

Mt. Olive Innovation and Technology High

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mr. Kevin Morris, Principal

Principal, Mt. Olive Innovation and Technology High

About Our School

Contact

Mt. Olive Innovation and Technology High
1238 Brycedale Ave.
Duarte, CA 91010-2675

Phone: 626-599-5900
E-mail: kmorris@duarteusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Duarte Unified
Phone Number	(626) 599-5000
Superintendent	Gordon Amerson
E-mail Address	gamerson@duarteusd.org
Web Site	www.duarteusd.org

School Contact Information (School Year 2018—19)	
School Name	Mt. Olive Innovation and Technology High
Street	1238 Brycedale Ave.
City, State, Zip	Duarte, Ca, 91010-2675
Phone Number	626-599-5900
Principal	Mr. Kevin Morris, Principal
E-mail Address	kmorris@duarteusd.org
Web Site	https://www.duarteusd.org
County-District-School (CDS) Code	19644691936079

Last updated: 12/13/2018

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

Mt. Olive Innovation and Technology (MIT) High School provides programs and educational opportunities for all students to succeed. We encourage students to take advantage of the programs offered. We encourage parents to take an active role in their child's education. We encourage the community to take an active role at Mt. Olive. The Mt. Olive staff takes an active and meaningful role in the life of every student on campus, and is committed to preparing them for college and career. We believe that all students have potential, can learn, are unique, and can succeed. To ensure that every student is prepared for the 21st century global economy, we need to accomplish several goals as a school community:

1. Integrated-Interdisciplinary and collaborative instruction is common-core based
2. Students are actively engaged in their learning
3. Assessment is used to ensure mastery
4. Students are engaged in community service learning
5. Students are college and career ready

MIT's vision is to strive to be an alternative school model by providing a quality education to our learning community that promotes personal responsibility, academic achievement, and professional growth. Our educational environment fosters life-long learning and prepares our students for the 21st century.

MIT's mission is to provide a safe, supportive, and nurturing environment that encourages creativity, critical thinking, collaboration and communication, while developing productive citizens who are college and career ready, and prepared for life.

MIT serves a diverse ethnic and socioeconomic population within the community of Duarte and sections of an unincorporated area of Los Angeles County. This is a community where some students come from homes with above average incomes and others come from homes falling at or below the county's poverty level. Approximately 1% of our students are enrolled with intra-district permits. Forty-eight percent (48%) of our high school students are male and fifty-two percent (52%) are female. Due to the nature of our at-risk population many students are eligible for free and reduced lunch. We are currently 80% free and reduced.

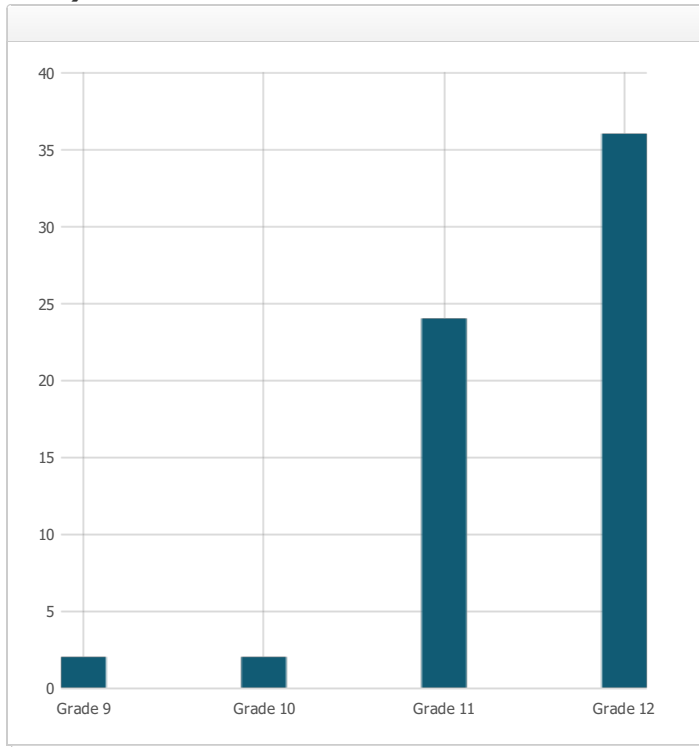
MIT offers many flexible, individualized educational programs leading to the attainment of a high school diploma or the fulfillment of other educational/career goals. Mt. Olive Innovation and Technology High School oversees five (5) different educational programs: 9th Grade Opportunity Program; 10th-12th Continuation High School; Independent Study Program; Special Education Program.

MIT is a WASC accredited high school serving students in grades 9th-12th. MIT houses a small, but effective Special Education program and Independent Study. These programs offer alternative approaches to traditional educational practices that fail to meet the needs of our at-risk student population.

Last updated: 12/13/2018

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

Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	24
Grade 12	36
Total Enrollment	64



Last updated: 12/13/2018

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

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	1.6 %
Asian	%
Filipino	%
Hispanic or Latino	90.6 %
Native Hawaiian or Pacific Islander	%
White	3.1 %
Two or More Races	%
Other	1.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.2 %
English Learners	15.6 %
Students with Disabilities	10.9 %
Foster Youth	1.6 %

A. Conditions of Learning

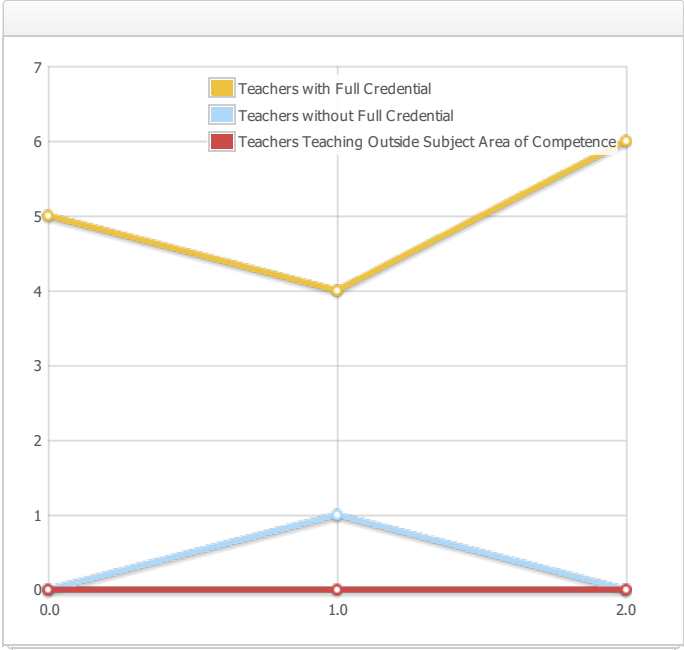
State Priority: Basic

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

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

Teacher Credentials

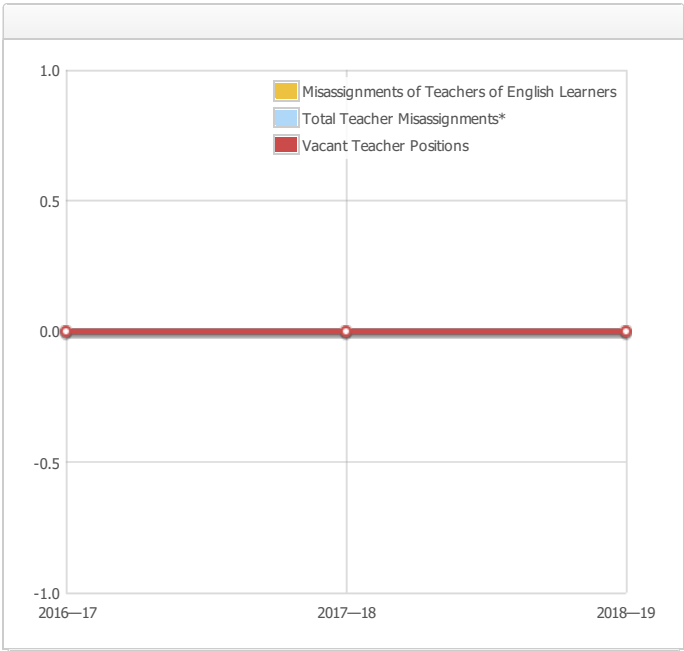
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	5	4	6	190
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/17/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 Language Arts Holt, Rinehart and Winston Holt Literature Language Arts C2003	No	0.0 %
Mathematics	Grades 9-12, BIG Ideas Math Integrated 1, 2 & 3 C2017	Yes	0.0 %
Science	Grades 9-12 Science Pearson/Prentice Hall Publisher CA Earth Science C2006 CA Chemistry C2007 CA Biology C2007	No	0.0 %
History-Social Science	Grades 9-12 Social Studies Holt, Rinehart and Winston Holt Lifetime Health C2004 McDougal Littell Modern World History C2006 The Americans C2006 Pearson/Prentice Hall American Government C2006 Economics C2007	No	0.0 %
Foreign Language			0.0 %
Health	Grade 9, Holt Lifetime Health C2004	Yes	0.0 %
Visual and Performing Arts	The school provides students in grades 9-12 with a variety of arts electives.		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: 12/18/2018

School Facility Conditions and Planned Improvements

MIT was originally constructed in 1961 and is comprised of seven classrooms, main office, food service room, a counseling office, staff lounge, 4 restrooms, and outdoor basketball court. The principal works with the head custodian to ensure that cleaning of the school is maintained to provide a clean and safe environment. The Duarte maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Last updated: 12/13/2018

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 12/17/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	0.0%	45.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	34.0%	36.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/13/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	31	96.88%	
Male	22	21	95.45%	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	29	28	96.55%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	31	30	96.77%	
English Learners	14	14	100.00%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 12/13/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	29	90.63%	
Male	22	19	86.36%	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	29	26	89.66%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	31	28	90.32%	
English Learners	14	13	92.86%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 12/13/2018

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

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

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

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

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

Last updated: 12/13/2018

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

The Career Technical Education Programs (CTE) offered are specifically focused on career preparation for photography and film production. Kevin Morris is the Director of College, Career and Community Services and primary representative and chair of the Duarte CTE Advisory Committee and Duarte Chamber Workforce Development and Education Committee.

MIT also address the needs of students in career preparation through the Career Guest Speaker Series and the MIT Student Employment and Internship Program.

Last updated: 1/11/2019

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	7.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/11/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	64.1%
2016–17 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 area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	--	--	--

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: 1/11/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

MIT has an active School Site Council (SSC) that encourages parent involvement. The voting membership is composed of parents, students, community and staff. MIT School Site Council takes part in development of the Single Plan for Student Achievement (SPSA), the school Comprehensive Safety Plan, spending of Title 1 funding, implementation of new programs and the evaluation of instructional programs. Parents are also involved in our Student Study Team process. We also have an English Language Advisory Committee (ELAC), which runs through our SSC. Parents also attend parent education workshops through D'Veal Family and Youth Services, and Parent University workshops held monthly.

The annual Back-to-School Night and Open House events are held for students, parents, and the community to provide information about the many successful programs at MIT. Each year MIT participates in two formal presentations to the Board of Education on school programs. One is a progress report, and the other presentation is the Single Plan for Student Achievement. Student progress reports are mailed home three times per year.

State Priority: Pupil Engagement

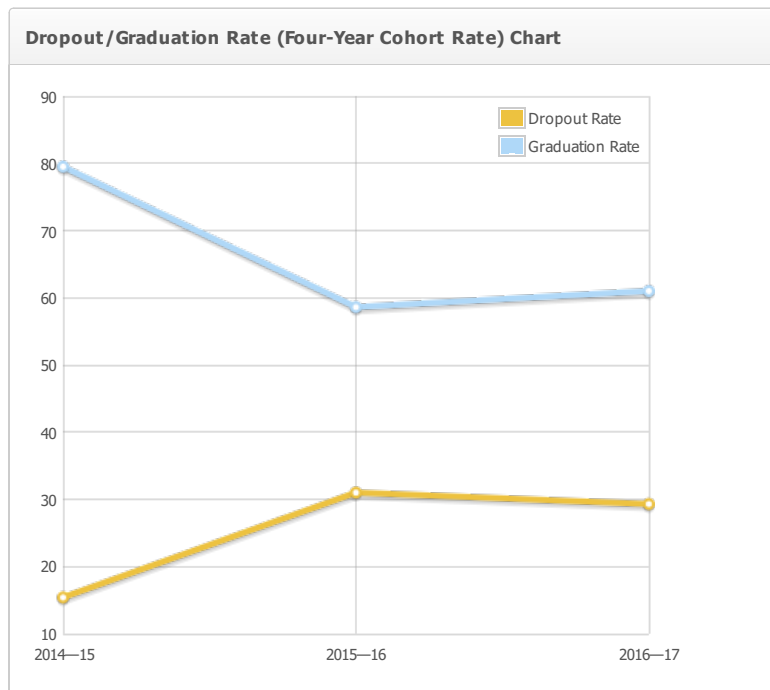
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	15.4%	31.0%	3.1%	6.0%	10.7%	9.7%
Graduation Rate	79.5%	58.6%	96.2%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	29.3%	17.0%	9.1%
Graduation Rate	61.0%	63.7%	82.7%



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

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

Student Group	School	District	State
All Students	71.8%	94.4%	88.7%
Black or African American	50.0%	92.9%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	67.7%	92.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	94.7%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	90.3%	100.0%	88.6%
English Learners	76.9%	51.3%	56.7%
Students with Disabilities	0.0%	91.7%	67.1%
Foster Youth	0.0%	100.0%	74.1%

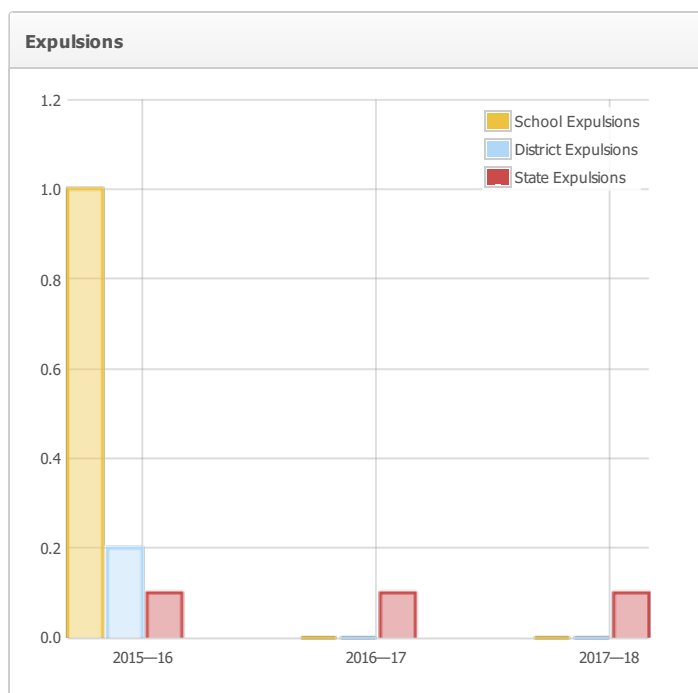
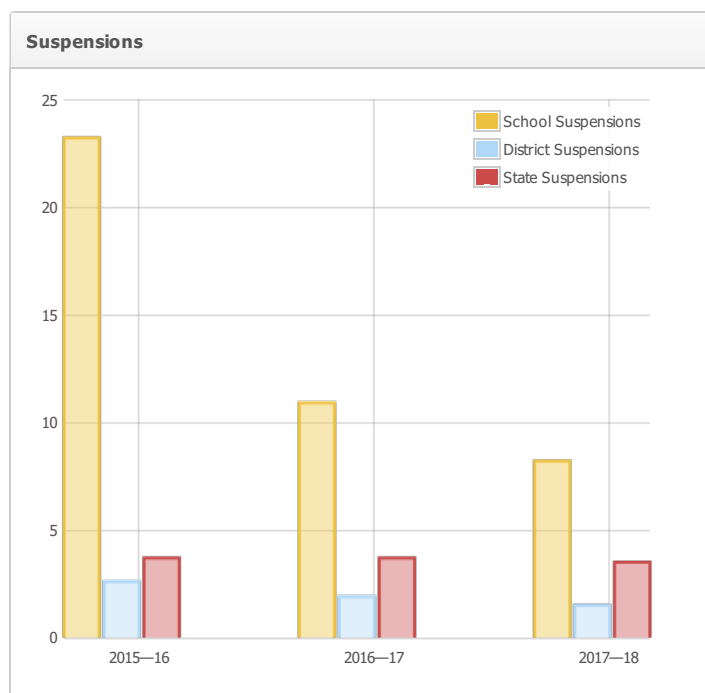
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	23.2%	10.9%	8.2%	2.6%	1.9%	1.5%	3.7%	3.7%	3.5%
Expulsions	1.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/17/2018

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern at MIT. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Comprehensive School Site Safety plan was last updated in March 2018, by the principal and School Safety Committee. All revisions are communicated to the classified and certificated staffs. The School Safety Plan was also presented and approved by the School Site Council in November 2018. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Scheduled fire, earthquake and lockdown drills are conducted on a regular basis throughout the school year. Students are supervised before school, during break, during lunch and after school by certificated staff, classified staff, and principal. There is a designated area for student drop off and pick up. All visitors are directed to the main office where they are required to sign-in and receive a visitors badge before walking the campus or entering classrooms.

Last updated: 12/17/2018

D. Other SARC Information

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	14		
Mathematics	10.0	4		
Science	15.0	4		
Social Science	8.0	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	3		
Mathematics	4.0	2		
Science	10.0	4		
Social Science	14.0	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	12.0	5		
Mathematics	11.0	7		
Science	13.0	4		
Social Science	3.0	2		

* 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: 12/17/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	81.0
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	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 12/17/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20119.0	\$2237.0	\$17882.0	\$65547.0
District	N/A	N/A	\$9171.0	\$76063.0
Percent Difference – School Site and District	N/A	N/A	64.4%	-14.9%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	92.5%	-8.5%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

It is the goal of MIT to assist students in their social, emotional and personal development, as well as academics. The school gives special attention to students who experience academic challenges, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The following support programs are made available for all students at MIT: Academic Counseling, D’Veal Youth and Family Counseling Mental Health Services (on-site), Alive and Free Group, Girls Empowerment Group, Teacher-Mentor Guidance, tutoring, bilingual assistance and special education support.

MIT provides after-school tutoring for students needing additional assistance, performing below grade-level standards or at risk of retention. Additional at-risk intervention programs offered at MIT include: Peer counseling groups in the areas of drugs and alcohol and anger management, academic and career counseling, and mental health services through D’Veal Youth and Family Counseling.

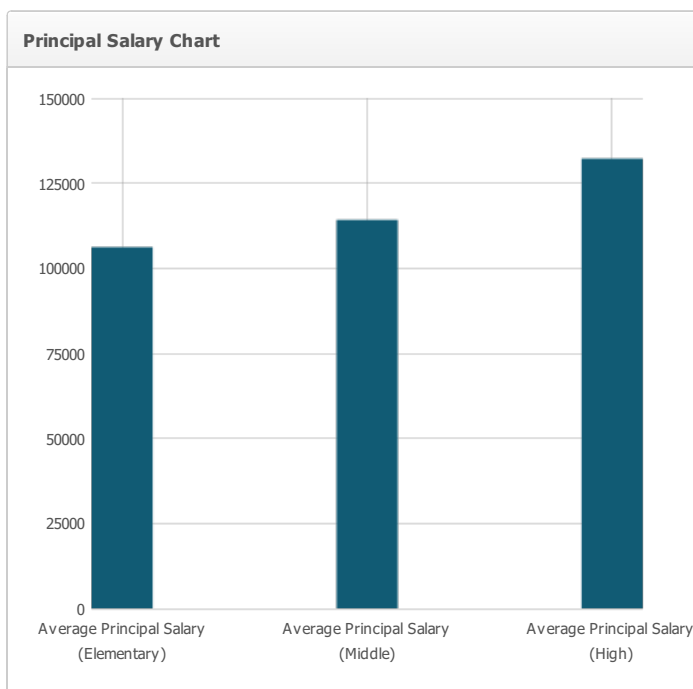
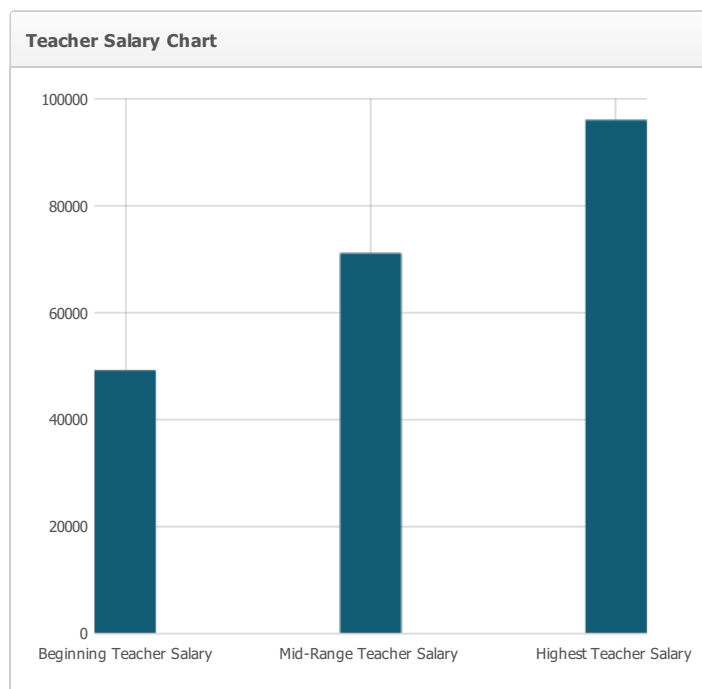
MIT offers English language learners (ELL) instruction through recently adopted EDGE curriculum, SDAIE, differentiated instructional strategies and additional ELL support from the bilingual aide and classroom teacher.

Last updated: 12/17/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,107	\$45,681
Mid-Range Teacher Salary	\$71,012	\$70,601
Highest Teacher Salary	\$95,917	\$89,337
Average Principal Salary (Elementary)	\$106,203	\$110,053
Average Principal Salary (Middle)	\$114,216	\$115,224
Average Principal Salary (High)	\$132,224	\$124,876
Superintendent Salary	\$220,548	\$182,466
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/11/2019

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/17/2018

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The district has dedicated three full days to staff development annually. Topics for staff development included: equipping students with 21st Century Skills, implementation of the Common Core Standards, implementation of Professional Learning Communities, analysis of student data, writing and site specific staff developments such as International Baccalaureate, Spanish Dual Immersion, Project Lead the Way and Artful Learning.

Over the past three years, Duarte Unified has focused professional development in three areas. Our major focus has been on standards alignment including rigor, mathematical practices, problem solving, and curriculum design. Secondary teachers have developed content units of study and assessment through professional development with Rigorous Curriculum Design in all core content areas. From 2015-2018, TK-6 teachers have been participating in staff development for the implementation of newly adopted English Language Arts and math instructional materials. Our second area of focus has been technology. In support of our 1:1 student laptop initiative, teachers have received training in online assessments and data analysis. On-going trainings have been provided in a variety of digital instructional platforms: Google Classroom, web page design, Outlook, Office 365 and AERIES student data system. Our last major area of focus has been on best practices for student engagement. Teachers across the district participated in Advancement Via Individual Determination (AVID), Read 180/System 44, GLAD (Guided Language Acquisition and Design), ELD strategies and Positive Behavioral Interventions and Supports (PBIS).

Last updated: 12/10/2018