Mare Island Technology Academy

## Matt Smith

📍 Principal, Mare Island Technology Academy

About Our School

MIT Academy is a 6-12 charter school in Vallejo, California that specializes in technology, innovative instruction, and project-based curriculum. We are the highest performing secondary school in Vallejo due in large part to our outstanding staff, committed parents, and motivated students. We have approximately 800 students and although there are waiting lists at most grade levels, determined parents can nearly always get their students into MIT.

Contact

2 Positive Pl.
Vallejo, CA
94589-1825

Phone: 707-552-6482 ext. 110
E-mail: msmith@mitacademy.org

View Larger Map

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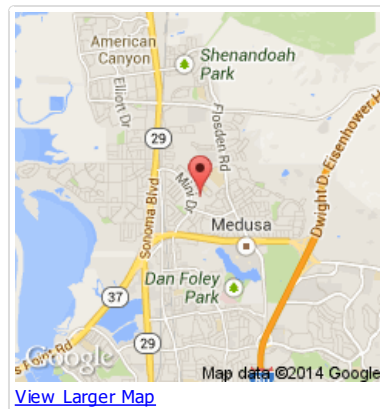
Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

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

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

Last updated: 1/26/2014

School Description and Mission Statement (School Year 2012-13)

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: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

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.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
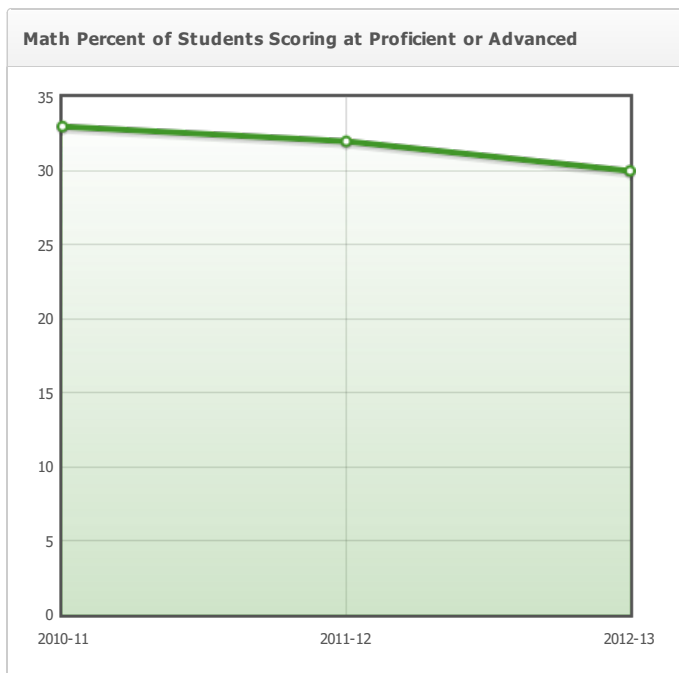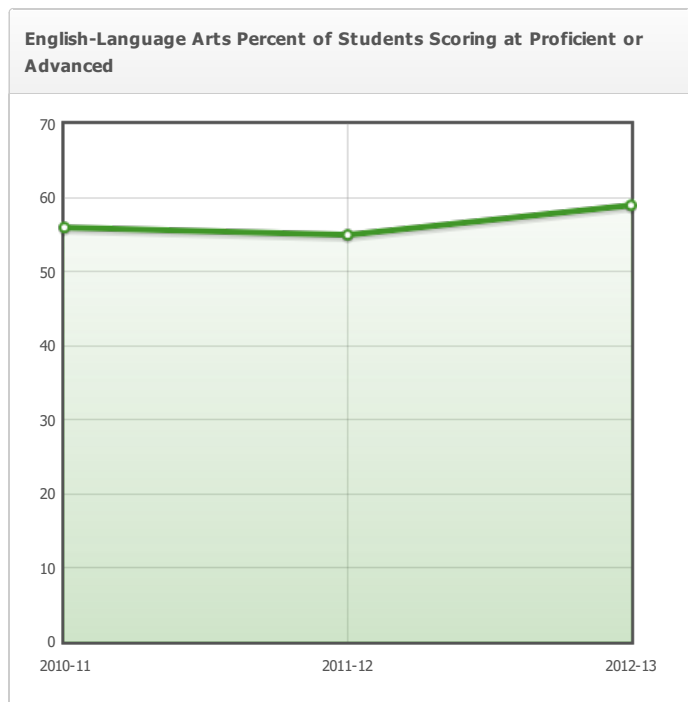
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56%	55%	59%	43%	45%	41%	54%	56%	55%
Mathematics	33%	32%	30%	40%	39%	37%	49%	50%	50%
Science	49%	49%	58%	38%	41%	39%	57%	60%	59%
History-Social Science	35%	31%	47%	34%	37%	35%	48%	49%	49%

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.

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

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced
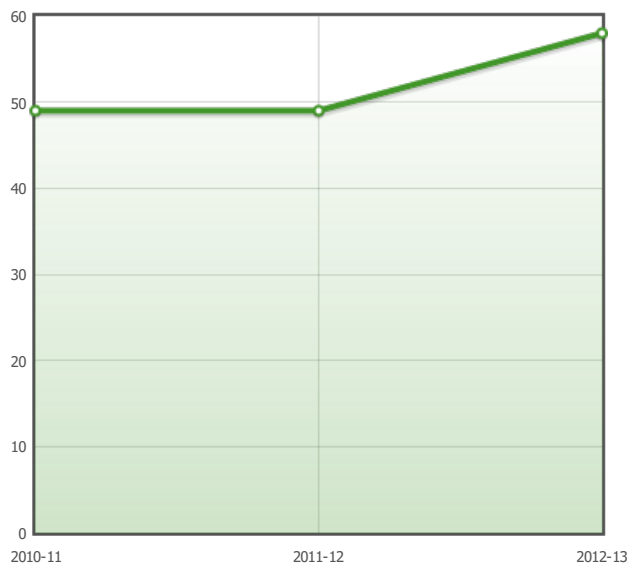
History Percent of Students Scoring at Proficient or Advanced
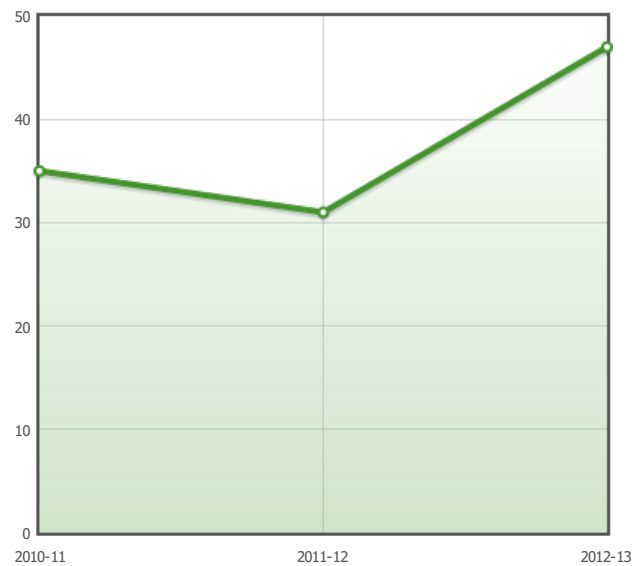
Last updated: 1/26/2014

Standardized Testing and Reporting Results by Student Group — Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41%	37%	39%	35%
All Students at the School	59%	30%	58%	47%
Male	57%	32%	60%	45%
Female	61%	27%	56%	49%
Black or African American	59%	22%	57%	43%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	67%	8%	N/A	N/A
Filipino	78%	50%	76%	74%
Hispanic or Latino	49%	25%	48%	30%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	71%	31%	69%	75%
Two or More Races	42%	25%	N/A	N/A
Socioeconomically Disadvantaged	51%	27%	52%	36%
English Learners	19%	8%	N/A	N/A
Students with Disabilities	59%	32%	N/A	18%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/26/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	36.4%	18.2%	18.2%

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: 1/26/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	5	4
Similar Schools	1	3	4

Last updated: 1/26/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	47	2	15
Black or African American	-2		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	68	11	2
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	108	8	12
English Learners	69	-2	-3
Students with Disabilities			

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

Last updated: 1/26/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	424	780	9,852	715	4,655,989	790
Black or African American	64	762	2,930	645	296,463	708
American Indian or Alaska Native	2		39	641	30,394	743
Asian	14	783	263	785	406,527	906
Filipino	67	872	1,836	827	121,054	867
Hispanic or Latino	209	739	3,342	699	2,438,951	744
Native Hawaiian or Pacific Islander	4		195	748	25,351	774
White	59	825	851	760	1,200,127	853
Two or More Races	2		389	685	125,025	824
Socioeconomically Disadvantaged	277	758	7,069	691	2,774,640	743
English Learners	149	722	2,433	669	1,482,316	721
Students with Disabilities	25	710	1,089	553	527,476	615

Last updated: 1/26/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

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

Last updated: 1/26/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| 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	14
Percent of Schools Currently in Program Improvement	N/A	82.4%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/26/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	160
Grade 7	131
Grade 8	145
Total Enrollment	436
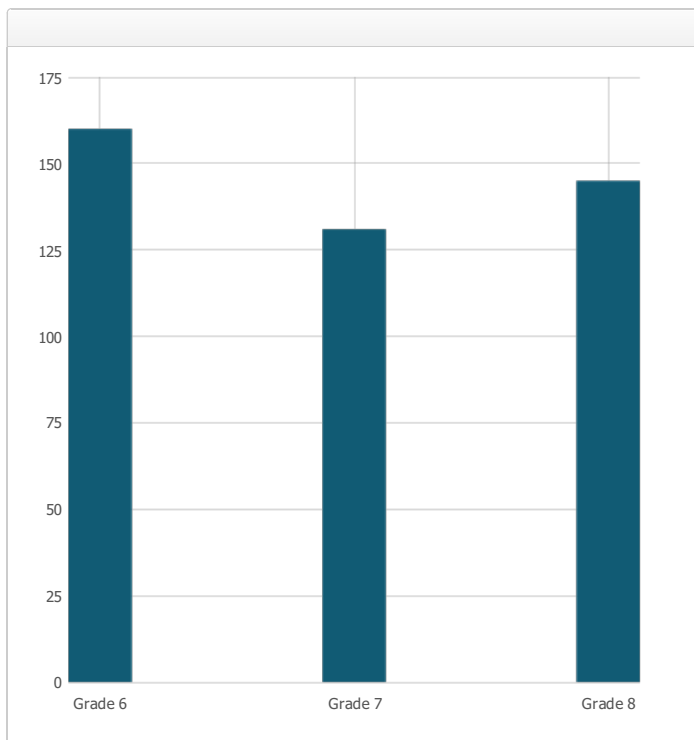
Last updated: 1/26/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.5
Asian	3.0
Filipino	15.4
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.9
White	13.1
Two or More Races	0.2
Socioeconomically Disadvantaged	66.1
English Learners	36.5
Students with Disabilities	5.0
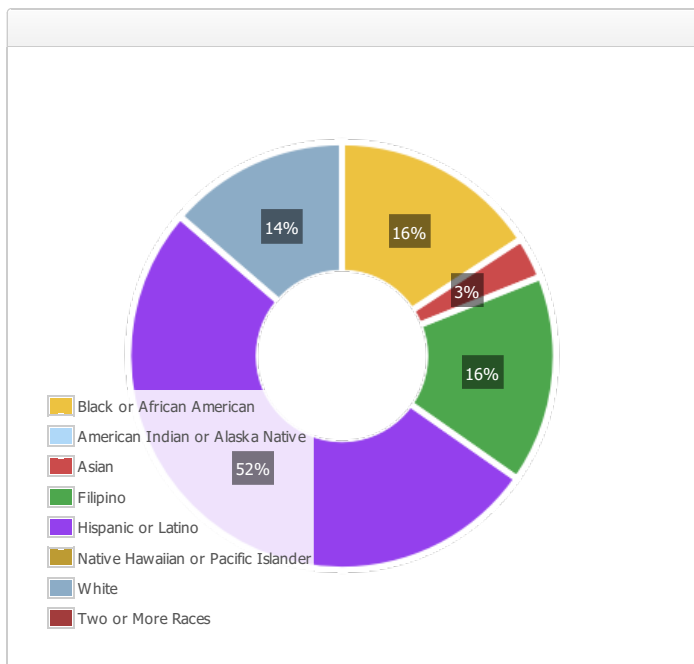
Last updated: 1/26/2014

Average Class Size and Class Size Distribution (Elementary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | 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		1		28.0		4		28.0		4	
Other												

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

Last updated: 1/26/2014

Average Class Size and Class Size Distribution (Secondary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	28.0		4		28.0		4		28.0		4	
Mathematics	28.0	0	3		28.0		3		28.0		3	
Science	28.0	0	2		28.0		2		28.0		2	
Social Science	28.0	0	4		28.0		4		28.0		4	

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

Last updated: 1/26/2014

## School Safety Plan (School Year 2012-13)

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: 1/29/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.51	0.49	0.85	0.51	0.49	0.85
Expulsions	0.00	0.02	0.03	0.00	0.02	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.
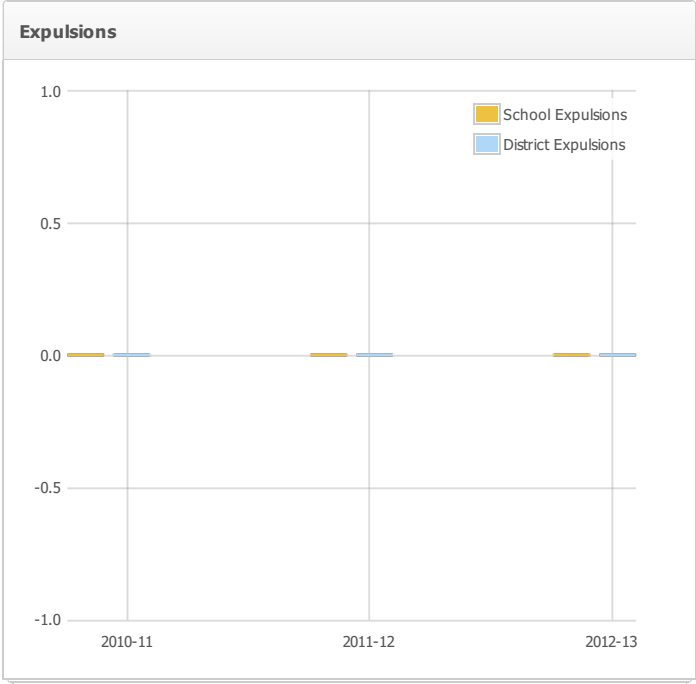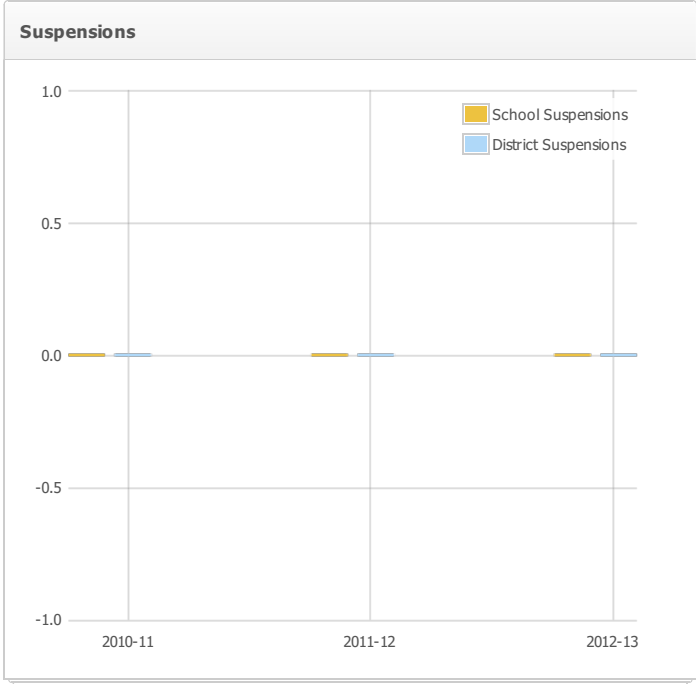
Last updated: 1/29/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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. We plan on having our multipurpose room (MPR) renovated by volunteers in early 2014.

Last updated: 1/31/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	One HVAC unit was replaced
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 (School Year 2012-13)

Overall Rating	Good

*Last updated: 1/26/2014*

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	12	12	14	14
Without Full Credential	6	6	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0
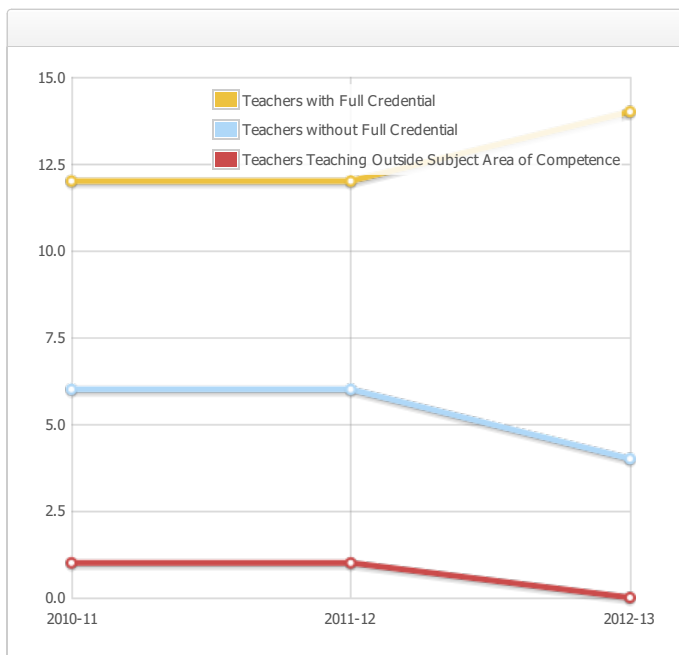
Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	2	2	0
Vacant Teacher Positions	0	0	0
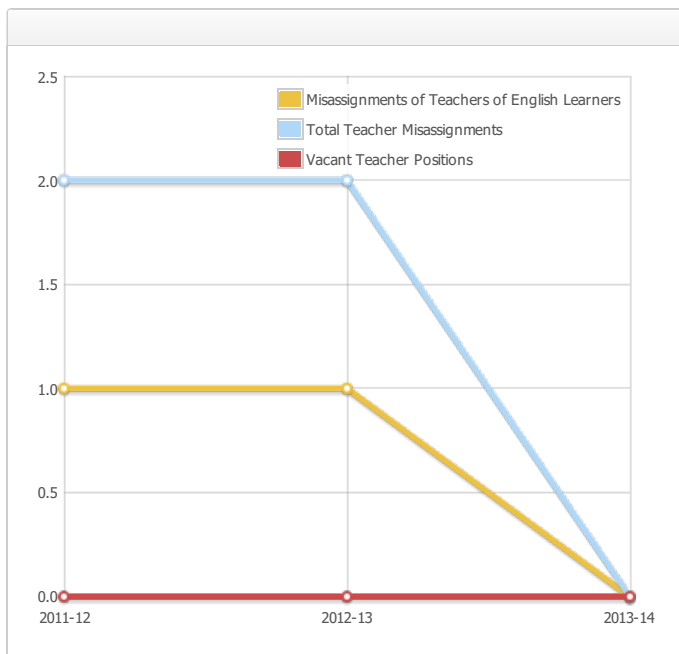
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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

Last updated: 1/26/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13) ───────

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	435.0
Counselor (Social/Behavioral or Career Development)	1.0	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)	1.0	N/A
Other		N/A

Note: Cells shaded in black or 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: 1/26/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	TCI, Online curriculum, 2013	Yes	0.0
Mathematics	CPM (College Preparatory Math), 2013	Yes	0.0
Science	Focus on Life Science, Glencoe/McGraw-Hill, 2007 Zingylearning, online curriculum, 2013	Yes	0.0
History-Social Science	TCI, Online Curriculum, 2013	Yes	0.0
Foreign Language	n/a		0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/26/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,266	$2,012	$6,254	$54,475
District	N/A	N/A	N/A	$58,103
Percent Difference – School Site and District	N/A	N/A	N/A	-6.00%
State	N/A	N/A	$5,537	$68,841
Percent Difference – School Site and State	N/A	N/A	12.00%	-20.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/29/2014

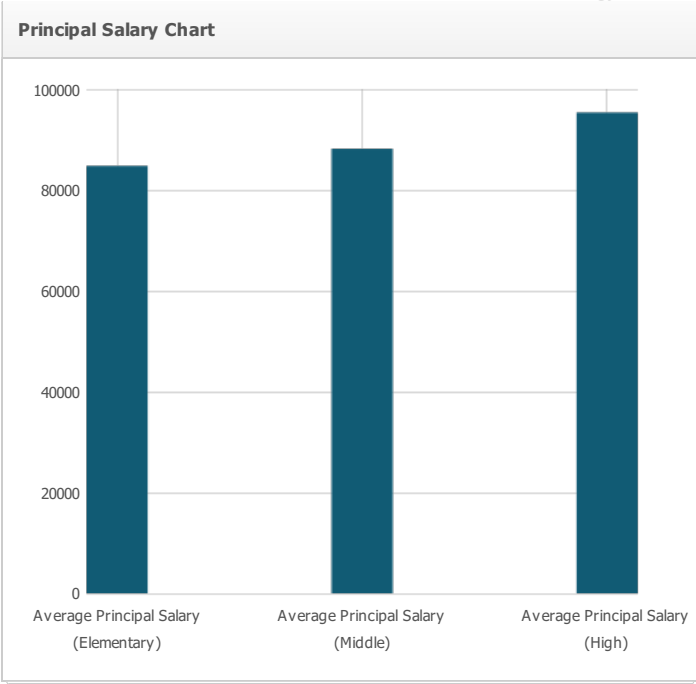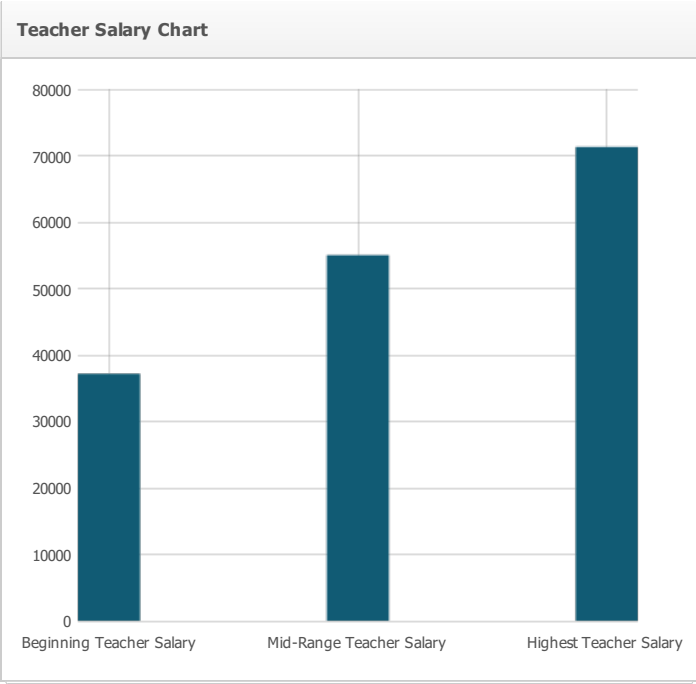## Types of Services Funded (Fiscal Year 2012-13)

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: 1/26/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,186	$40,933
Mid-Range Teacher Salary	$55,019	$65,087
Highest Teacher Salary	$71,305	$84,436
Average Principal Salary (Elementary)	$84,779	$106,715
Average Principal Salary (Middle)	$88,170	$111,205
Average Principal Salary (High)	$95,364	$120,506
Superintendent Salary	$187,500	$207,812
Percent of Budget for Teacher Salaries	31.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Beginning Teacher Salary	~37000
Mid-Range Teacher Salary	~55000
Highest Teacher Salary	~71000

Principal Salary Chart

Average Principal Salary (Elementary)	~85000
Average Principal Salary (Middle)	~88000
Average Principal Salary (High)	~95000

Last updated: 1/26/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate				36.4	37.2		16.6	14.7	13.1
Graduation Rate	100	100	100	53.97	53.96	58.97	74.72	77.14	78.73

Dropout/Graduation Rate Chart
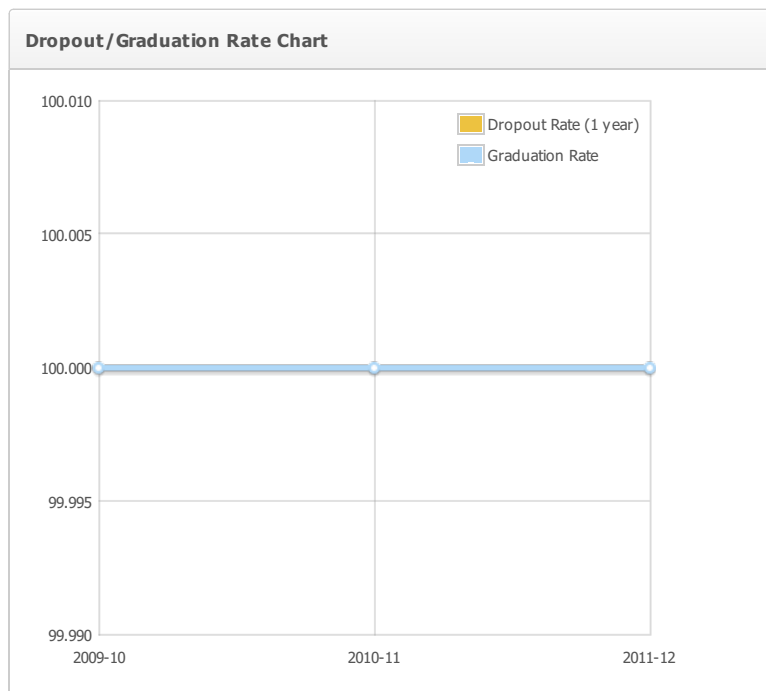
Last updated: 1/26/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

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Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

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