Our School

MIT Academy is a 6-12 charter school with approximately 850 students 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.

Contact

Mare Island Technology Academy
2 Positive Pl.
Vallejo, CA 94589-1825

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

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Mare Island Technology 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	48705816116255

Last updated: 12/28/2015

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.

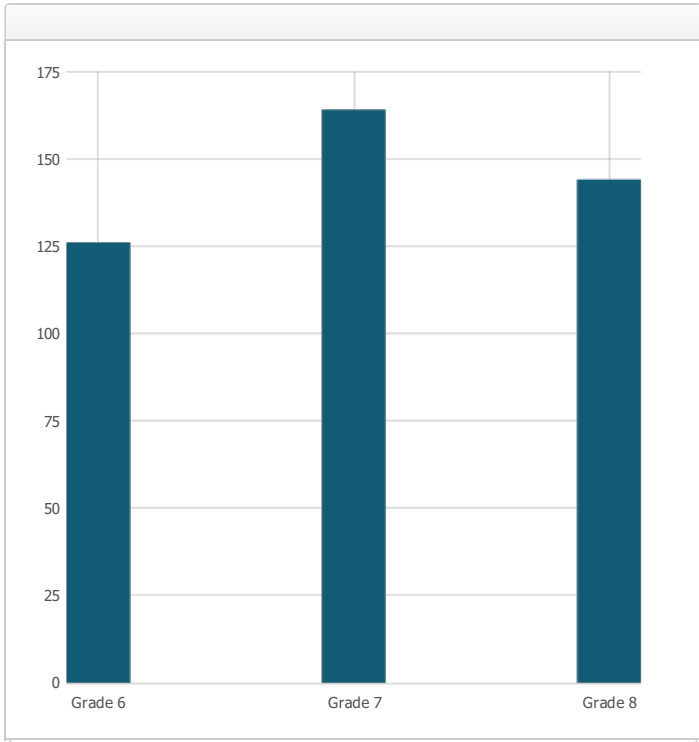
Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued 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: 12/28/2015

Student Enrollment by Grade Level (School Year 2014-15)

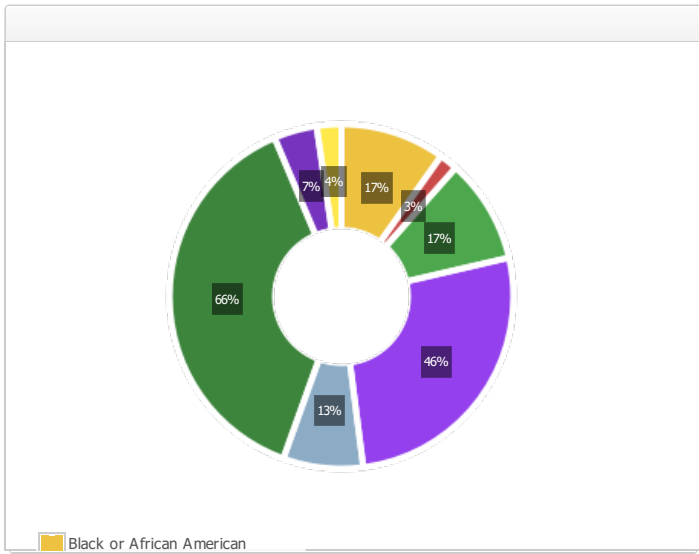
Grade Level	Number of Students
Grade 6	126
Grade 7	164
Grade 8	144
Total Enrollment	434



Last updated: 12/28/2015

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.1 %
American Indian or Alaska Native	0.2 %
Asian	3.0 %
Filipino	17.7 %
Hispanic or Latino	46.8 %
Native Hawaiian or Pacific Islander	0.5 %
White	13.1 %
Two or More Races	0.7 %
Socioeconomically Disadvantaged	66.4 %
English Learners	7.4 %
Students with Disabilities	4.6 %
Foster Youth	0.0 %



Last updated: 12/28/2015

A. Conditions of Learning

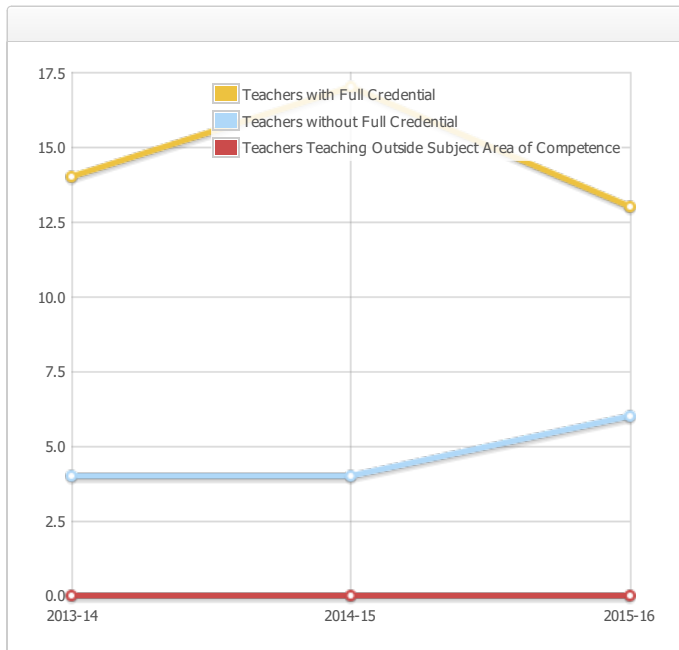
State Priority: Basic

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

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

Teacher Credentials

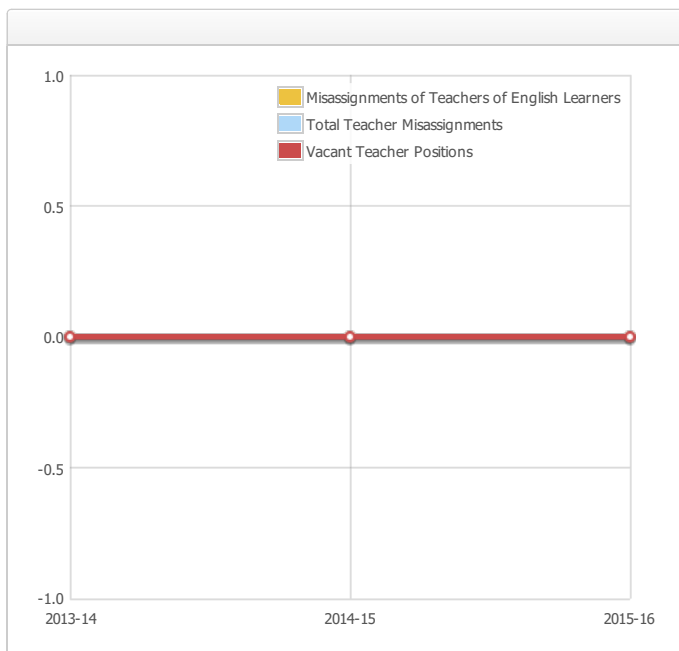
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	17	13	
Without Full Credential	4	4	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 12/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	86.0%	14.0%
All Schools in District	72.0%	28.0%
High-Poverty Schools in District	72.0%	28.0%
Low-Poverty Schools in District	0.0%	0.0%

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

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

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TCI, online curriculum, 2014	Yes	0.0 %
Mathematics	CPM (College Preparatory Math)	Yes	0.0 %
Science	Focus on Life Science, Glencoe/McGraw Hill Zingylearning, Online Curriculum, 2014	Yes	0.0 %
History-Social Science	TCI, Online curriculum	Yes	0.0 %
Foreign Language	n/a		0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	n/a		0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 12/29/2015

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. We intend to add four modular classrooms next to the area we call "Everest Center".

Last updated: 12/29/2015

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Many of our portables are in need of repair. Some of them have leaky windows and roofs. Classrooms with leaks are repaired within a few days.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	The bathrooms are in need of repair and/or replacement. Repairs are made as needed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Many of the portables need to be replaced. We plan on replacing the "E" classrooms with newer modulares this coming summer (2016).
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Fair
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Last updated: 12/29/2015

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	24.0%	44.0%
Mathematics (grades 3-8 and 11)	30.0%	17.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/29/2015

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	124	123	99.2%	33.0%	29.0%	30.0%	7.0%
Male	124	73	58.9%	40.0%	27.0%	27.0%	5.0%
Female	124	50	40.3%	24.0%	32.0%	34.0%	8.0%
Black or African American	124	21	16.9%	24.0%	29.0%	43.0%	5.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	124	5	4.0%	--	--	--	--
Filipino	124	19	15.3%	21.0%	26.0%	37.0%	16.0%
Hispanic or Latino	124	60	48.4%	45.0%	30.0%	22.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	124	15	12.1%	33.0%	27.0%	27.0%	13.0%
Two or More Races	124	2	1.6%	--	--	--	--
Socioeconomically Disadvantaged	124	81	65.3%	41.0%	31.0%	23.0%	4.0%
English Learners	124	10	8.1%	--	--	--	--
Students with Disabilities	124	10	8.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/29/2015

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	158	157	99.4%	21.0%	29.0%	39.0%	11.0%
Male	158	77	48.7%	32.0%	25.0%	30.0%	13.0%
Female	158	80	50.6%	10.0%	33.0%	49.0%	9.0%
Black or African American	158	34	21.5%	29.0%	38.0%	29.0%	3.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	158	5	3.2%	--	--	--	--
Filipino	158	29	18.4%	7.0%	38.0%	41.0%	14.0%
Hispanic or Latino	158	68	43.0%	28.0%	25.0%	38.0%	9.0%
Native Hawaiian or Pacific Islander	158	1	0.6%	--	--	--	--
White	158	18	11.4%	6.0%	11.0%	61.0%	22.0%
Two or More Races	158	1	0.6%	--	--	--	--
Socioeconomically Disadvantaged	158	98	62.0%	22.0%	29.0%	44.0%	5.0%
English Learners	158	6	3.8%	--	--	--	--
Students with Disabilities	158	10	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
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Last updated: 12/29/2015

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	140	138	98.6%	17.0%	31.0%	43.0%	8.0%
Male	140	77	55.0%	19.0%	34.0%	43.0%	4.0%
Female	140	61	43.6%	15.0%	28.0%	43.0%	13.0%
Black or African American	140	14	10.0%	14.0%	29.0%	43.0%	14.0%
American Indian or Alaska Native	140	1	0.7%	--	--	--	--
Asian	140	3	2.1%	--	--	--	--
Filipino	140	26	18.6%	4.0%	31.0%	54.0%	12.0%
Hispanic or Latino	140	69	49.3%	25.0%	33.0%	33.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	140	23	16.4%	13.0%	22.0%	61.0%	4.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	140	100	71.4%	19.0%	36.0%	37.0%	8.0%
English Learners	140	9	6.4%	--	--	--	--
Students with Disabilities	140	10	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 12/29/2015

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	124	123	99.2%	30.0%	42.0%	18.0%	10.0%
Male	124	73	58.9%	32.0%	40.0%	18.0%	11.0%
Female	124	50	40.3%	28.0%	46.0%	18.0%	8.0%
Black or African American	124	21	16.9%	19.0%	48.0%	29.0%	5.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	124	5	4.0%	--	--	--	--
Filipino	124	19	15.3%	11.0%	37.0%	32.0%	21.0%
Hispanic or Latino	124	60	48.4%	47.0%	38.0%	10.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	124	15	12.1%	20.0%	53.0%	13.0%	13.0%
Two or More Races	124	2	1.6%	--	--	--	--
Socioeconomically Disadvantaged	124	81	65.3%	35.0%	46.0%	16.0%	4.0%
English Learners	124	10	8.1%	--	--	--	--
Students with Disabilities	124	10	8.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 12/29/2015

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	158	157	99.4%	20.0%	41.0%	27.0%	13.0%
Male	158	78	49.4%	27.0%	36.0%	23.0%	14.0%
Female	158	79	50.0%	13.0%	46.0%	30.0%	11.0%
Black or African American	158	34	21.5%	24.0%	41.0%	32.0%	3.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	158	5	3.2%	--	--	--	--
Filipino	158	29	18.4%	10.0%	45.0%	38.0%	7.0%
Hispanic or Latino	158	67	42.4%	27.0%	43.0%	21.0%	9.0%
Native Hawaiian or Pacific Islander	158	1	0.6%	--	--	--	--
White	158	19	12.0%	5.0%	21.0%	32.0%	42.0%
Two or More Races	158	1	0.6%	--	--	--	--
Socioeconomically Disadvantaged	158	99	62.7%	22.0%	40.0%	26.0%	11.0%
English Learners	158	6	3.8%	--	--	--	--
Students with Disabilities	158	10	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	140	139	99.3%	36.0%	41.0%	14.0%	9.0%
Male	140	77	55.0%	38.0%	38.0%	16.0%	9.0%
Female	140	62	44.3%	34.0%	45.0%	11.0%	8.0%
Black or African American	140	14	10.0%	29.0%	43.0%	14.0%	14.0%
American Indian or Alaska Native	140	1	0.7%	--	--	--	--
Asian	140	3	2.1%	--	--	--	--
Filipino	140	26	18.6%	15.0%	38.0%	27.0%	19.0%
Hispanic or Latino	140	70	50.0%	41.0%	44.0%	10.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	140	23	16.4%	39.0%	39.0%	9.0%	13.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	140	100	71.4%	38.0%	42.0%	13.0%	7.0%
English Learners	140	9	6.4%	--	--	--	--
Students with Disabilities	140	10	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 12/29/2015

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57.0%	68.0%	71.0%	36.0%	37.0%	32.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/29/2015

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32.0%
All Students at the School	71.0%
Male	70.0%
Female	71.0%
Black or African American	71.0%
American Indian or Alaska Native	--
Asian	--
Filipino	88.0%
Hispanic or Latino	64.0%
Native Hawaiian or Pacific Islander	--
White	77.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	67.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/29/2015

Career Technical Education Programs (School Year 2014-15)

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: 12/29/2015

Career Technical Education Participation (School Year 2014-15)

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

Last updated: 12/29/2015

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	23.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 12/29/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - 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: 12/29/2015

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

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

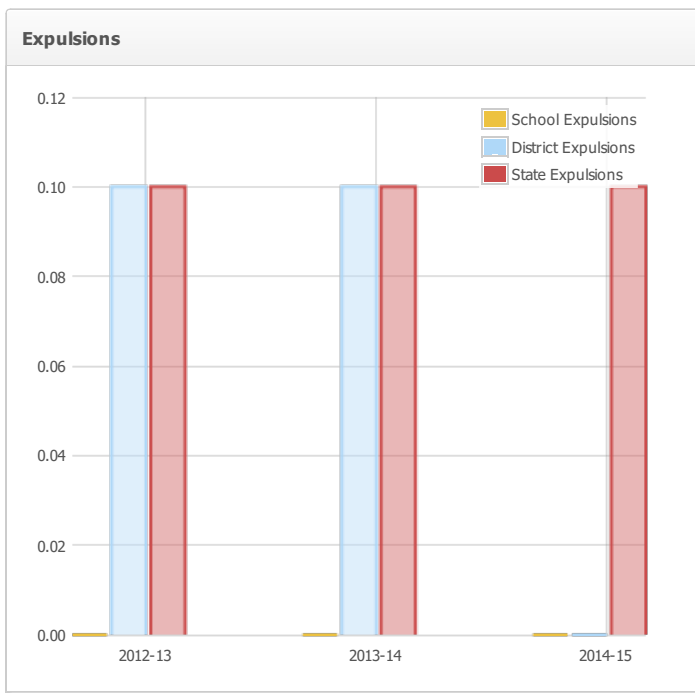
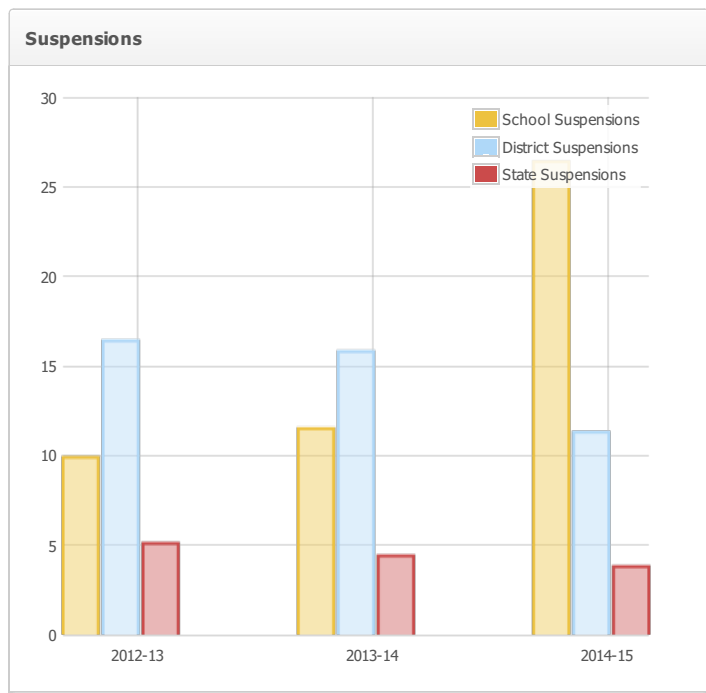
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.9	11.5	26.4	16.4	15.8	11.3	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 12/29/2015

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: 12/29/2015

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	No	

Last updated: 12/29/2015

Federal Intervention Program (School Year 2015-16)

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.

Last updated: 12/29/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15				
	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
K											
1											
2											
3											
4											
5											
6	28.0	5	0	28.0	5	0	28.0	1	5	0	
Other											

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

Last updated: 12/29/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	0	28.0	0	5	0	28.0	0	5	0	
Mathematics	28.0		5	28.0	0	5	0	28.0	0	5	0	
Science	28.0	0	0	28.0	0	5	0	28.0	0	5	0	
Social Science					0	5			0	5	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: 12/29/2015

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	430.0
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: 12/29/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8431.0	\$1875.0	\$6556.0	\$53266.0
District	N/A	N/A	\$0.0	\$59581.0
Percent Difference – School Site and District	N/A	N/A	-23.0%	-11.0%
State	N/A	N/A	\$5348.0	\$71529.0
Percent Difference – School Site and State	N/A	N/A	19.0%	-26.0%

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

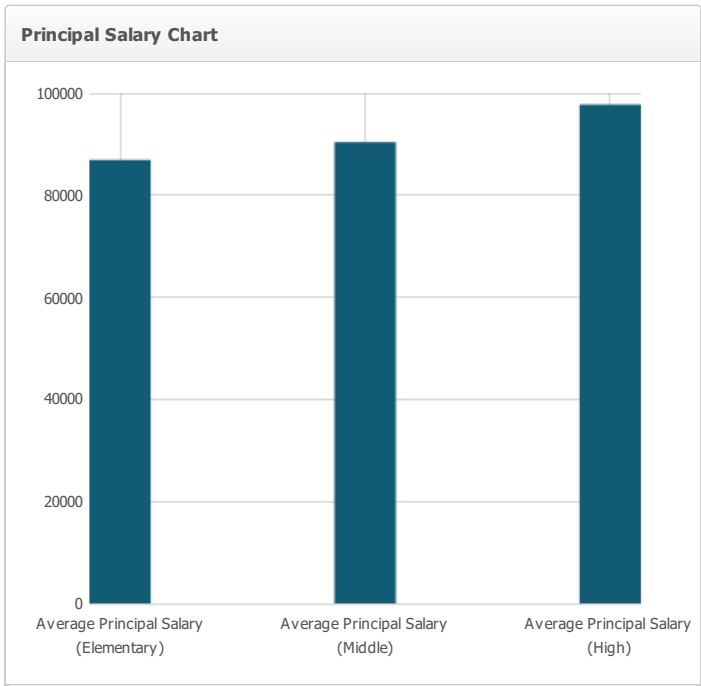
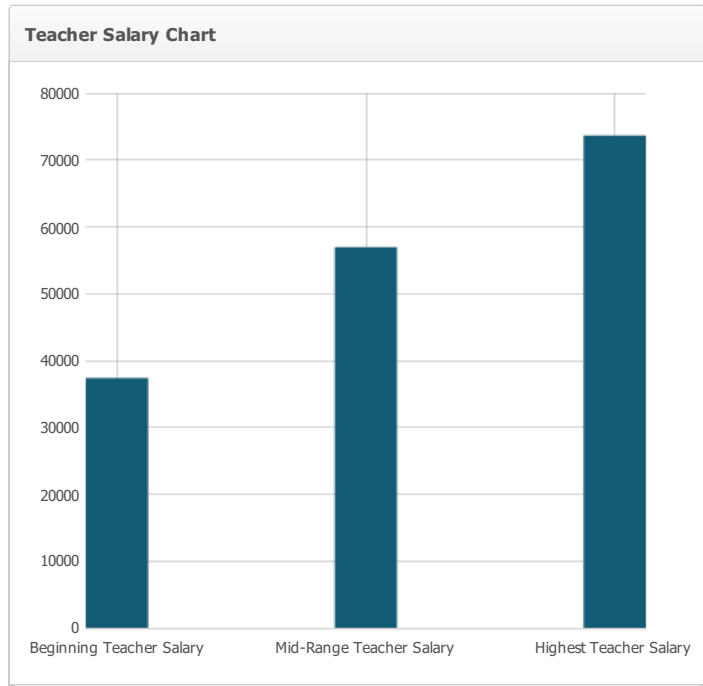
Categorical and grant funds provide full or partial support for an after-school program, after-school credit recovery, summer school, and after school tutoring.

Last updated: 12/29/2015

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,381	\$43,062
Mid-Range Teacher Salary	\$56,958	\$67,927
Highest Teacher Salary	\$73,651	\$87,811
Average Principal Salary (Elementary)	\$86,898	\$110,136
Average Principal Salary (Middle)	\$90,374	\$115,946
Average Principal Salary (High)	\$97,748	\$124,865
Superintendent Salary	\$192,188	\$211,869
Percent of Budget for Teacher Salaries	34.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



Last updated: 1/28/2016

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: 12/29/2015