Mare Island Technology Academy

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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Matt Smith

Principal, Mare Island Technology Academy

About Our School

MIT Academy is a 6-12 charter school with approximatley 900 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 ext. 110
E-mail: msmith@mitacademy.org

About This School

Contact Information (School Year 2016-17)

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

School Contact Information (School Year 2016-17)	
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

Last updated: 1/26/2017

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

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.

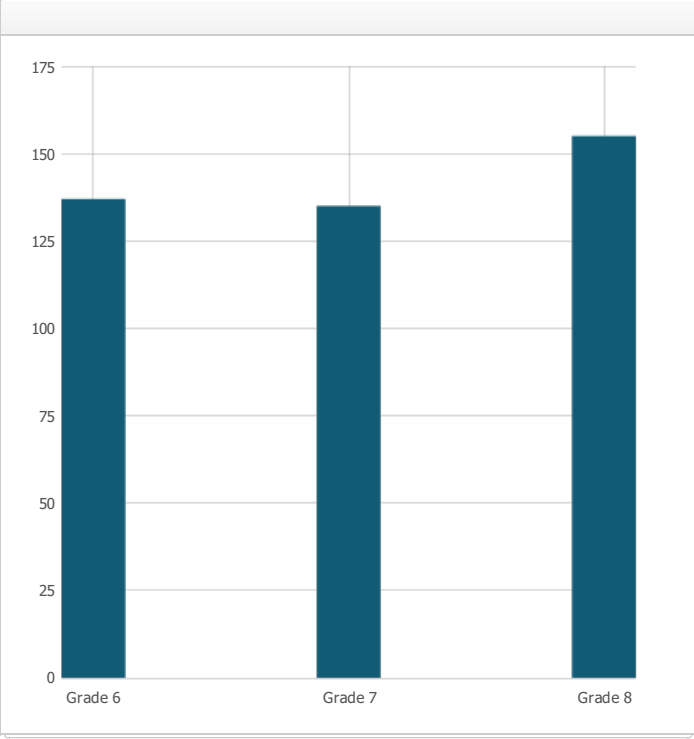
Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued 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: 1/26/2017

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

Grade Level	Number of Students
Grade 6	137
Grade 7	135
Grade 8	155
Total Enrollment	427



Last updated: 1/26/2017

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

Student Group	Percent of Total Enrollment
Black or African American	19.2 %
American Indian or Alaska Native	0.0 %
Asian	3.3 %
Filipino	19.4 %
Hispanic or Latino	43.8 %
Native Hawaiian or Pacific Islander	0.7 %
White	11.2 %
Two or More Races	1.4 %
Other	1.0 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	61.1 %
English Learners	5.9 %
Students with Disabilities	6.6 %
Foster Youth	0.0 %

Last updated: 1/26/2017

A. Conditions of Learning

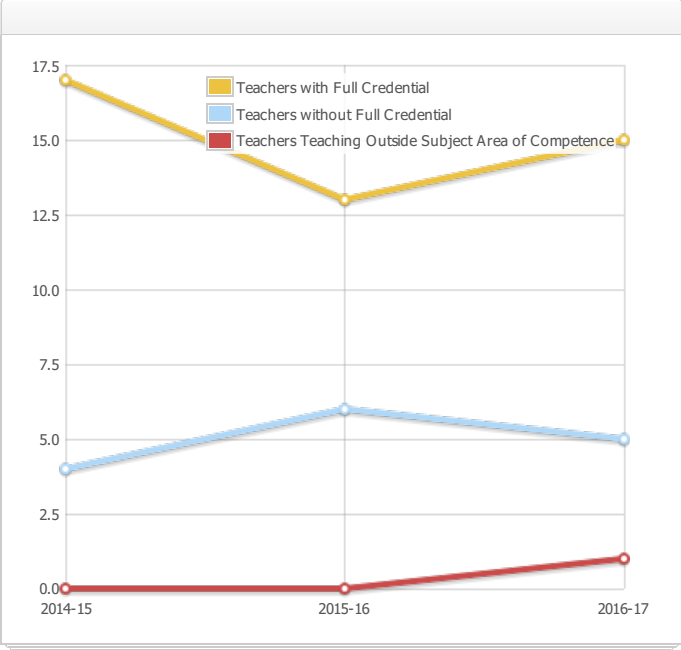
State Priority: Basic

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

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

Teacher Credentials

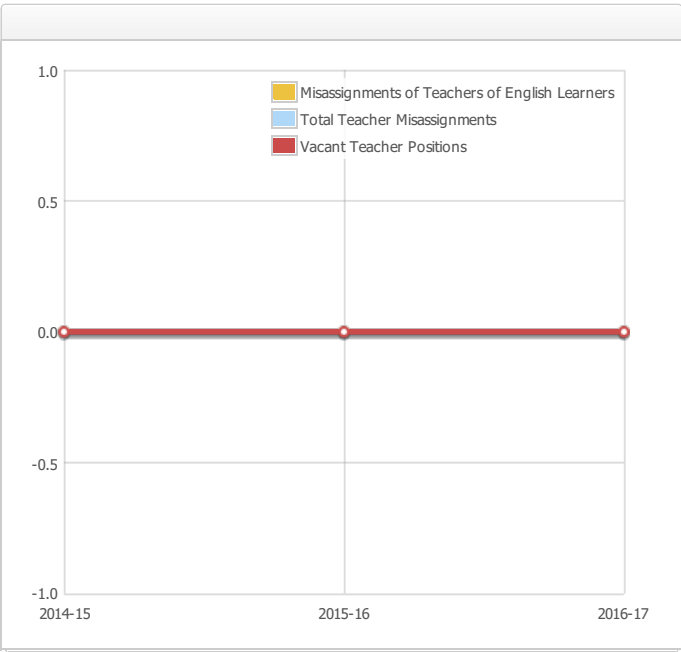
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	13	15	15
Without Full Credential	4	6	5	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 1/26/2017

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/26/2017

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

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

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

Last updated: 1/26/2017

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

Year and month in which data were collected: December 2016

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) Amplify, online curriculum (2016)	Yes	0.0 %
Mathematics	CPM (College Preparatory Math)	Yes	0.0 %
Science	Zingy learning, online curriculum (2014) Amplify (Science), online curriculum (2016)	Yes	0.0 %
History-Social Science	TCI, online curriculum (2014)	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)	N/A	N/A	0.0 %

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

Last updated: 1/26/2017

School Facility Conditions and Planned Improvements

The school is located on grounds that vary between a small hilly area where the middle school is located and 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 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 added 8 new classrooms to the campus. Five of them were added to the Everest site and three were added to the middle school.

Last updated: 1/26/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New bathrooms were installed this year.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Eight new classrooms were installed this year, replacing two that were in poor shape.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/26/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	44.0%	26.0%	29.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	30.0%	30.0%	18.0%	21.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	137	137	100.0%	36.0%
Male	64	64	100.0%	18.8%
Female	73	73	100.0%	51.4%
Black or African American	26	26	100.0%	23.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	30	30	100.0%	53.3%
Hispanic or Latino	55	55	100.0%	31.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	29.0%
English Learners	11	11	100.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	130	98.5%	38.8%
Male	78	77	98.7%	31.6%
Female	54	53	98.2%	49.1%
Black or African American	21	20	95.2%	47.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	26	26	100.0%	50.0%
Hispanic or Latino	64	63	98.4%	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.0%	26.5%
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	148	98.7%	57.5%
Male	74	72	97.3%	47.1%
Female	76	76	100.0%	67.1%
Black or African American	33	33	100.0%	31.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	28	28	100.0%	66.7%
Hispanic or Latino	63	61	96.8%	61.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	70.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.6%	51.3%
English Learners	--	--	--	--
Students with Disabilities	11	9	81.8%	11.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	136	100.0%	22.2%
Male	64	64	100.0%	17.5%
Female	72	72	100.0%	26.4%
Black or African American	26	26	100.0%	8.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	29	29	100.0%	41.4%
Hispanic or Latino	55	55	100.0%	14.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	26.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	13.2%
English Learners	11	11	100.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	130	98.5%	35.4%
Male	78	77	98.7%	32.5%
Female	54	53	98.2%	39.6%
Black or African American	21	20	95.2%	35.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	26	26	100.0%	61.5%
Hispanic or Latino	64	63	98.4%	15.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	57.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.0%	14.7%
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	148	98.7%	31.7%
Male	74	72	97.3%	32.4%
Female	76	76	100.0%	31.1%
Black or African American	33	33	100.0%	19.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	28	28	100.0%	28.6%
Hispanic or Latino	63	62	98.4%	29.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.2%	30.8%
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68.0%	71.0%	77.0%	37.0%	32.0%	36.0%	60.0%	56.0%	54.0%

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	148	147	99.3%	77.0%
Male	72	72	100.0%	75.0%
Female	76	76	100.0%	79.0%
Black or African American	33	33	100.0%	76.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	28	28	100.0%	79.0%
Hispanic or Latino	61	60	98.4%	72.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	18	18	100.0%	94.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2017

Career Technical Education Programs (School Year 2015-16)

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)
Itroductory 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 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
7	27.5%	24.6%	14.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

State Priority: Pupil Engagement

Last updated: 1/26/2017

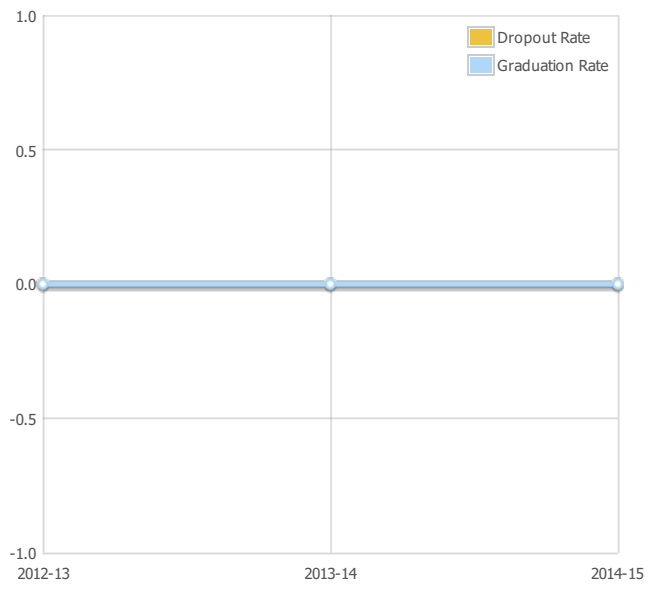
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

	School			District			State		
Indicator	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	64.60	80.00	86.90	80.44	80.95	82.27

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



State Priority: School Climate

Last updated: 1/26/2017

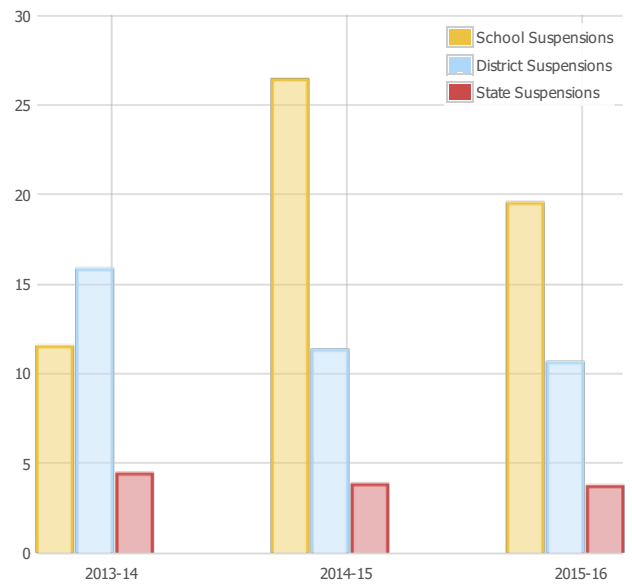
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

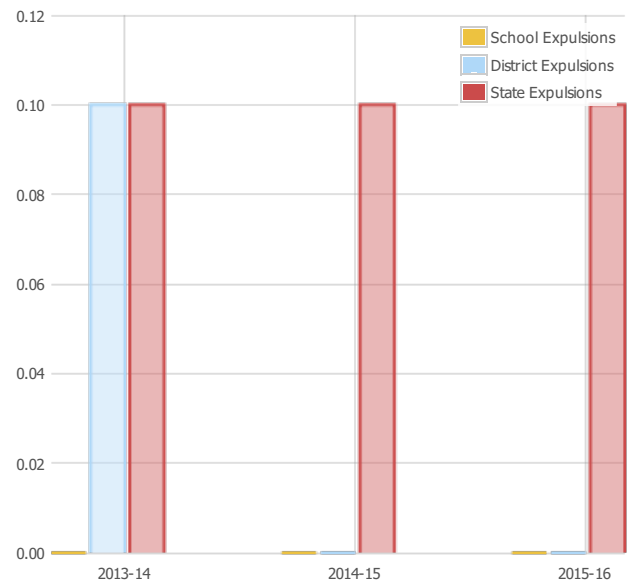
Suspensions and Expulsions

	School			District			State		
Rate	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	11.5	26.4	19.5	15.8	11.3	10.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

Suspensions



Expulsions



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

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: 1/26/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	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	65.0%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	28.0		15		28.0		15		28.0		15	
Other												

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

Last updated: 1/26/2017

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

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

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

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

Last updated: 1/31/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5112.0	$1836.0	$3276.0	$56884.0
District	N/A	N/A	$0.0	$61264.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$74216.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

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

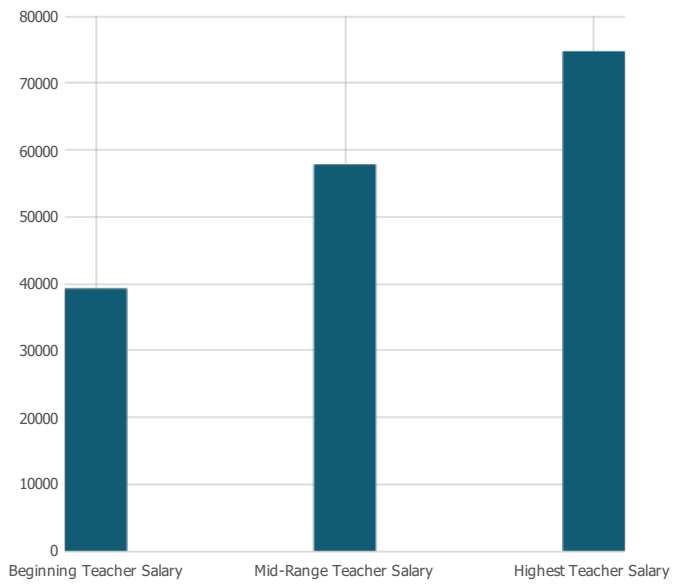
Last updated: 1/26/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

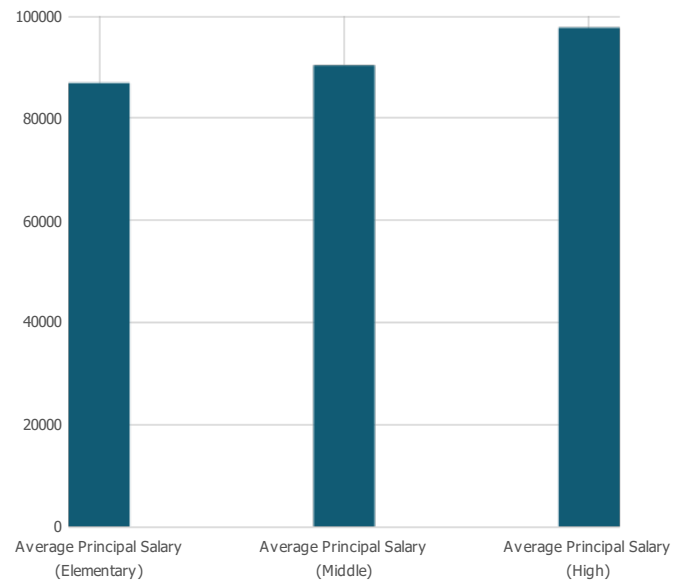
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,259	$44,958
Mid-Range Teacher Salary	$57,812	$70,581
Highest Teacher Salary	$74,756	$91,469
Average Principal Salary (Elementary)	$86,898	$113,994
Average Principal Salary (Middle)	$90,374	$120,075
Average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

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/26/2017

Professional Development

MIT Academy Middle School provides teachers with five days of planning before the start of the school year. New teachers get a five day "New Teacher Orientation" in order to learn about MIT and the culture we cultivate with both the adults and students.

During the PD week for all teachers, 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: 1/26/2017