

School Accountability Report Card
Mission Valley Academy
A school of The Institute for Effective Education
2021 - 2022

I. General Information

Contact Information:

School Name: Mission Valley Academy
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General Background and History

Mission Valley Academy, operated by The Institute for Effective Education (TIEE), and certified by the California Department of Education, is a non-public school providing special education services to students in grades TK-8. TIEE also includes Mt. Helix Academy, Children's Workshop, COOK Education Center and Urban Skills Center Founded in 1972. The Institute for Effective Education (TIEE) is a California nonprofit corporation in good standing and was incorporated for the purpose of providing education and other services to individuals with unique learning needs.

TIEE was formed as a non-profit corporation called Children's Workshop, which was initially located in the Bankers Hill area, central San Diego. In 1982, Kenneth Traupmann, Ph.D. was retained as the Clinical Director and is currently the CEO and Executive Director of Resources, Policy, and Planning. Suzanne Fitch, Ed.D. was also hired in 1982 as a school counselor and is currently the Executive Director of Programs and Personnel. In 1984, the Urban Skills Center was opened as a second school site and in 1990, the organization name was changed from Children's Workshop to The Institute for Effective Education (TIEE). In 1992, the COOK Education Center opened as a third school option in the Mission Valley area. In 2001, Children's Workshop moved from Bankers Hill to 4055 Camino del Rio South in Mission Valley. In April 2019, Children's Workshop opened the doors to a newly designed school at 9524 Kearny Villa Rd. in the Miramar area, and the former Foundations Program at the COOK Education Center became Mission Valley Academy and moved into what had been the Children's Workshop site.

School Description

Mission Valley Academy occupies a two-story building located in the Mission Valley area of San Diego. There are multiple classrooms and open spaces, which allow for flexible instructional groups ranging from 1:1 to 3:1 as well as large group activities such as assemblies. In addition to ample classroom space, there is a student kitchen and laundry area to facilitate teaching of basic life skills.

Technology is incorporated into the lessons using iPads, computer laptops, chromebooks and desktop computers. The back parking lot area houses a newly constructed playground with a walking/jogging path/biking path, artificial turf area, swings set, fitness equipment, a ping-pong table, raised garden boxes and space for basketball and kickball games. Additionally there is a smaller playground on the east side of the building that includes a play structure and outdoor tables.

Mission and Vision

The mission of TIEE and its individual school has been consistent since its inception. The most recent Mission Statement was approved and adopted by the Board of Directors of The Institute for Effective Education, July 2009:

TIEE is dedicated to schooling that is unparalleled in scope of curriculum, effectiveness of instruction, and pervasiveness of positive ambiance. To achieve this goal, TIEE is committed to using the principles and methods established by behavioral science research of the highest standard in order to educate children, adolescents, and young adults, whose talents span the full spectrum of ability. TIEE accepts responsibility for a comprehensive curriculum that embraces the full range of potential for its students. It is a curriculum that fosters high academic achievement, education of character, citizenship, friendship, self-management, and love of learning. The choice of this curriculum underscores TIEE's dual commitment to developing students who not only excel in scholarship but who also become quality members of the community. In order to implement its curriculum, TIEE resolves to choose teaching materials that have proved successful with real students in real classrooms or to develop its own materials in accordance with well-established behavioral principles. TIEE is committed to the use of teaching methods that have the weight of scientific evidence, including the following practices:

- Frequent positive consequences for desirable student behavior
- High rates of student responding to instructionally relevant tasks
- Direct teaching of the skills, knowledge, and procedures that students must know to achieve at high levels, and
- Regular collection and evaluation of student performance data to make timely instructional decisions for individual students.

TIEE is devoted to maintaining a positive ambiance that characterizes its facilities and the interaction of all individuals associated with the organization, including, most importantly, the interaction between staff members and students. To this end, TIEE is committed to teaching what is expected and to "catching 'em being good." Finally, the dynamic development of TIEE and its schools is fostered by the ongoing training of all

teaching staff members in those methods and materials that have the weight of scientific evidence. This training is extended to all educators who share our interest as an expression of TIEE's commitment to bring positive, effective schooling to all students, everywhere. TIEE's Mission statement is posted at each of TIEE's sites. All employees are expected to know where the Mission statement is posted and to be able to paraphrase it. TIEE is committed to its Mission, in part, because of the belief that students have certain rights, including the following:

- The right to be taught skills and knowledge that will benefit them personally as well as benefiting society
- The right to be taught with the most efficient and effective methods available
- The right to learn in an environment that is free of coercion and punishment, and
- The right to be taught by individuals who accept responsibility for implementing effective education.

Schoolwide Learner Outcomes

Consistent with its Mission and these rights of students, TIEE has identified seven general goal areas for the students it serves, each of which is interpreted in a slightly different way by each of TIEE's schools depending on their learners. For the sake of this report, TIEE's seven goal areas can be thought of as synonymous with schoolwide learner outcomes. Each IEP goal that is developed for a student and agreed to by their team is aligned with at least one of the TIEE goal areas in addition to the Common Core Standards in the areas of ELA and Math. Our schoolwide learner outcomes are:

1. Students will acquire skills necessary to be likeable to teachers and authority figures.
2. Students will acquire skills necessary to develop long-term, mutually beneficial, and prosocial relationships.
3. Students will eagerly seek out new learning opportunities.
4. Students will acquire communication, academic, and other skills and knowledge in the liberal arts tradition.
5. Students will acquire effective self-management skills.
6. Students will acquire and participate in variety of leisure skills
7. Students will engage in behaviors that are beneficial to others.

School Safety

TIEE has a comprehensive program of Health, Welfare, and Safety that applies to Mission Valley Academy and involves written policies and procedures that are updated based on actual TIEE incidents, on insurance carrier requirements, and on information concerning safe practices in schools; initial and on-going training of its staff members; information dissemination to students, parents, and staff members; site visitations by loss-control experts; a pro-active Safety Committee that meets monthly to review safety practices, to identify hazards, and to perform site evaluations; hazard reporting procedures; follow-up of incidents involving harm or potential harm to students and/or staff members; and budgeted funds for the repair or replacement of facilities or equipment that is deemed hazardous. The principal items for which safe practices have been identified in TIEE's

Health, Welfare, and Safety policies and procedures are the following: Floors, Walkways, Play surfaces and their coverings; Stairs and ladders; Tools and equipment; Electrical power, Power cords, and outlets; Kitchen appliances and equipment; Broken or malfunctioning tools and equipment; Heavy objects; Chemicals and chemical spills; Hazardous particulates; Cleaning and maintenance; Infestations, infections, and illnesses; Visitors and intruders; Miscellaneous student activities; Miscellaneous personnel activities; Immunizations; Medication administration as school; Severe problem behavior; "Safe response" as emergency intervention for severe problem behavior; Child abuse reporting; Release of students; Off-campus travel; Operating vehicles; Fire-safety; Earthquake safety; Sexual harassment; Blood-borne pathogens; and Emergency medical care. The health, safety, and welfare of TIEE's students, staff, and visitors is of paramount concern. TIEE provides a janitorial/custodial staff to maintain cleanliness and good repair of its facilities and budgets funds adequate to provide for the day-to-day maintenance and the repair or replacement of worn-out or broken equipment. Playground equipment is inspected and maintained according to regulations for such equipment.

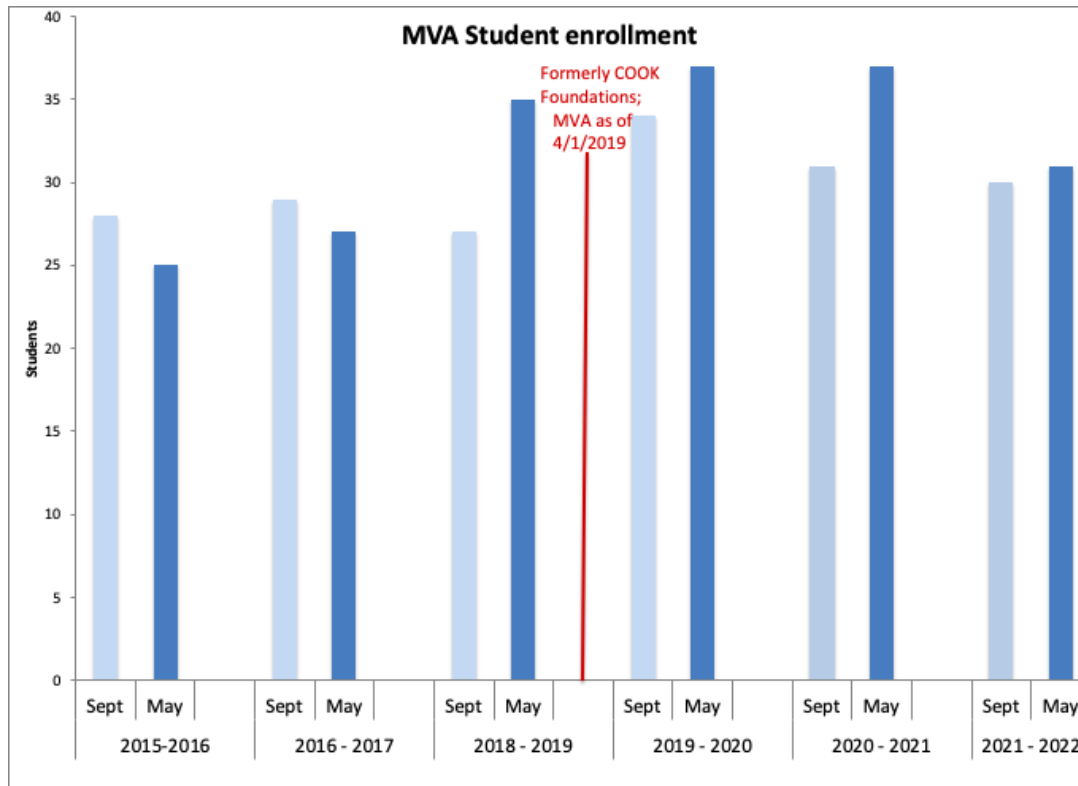
Opportunities for Parent Involvement

Opportunities for parent involvement in the school are numerous, including the following: IEP process, open house, on-site activities such as barbecues and student performances, classroom observations and/or video views, participation in seasonal and special events, teacher-parent meetings, telephone contact, volunteer opportunities, website, newsletters, and financial support for certain extra-curricular functions.

II. Student Demographic Information

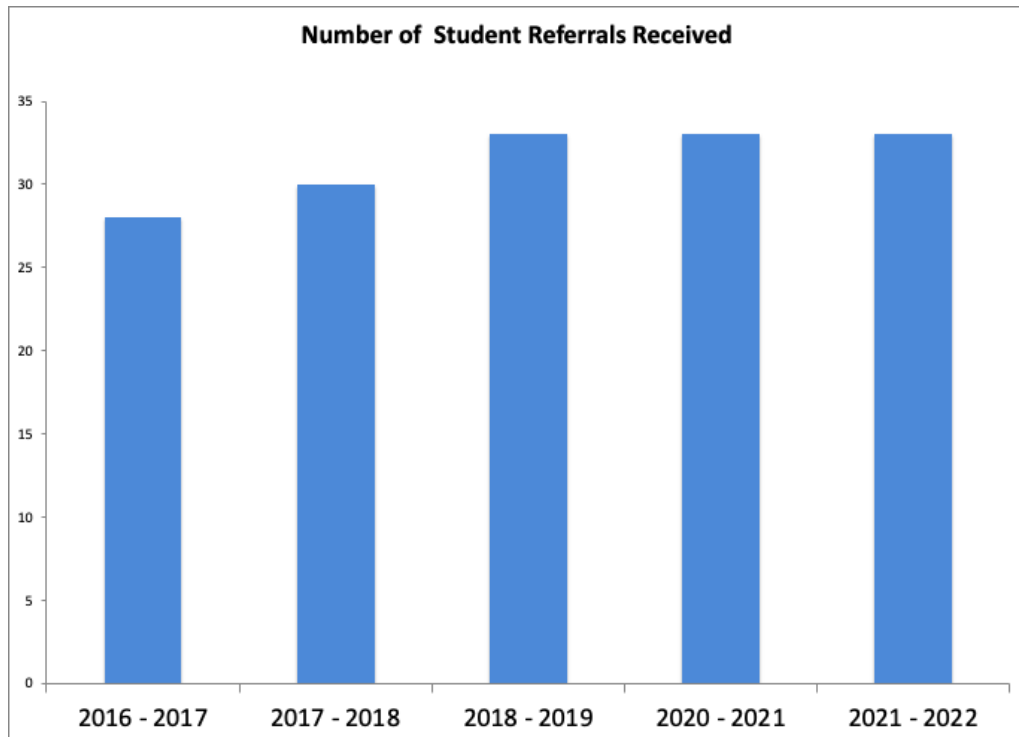
Students and Enrollment

Enrollment: The figure below shows the total number of students enrolled at Mission Valley Academy (formerly the Foundations program at the COOK Education Center) on October 1 and May 31 over the last 6 school years. Upon moving to the Mission Valley site and becoming its own school on April 1, 2019, enrollment increased. During the 2021 - 2022 school year, September enrollment was down by 1 student compared to the same time the previous year. Eight students graduated as 8th graders in the summer of 2021, accounting for the decrease in enrollment from May 2021 to September 2021. Enrollment in May was down by 6 students from the previous year, mostly due to staffing issues related to Covid-19 and other factors. However, enrollment did increase by May of 2022.

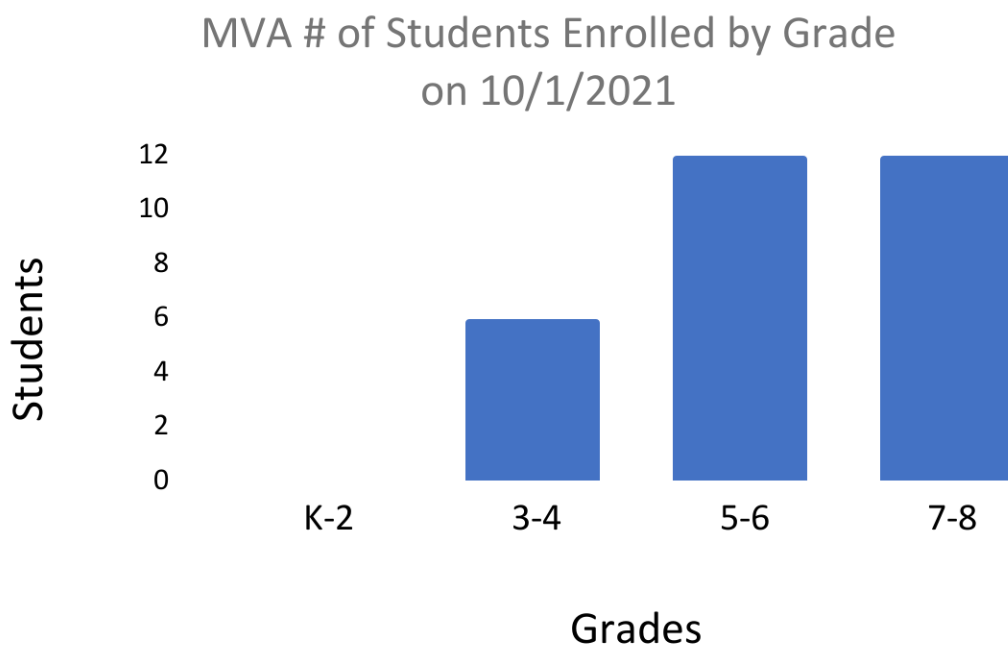


Mission Valley Academy receives referrals for enrollment throughout the school year. Referrals are made either by a Local Education Agency (LEA) as their offer of Free and Appropriate Public Education (FAPE) for students with disabilities within their district, or by parents who wish to enroll their child privately outside the Individualized Education Plan process. The intake process begins with a review of records by the School Director to determine the identified needs of the student, and whether the school can offer a program to meet those needs.

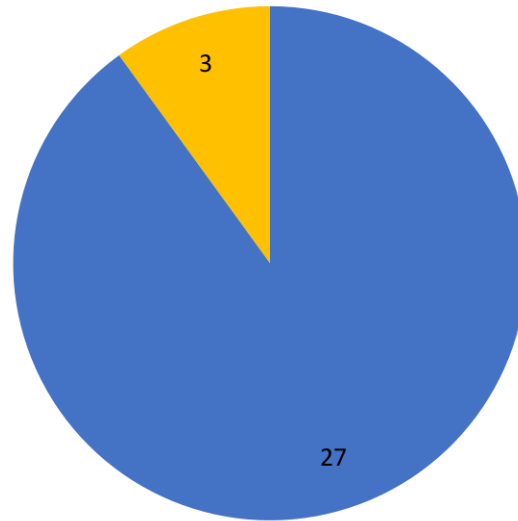
Student referrals to Mission Valley Academy were on par with last year, with 36 students referred to MVA. Between September 1, 2021 and July 29, 2022, 7 of these students were enrolled. Of students leaving MVA, 2 moved out of state and 1 moved to a program within her school district. Seven other students, all 8th graders, transitioned to other schools over the course of late spring and summer 2021.



Age and gender: The figures below show the number of students enrolled in Mission Valley Academy by grade and gender. The largest number of students are in the 5th – 8th grade group, with male students making up 90% of the population.

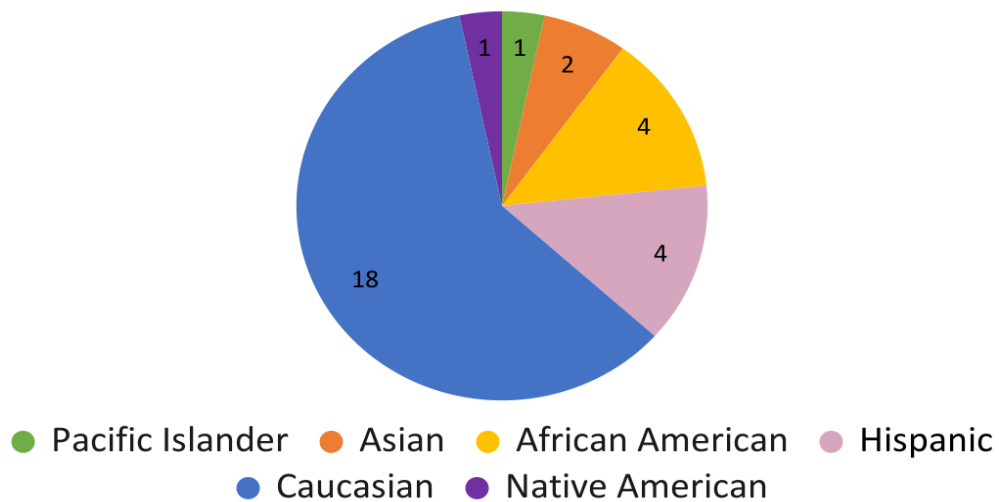


MVA # of Students Enrolled by Gender
on 10/1/2021



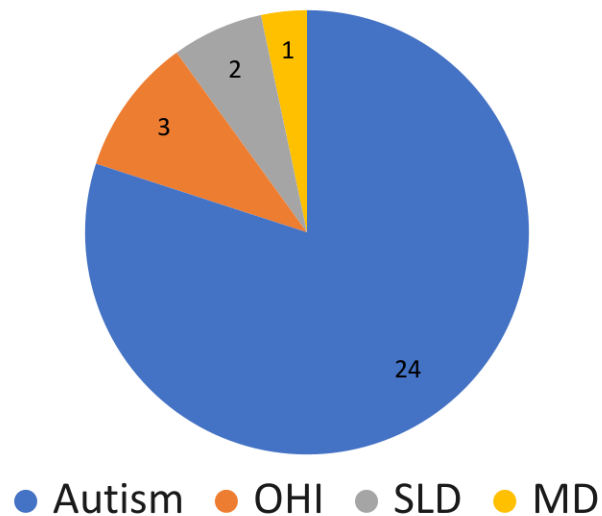
Ethnicity: The next figure shows the number of students enrolled by ethnicity. We use the Federally-determined category scheme, yet permit families to select the ethnicity they believe characterizes them.

MVA # of Students Enrolled by Ethnicity
on 10/1/2021

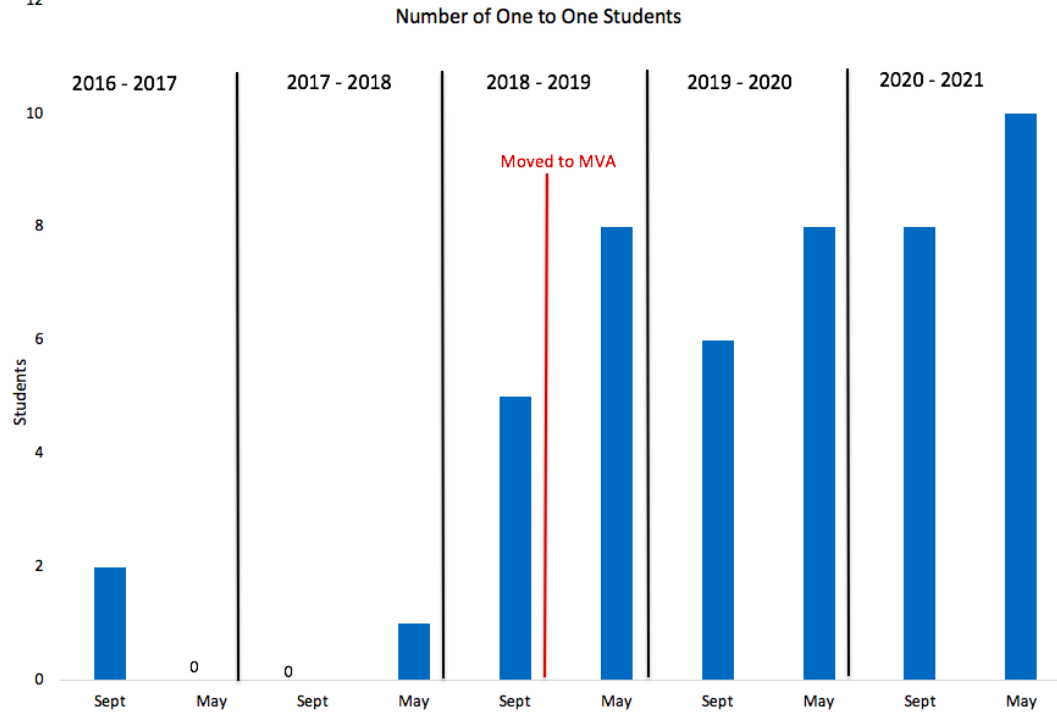


Disability category: The next figure shows the number of students enrolled by Federal qualifying disability category. Students with Autism make up the majority of the population served at Mission Valley Academy. However, students with other disabilities are represented as well.

MVA # of Students Enrolled by Disability
on 10/1/2021



Support level required: The next figure shows the number of students enrolled in September and May of the last 6 school years who require a 1:1 student:staff ratio of support. As portrayed in the chart, this number has increased over the years, with a decrease of 1 between October 2021 and May 2022.



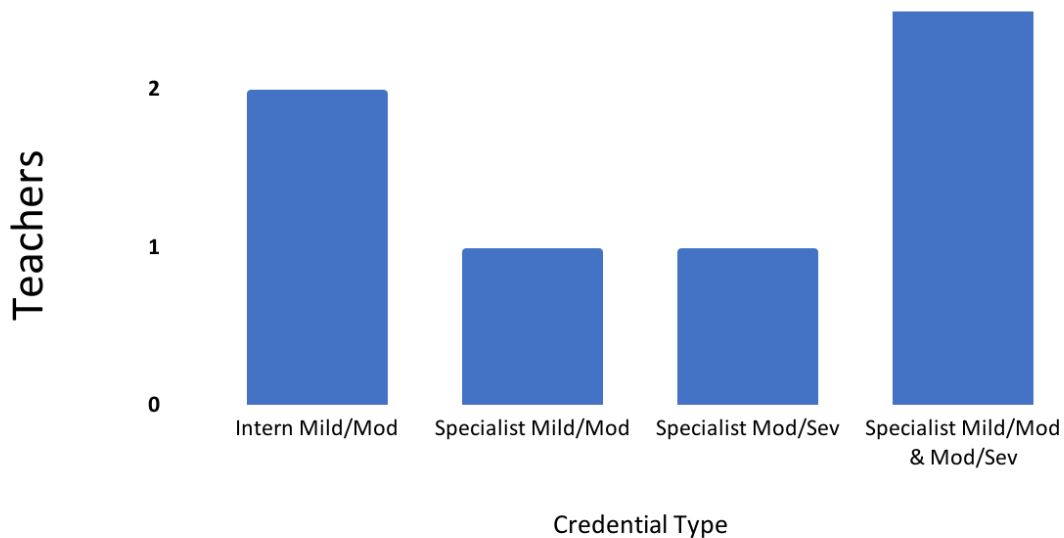
III. Instructional Planning and Professional Development

Staff Members

The direct-service teaching staff at Mission Valley Academy is made up of credentialed teachers, licensed related-service providers, and paraprofessional teaching staff members. Teachers must hold a preliminary or clear California Education Specialist Mild/Moderate and/or Moderate/Severe teaching credential. Intern teachers are required to hold an intern credential, and must be currently enrolled in a teacher preparation/credential program. Pre-interns are required to hold a substitute teaching credential and must be enrolled in a teacher preparation/credential program. Paraprofessional teachers must have a minimum of a high-school diploma.

The following figure provides a picture of the credentials held by direct-service staff members at Mission Valley Academy as of October 1, 2021.

MVA Teaching Staff Credentials on 10/1/2022



In addition to credentialed teachers, Mission Valley Academy employed a half-time Speech/Language Pathologist, a half-time Occupational Therapist and a part-time Licensed Counselor, based on needs identified in the students' IEPs. Additionally, the program coordinator and a credentialed teacher were Board Certified Behavior Analysts.

Professional Development

Continuous staff training and development is a priority at all of TIEE's schools, including Mission Valley Academy. Many professional development opportunities are provided to staff members each year. Training and development opportunities include online trainings and webinars (e.g., AFIRM modules); on-site training and coaching; and attendance at professional conferences and workshops, including APF (Autism Partnership Foundation) and ABAI (Association for Behavior Analysis International). In addition to workshops, trainings, and conferences, staff members are consistently coached and given feedback on their daily performance. Coaching sessions are done during class time as well as via video. Staff members' performance is evaluated regularly through the use of instructional observations and performance appraisals.

IV. Behavior Management and Intervention

Positive Behavioral Intervention and Support

Mission Valley Academy embraces TIEE's mission to provide "positive environments in

which all people learn the skills and knowledge essential to success.” Its motto is “catch ‘em being good,” which is embraced by all staff members, whose goal is to maintain at least four positive consequences for desirable student behavior for each negative consequence for undesirable student behavior. Typically, TIEE staff members achieve ratios of 20:1 or higher. Our staff members are exceptionally positive.

Mission Valley Academy practices are consistent with those research-validated methods known as Positive Behavior Intervention and Support (PBIS). The main practices include (a) teach students all essential classroom and school procedures; (b) provide positive consequences when students perform according to these expectations; (c) provide immediate corrective feedback for errors; (d) collect data on student performance and use the charted data to alter the program or provide special assistance for students whose behavior continues to require improvement; (e) develop Behavior Intervention Plans based on Functional Analysis Assessments for students whose problem behavior is severe. Finally, the enrollment of students whose behavior is persistently unmanageable or hazardous is terminated.

Positive School Support also includes certain practices related to instruction more generally, including placement of students according to their level in a particular skill area, providing initial instruction that permits students to respond correctly about 80 percent of opportunities, provide high rates of opportunities to respond for all students, correct errors immediately and in the manner most conducive to learning, provide praise and other positive consequences for accurate responding, and use charted student performance data to make instructional decisions. All Positive School Support practices are implemented in all of TIEE’s schools and by all staff members. It is TIEE’s way of inducing the most disciplined learning for all of its students.

Suspensions and Expulsions

There were 0 student suspensions/expulsions at Mission Valley Academy during the 2021 - 2022 school year.

V. Academics and Curricular Focus

Specialized Academic Instruction

Mission Valley Academy’s standard student to teacher ratio for learning is 3:1, with 10 of its 30 students, or 33%, receiving 1:1 services to implement their instructional and behavioral program effectively and safely as of October 1, 2021. Under typical conditions, our students are in school for 6 hours per day, except for our weekly minimum day when students are in school for 4.5 hours.

All students enrolled in Mission Valley Academy are special education students and their programs are developed annually through the Individualized Education Plan (IEP) process by the team members which includes parents, school administration (including a representative from the school district), the special education teacher, and any related service specialists. In our setting, this typically includes a Speech-Language Pathologist,

an Occupational Therapist, and at times a Licensed Counselor. Goals are determined on an individual basis and the team takes into consideration both strengths and weaknesses for targeting new skill development.

We serve students with a wide range of needs and the breadth of our curriculum is reflective of this range. Classes include traditional academics, functional and applied academics, fine and practical arts, social skills instruction, daily living skills, health sciences and self-care, physical education, leisure, and recreation. Coursework is aligned with Common Core State Standards and meets the rigorous standards set forth by each student's district of residence, with accommodations and modifications as outlined in each student's IEP.

Extracurricular Activities

In an effort to provide students with additional opportunities to enhance and generalize their skills, several extracurricular activities are embedded throughout the week within Mission Valley Academy's program. These extracurricular activities have included PE, Music, Art, Spanish, Drama, Coding, Karate, and Cooking. Electives were offered on a limited schedule for part of the 2021 - 2022 year due to providing additional classes in Math and Reading to focus on IEP goals, additional practice and concept review.

Related Services

Many students at Mission Valley Academy require additional supports and services in order to achieve educational benefit and access to the curriculum. Speech and Language Pathologists, Occupational Therapists, and Licensed Counselors provide these related services in collaboration with teachers in individual and group therapy sessions, as well as during push-in and co-teaching opportunities in the classroom. These specialists also provide training and coaching to the direct-service teaching staff so the strategies can be implemented across activities, allowing for generalization and maintenance of skills.

Transition

Mission Valley Academy serves students in grades TK – 8. After the completion of their eighth grade year or sooner as determined by the IEP team, students move on to other placements, including other non-public as well as public school programs as appropriate. When feasible, Mission Valley Academy staff assist with the transitions by preparing the student, working with the new teacher, sharing programming information, and supporting visits to the new school.

VI. Student Outcomes

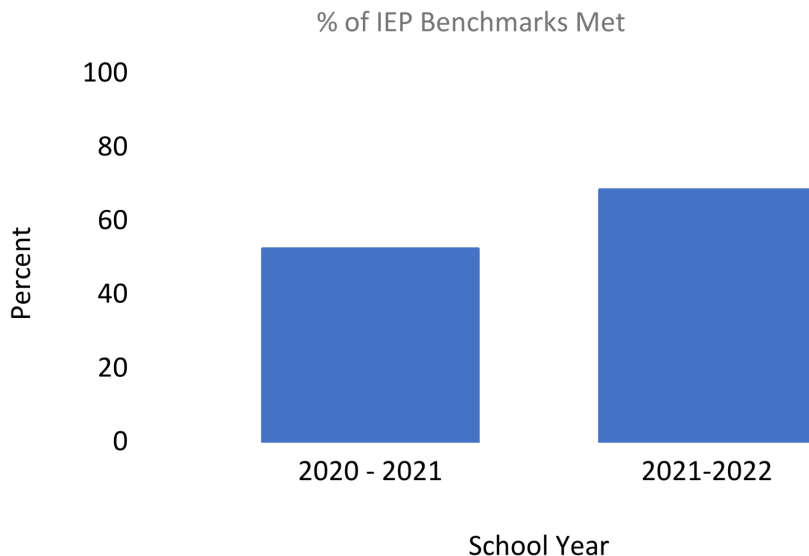
Progress Monitoring

Student progress monitoring and lesson planning involves a multi-layer approach. First, data is collected daily for skills identified by IEP goals or behavior programs by the

classroom staff. This data is graphed and analyzed on an ongoing basis. Paraprofessionals and professionals collaborate to detect when program changes are warranted, and those changes are implemented as needed. For goals in which progress is being made, staff discuss ways to progress to the next level or benchmark. For goals where little to no progress has been made, modifications to the program are made by the Credentialed teacher (e.g., adding additional cues, altering the materials, increasing reinforcement, altering the schedule for when and how often the goal/class is run). The Director reviews all student Progress Reports, which are submitted on a quarterly basis, and either meets with the Credentialed Teacher or the Program Coordinator as needed to discuss further modification to instructional programs which have not responded to intervention or to consider amending the goal through the IEP process.

Student Outcomes

Students carry an average of 8 – 10 goals across subject areas including academics, social behavior, language/communication, life skills and physical fitness. During the 2021 – 2022 school year, students met an average of 69% of their IEP benchmarks, with a range of 0 – 100% achievement. This compares to an average of 53% of benchmarks met the previous year. It is likely that the increase of benchmarks met can be attributed to an increase in onsite attendance, following school closures brought on by COVID-19. The previous year consisted of distance learning and a hybrid model, which could attribute to the lower percentage of benchmarks met.



VII. Independent Study/Virtual Learning

When a student is required to quarantine or isolate due to public health order, Mission Valley Academy will provide learning opportunities for our students through independent study, which will include synchronous, live learning sessions when possible.

- **Asynchronous Learning Opportunities**
 - Activities and lessons provided through Google Classroom will address the implementation of IEP goals in both structured and naturalistic ways to target skill acquisition and to support generalization in the home setting.
 - Materials to support the activities will also be provided through multiple types of media (e.g., printables, slide shows, video, links and login information to approved online educational apps).
 - Students will also be given access to online educational programs that are aligned with Common Core State Standards as appropriate (e.g., Unique Learning Systems, News2You, Edmark Reading, Headsprout, SplashLearn).
- **Synchronous Learning Opportunities**
 - When scheduled, specialized academic instruction will be provided by the credentialed teachers and by the highly qualified paraprofessionals through live instruction through video conferencing on Zoom. Instruction may be provided in group settings, incorporating social opportunities, as well as 1:1 sessions to appropriately address our students' individualized needs.
 - Speech and Language, Occupational Therapy and counseling services may also be provided through sessions from time to time. If services are not provided during the required quarantine/isolation, sessions will be made up during the IEP year.
- **Parent Collaboration and Training**
 - Teachers and other service providers will work together with families during their live sessions with students. Skills will be modeled and described for families with an opportunity for questions to be asked.
 - Teachers and other service providers will be available through office hours with families in order to problem solve issues that arise, answer questions and gather their input. Communication will be conducted through the use of Zoom, email, and/or telephone calls. The goal of this collaboration would be to support our students and families in IEP implementation, including their Behavior Intervention Plan, in the most conducive way for their home environment.
- **Documentation of Student Engagement**

- Participation in asynchronous learning will be documented in a variety of ways including submission of completed schedules, uploading of assignments, tracking through educational software programs as well as by teacher and parent report.
- Participation in synchronous learning will be documented and reported on for each scheduled session.