

School Accountability Report Card  
**Mission Valley Academy**  
A school of *The Institute for Effective Education*  
2024 - 2025

**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 later becoming the CEO and Executive Director of Resources, Policy, and Planning. Suzanne Fitch, Ed.D. was also hired in 1982 as a school counselor and became the Executive Director of Programs and Personnel. In 2021 Hillary Whiteside replaced Dr. Traupmann and Dr. Fitch as the Executive Director and continues to serve in that role. 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, social skills groups and large group instruction. 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 Statement**

The Institute for Effective Education (TIEE) is dedicated to using behavioral principles and evidence-based practices to create and provide positive and effective learning environments for children, adolescents, and adults whose talents span the full range of ability.

### **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, on-site activities such as barbecues, 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.

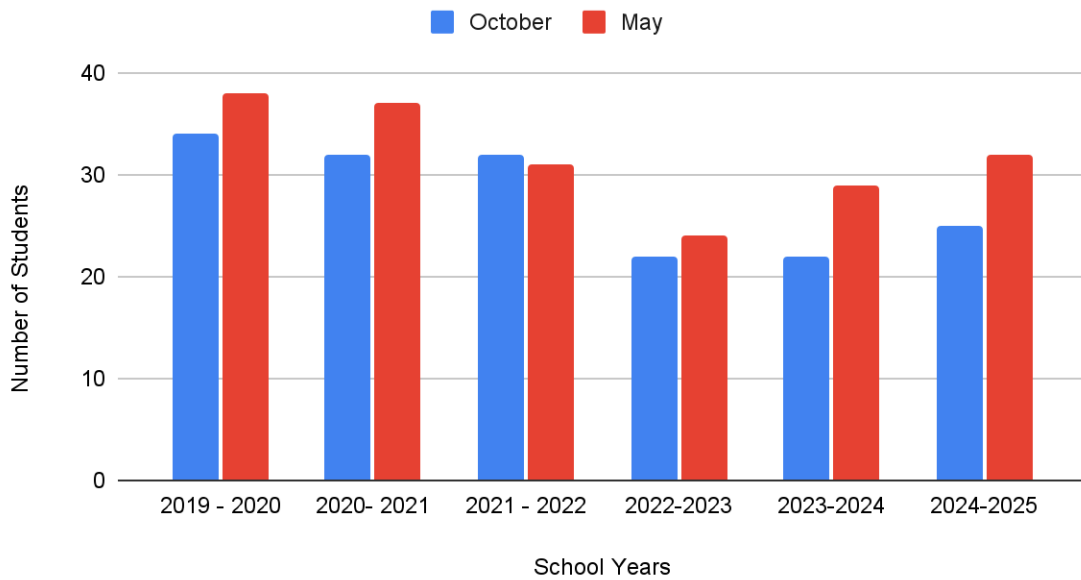
## **II. Student Demographic Information**

### **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 2022-2023 school years, we saw a significant decrease in enrollment as compared to

previous years. This was mostly due to challenges of staff hiring during this time. Over the course of the 2023-2024 and 2024-2025 school years, enrollment has steadily increased.

## Student Enrollment



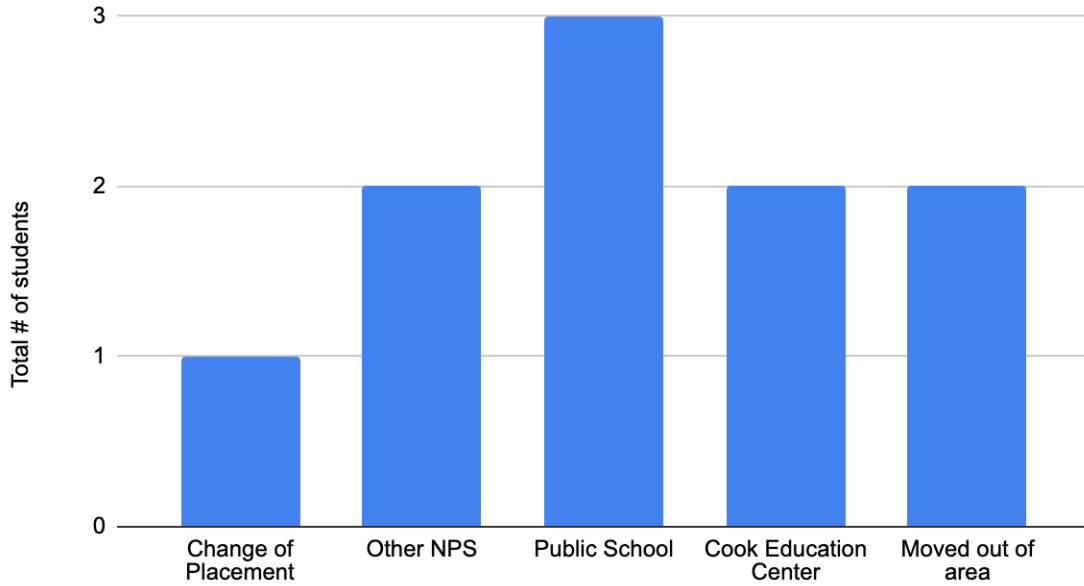
Mission Valley Academy receives referrals for enrollment throughout the school year. Referrals are made either by a Local Education Agency (LEA) as their offer of Free and Appropriate Public Education (FAPE) for students with disabilities within their district, or by parents who wish to enroll their 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 maintained a large number of referrals for the 2024-2025 school year, with 49 students referred to MVA. Between August 26, 2024 and July 30, 2025, 17 new students were enrolled.

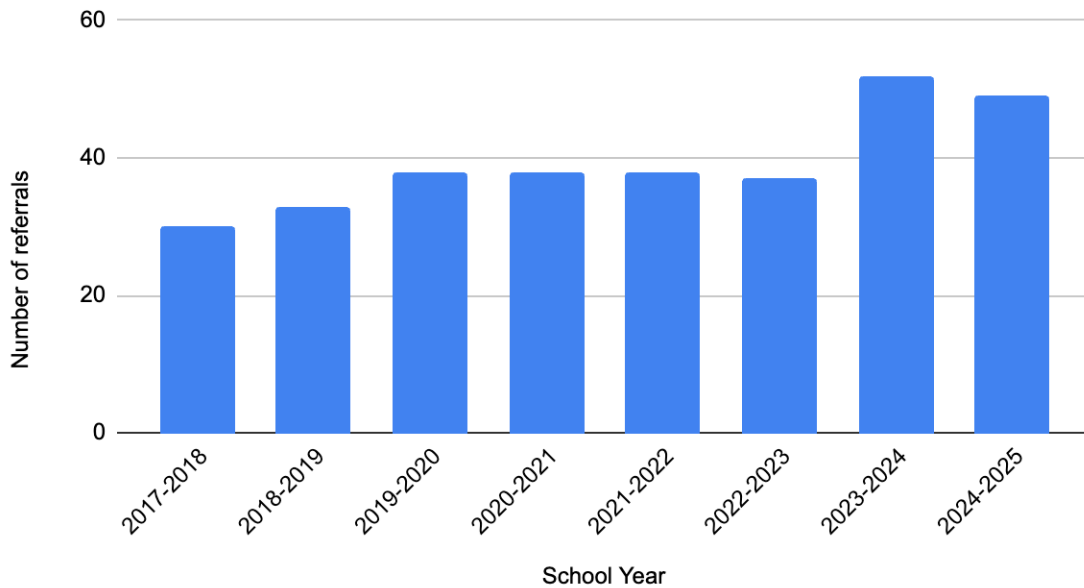
Of the students leaving MVA, change of placement was initiated for 1 student. Two 5th grade students and one 6th grade student moved back to the public school system. Two eighth graders transitioned out of our school and into our Cook Education Center, while

1 seventh and 1 eighth grade student transitioned to another non-public school site. In addition, a sixth grader and a seventh grader moved out of the San Diego area.

### Student Transitions

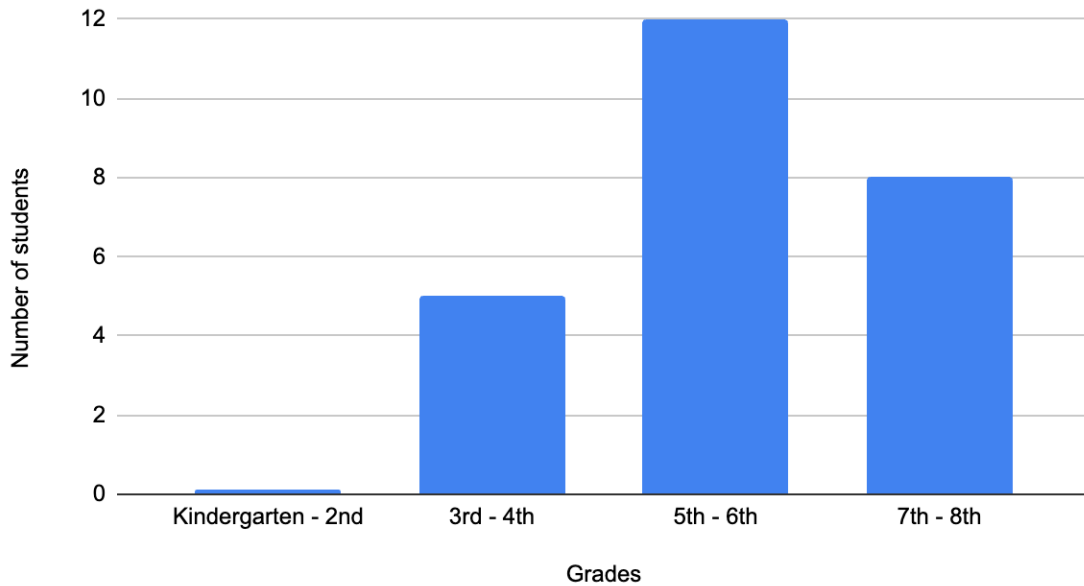


### Number of Student Referrals Received

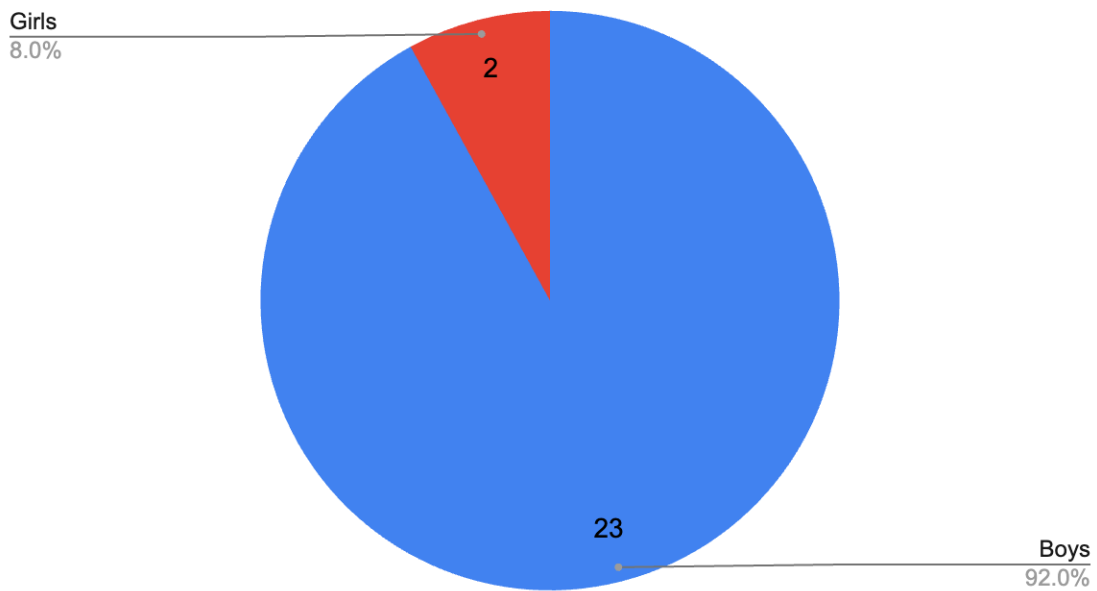


Age and gender: The figures below show the number of students enrolled in Mission Valley Academy by grade and gender. The largest number of students are in the 5th – 6<sup>th</sup> grade group, with male students making up 92% of the population.

Number of Students by Grade October 1, 2024

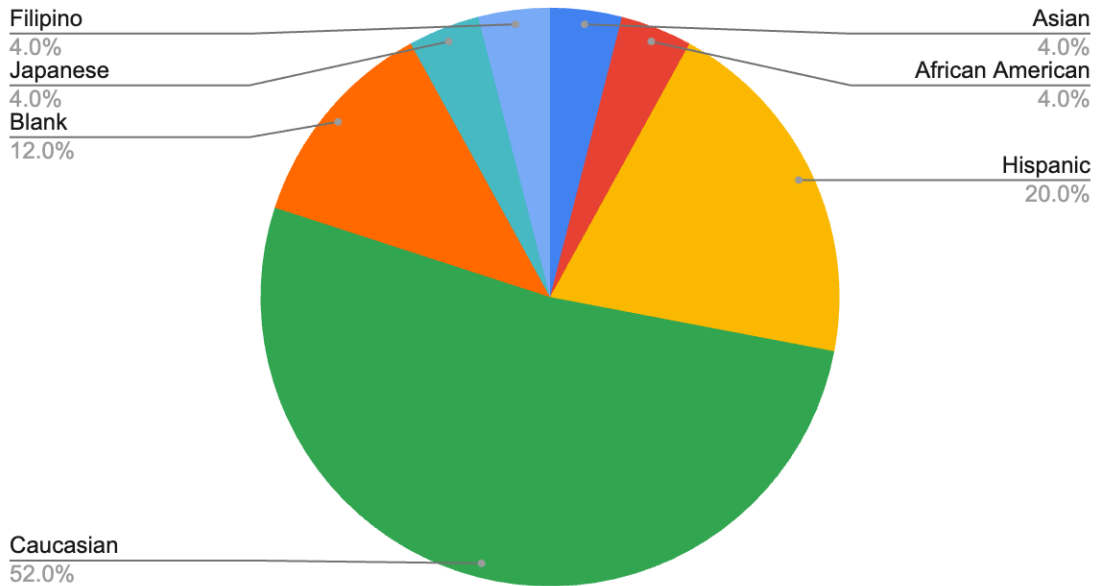


MVA Students Enrolled by Gender on 10/1/24



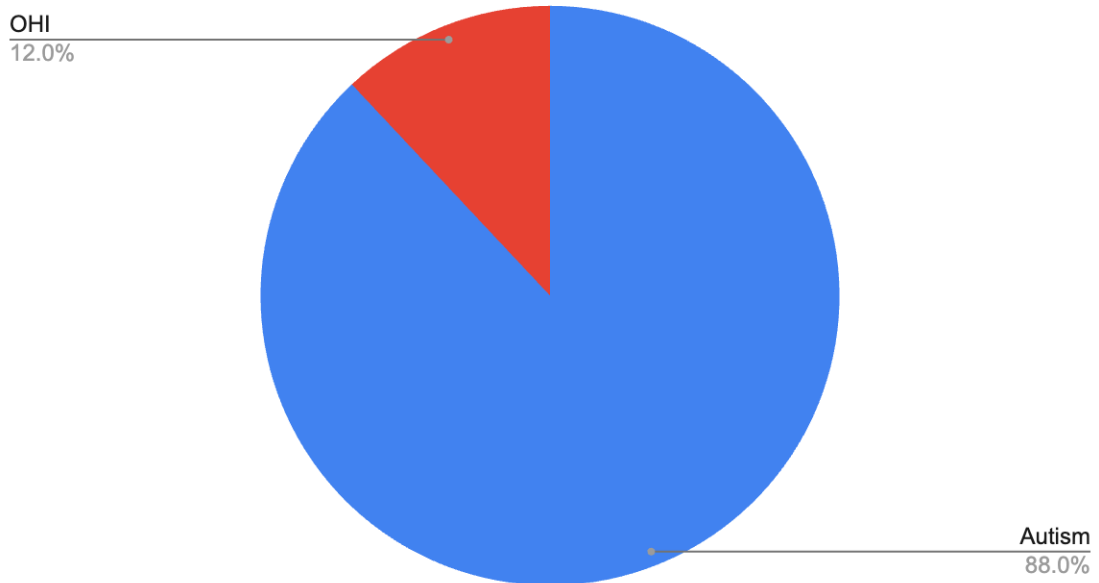
Ethnicity: The next figure shows the number of students enrolled by ethnicity. We use the Federally-determined category scheme, yet permit families to select the ethnicity they believe characterizes them.

### MVA # of Students Enrolled by Ethnicity as of 10/1/24



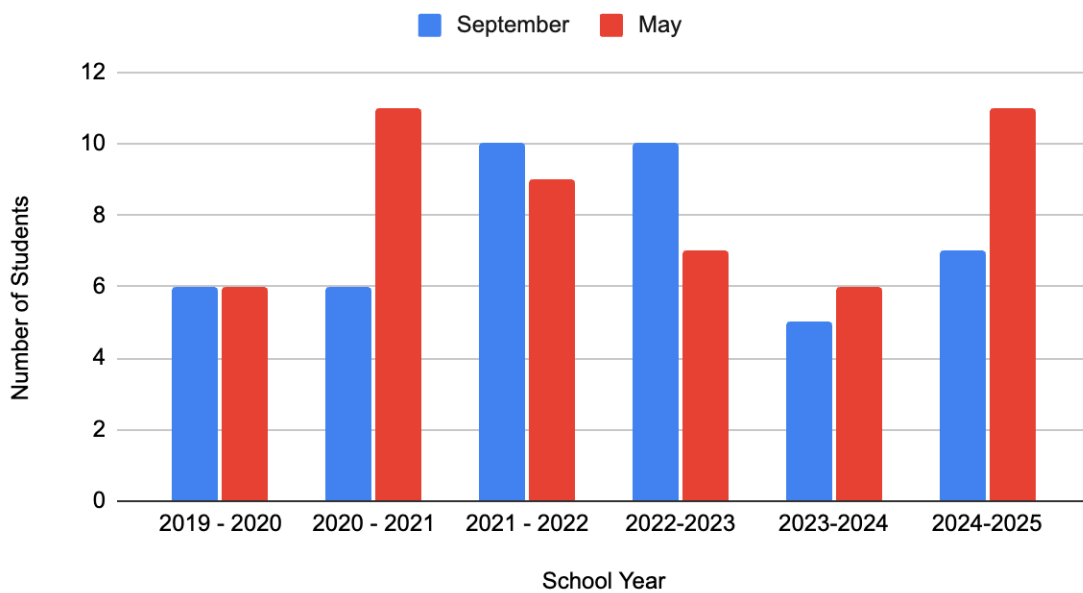
Disability category: The next figure shows the number of students enrolled by Federal qualifying disability category. Students with Autism make up the majority of the population served at Mission Valley Academy. However, our school typically serves a range of different disability categories.

### MVA # of Students Enrolled by Disability as of 10/1/24



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 continued to fluctuate over the years. This shows that a higher number of students are being referred to Mission Valley Academy who require a higher level of support.

MVA # of 1:1 Students between September and May



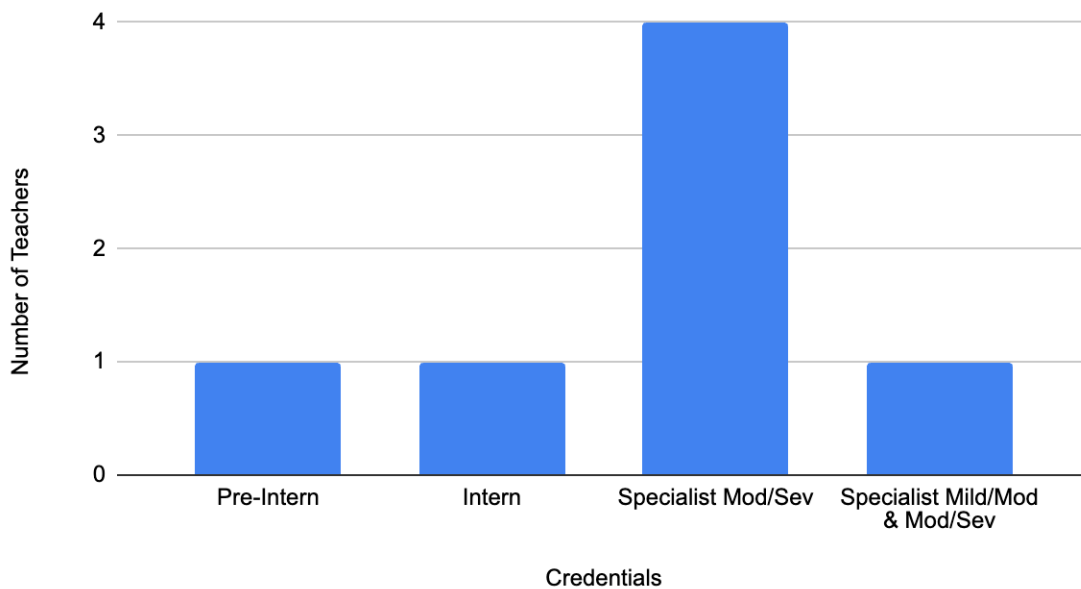
### III. Instructional Planning and Professional Development

#### 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, 2024.

## MVA Teaching Staff Credentials as of 10/1/24



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, a credentialed teacher was a Board Certified Behavior Analyst.

### **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 completed 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 was 1 student expulsion at Mission Valley Academy during the 2024-2025 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 7 of its 25 students, or 28%, receiving 1:1 services to implement their instructional and behavioral program effectively and safely as of October 1, 2024. 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, Art, Geography, Music, Karate, and Cooking. Electives are offered 4 times weekly in a large group format (i.e., 10-12 students) in order for students to have exposure to new concepts. Through this format, the afternoons can be dedicated to additional Math, Reading focus, and IEP goal focus, thus allowing 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 2024 – 2025 school year, students met an average of 90% of their IEP benchmarks, with a range of 76 – 100% achievement. This compares to an average of 77% of benchmarks met the previous year. The steady increase in percentages is trending towards pre-pandemic numbers.

Percentage of IEP Benchmarks Met

