



MT HELIX ACADEMY

Mt. Helix Academy School Accountability Report Card School Year 2021-2022

Information in this School Accountability Report Card is abbreviated and further information concerning the school, its administration and faculty, its program and extra-curricular activities, and its achievements can be found on its website:

www.mthelixacademy.org

I. General Information

Contact Information

School Name: Mt. Helix Academy

School Director: Mike Collins

Street: 5955 Severin Drive, La Mesa, CA 91942

Phone Number: 619-243-1400

Email Address: mcollins@tiee.org

CDS Code: 37681976927636

School Description

Mt. Helix Academy is a private, TK-9, preparatory school that is coeducational and nonsectarian, one of The Institute for Effective Education's family of schools. Located in La Mesa, California, the school building is approximately 30,000 square feet of classroom and activity space situated in a destination shopping center, which includes a large, fenced area for student play. A WASC accredited school, Mt. Helix Academy serves approximately 200 typically developing children. We are a positive, safe, and nurturing school. Our highly skilled teachers use evidence-based methods with the result that our students love learning and our graduates excel in high school and college. Mt. Helix Academy also houses AIM HIGH, which provides integrated, skill-based academic support services for 10 students who require more intensive programming necessary to acquire basic academic and social skills. AIM HIGH is also a California Department of Education certified non-public school.

Mission Statement

As a member of the family of schools operated by The Institute for Effective Education, Mt. Helix Academy adheres to the same Mission as its parent organization. It is as follows:

“ The Institute for Effective Education (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 high levels
- 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.”

Opportunities for Parent Involvement

Parents are regarded as an essential resource for Mt. Helix Academy, the success of its students, and its development. There are many opportunities for parents to be involved, especially through the school's active Parent-Teacher Group. Some of the ways parents can be involved are the following:

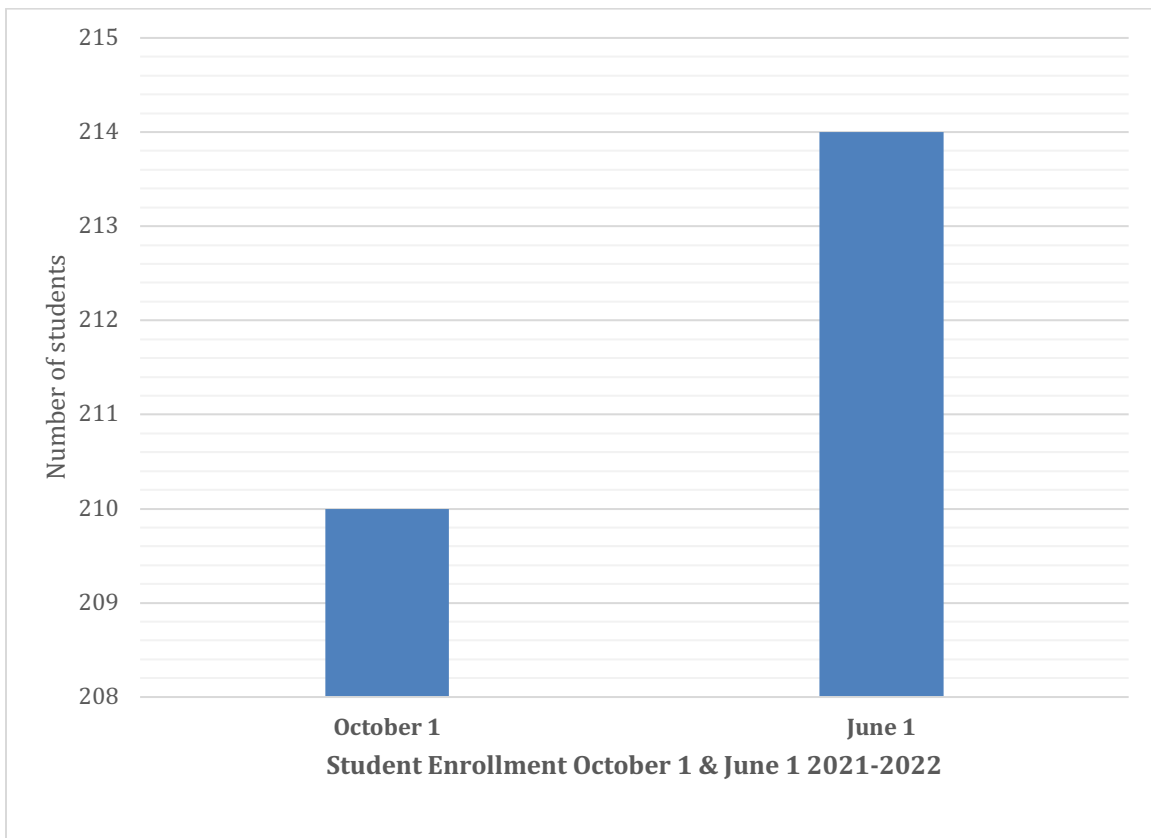
Open Houses
Participation in seasonal and special events
Student performances

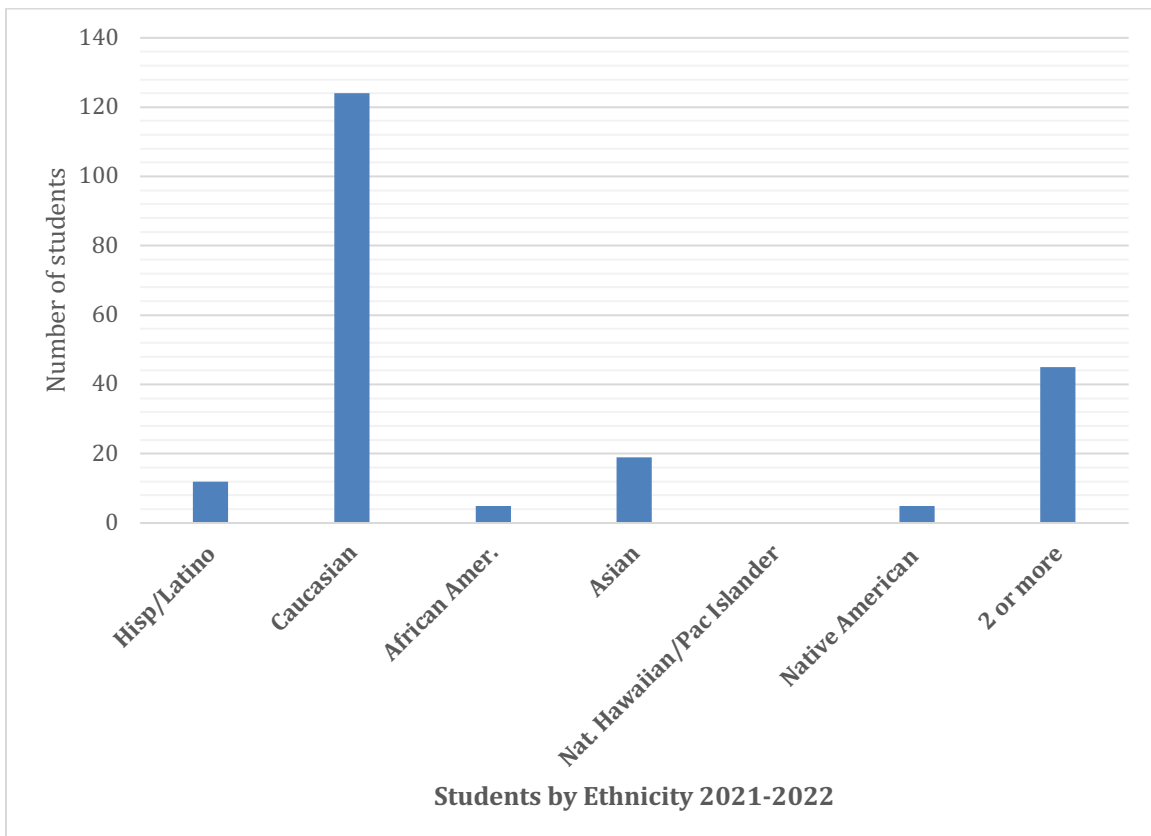
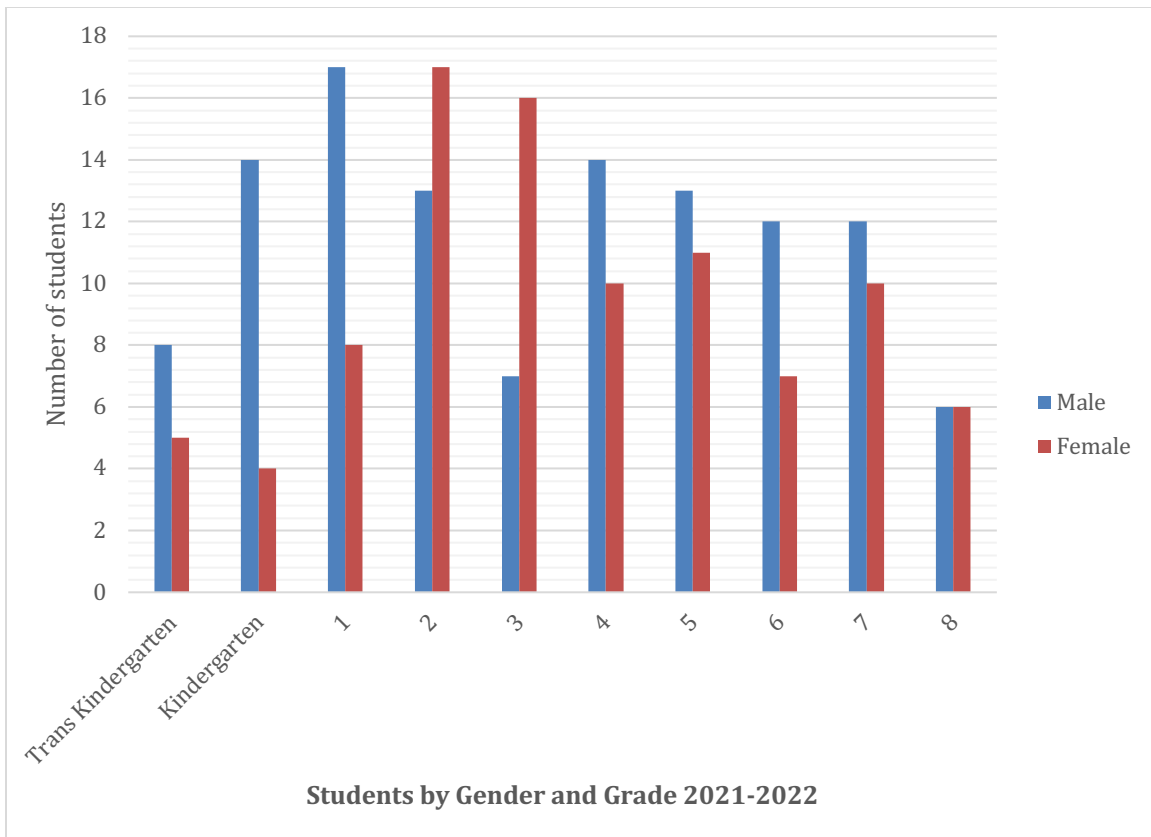
Contributions to our website
Teacher-Parent Conferences
Telephone and email contact
Financial support

Due to the COVID Pandemic, our campus was closed to visitors until Spring of 2022 so parent involvement on campus was limited.

II. Demographic Information

As of October 1, 2021, there were 210 students enrolled at Mt. Helix Academy, and as of June 1, 2022, student enrollment was 214. For the 2021-2022 school year, fifty-nine percent of the students were male and forty-one percent were female. Fifty-nine percent of the students enrolled at Mt. Helix Academy for the 2021-2022 school year were of Caucasian decent; the remaining forty-one percent represented 6 different federally based categories of ethnicity. There was 1 suspension and 0 expulsions for the 2021-2022 school year.





III. School Safety and Climate for Learning

School Safety Plan

As a member of TIEE's family of schools, Mt. Helix Academy operates according to TIEE's comprehensive program of Health, Welfare, and Safety, which involves written policies and procedures that are updated based actual TIEE incidents, insurance carrier requirements and 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 repair or replacement of facilities or equipment that is deemed hazardous. In addition, monthly fire, earthquake, and safety drills are conducted to insure safe evacuation of the school building.

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 at 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
- Internet safety and monitoring of use of computers by students
- Sexual harassment and other forms of harassment

- Blood-borne pathogens
- Emergency medical care

School Programs and Practices That Promote a Positive Learning Environment

In keeping with TIEE's mission to provide “positive environments in which all people learn the skills and knowledge essential to success,” Mt. Helix Academy’s 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; and (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. Finally, the enrollment of students whose behavior is persistently unmanageable or hazardous is terminated. PBIS 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. PBIS is Mt. Helix Academy's way of inducing the most disciplined learning for all of its students.

IV. School Facilities

School Facility Conditions - General Information

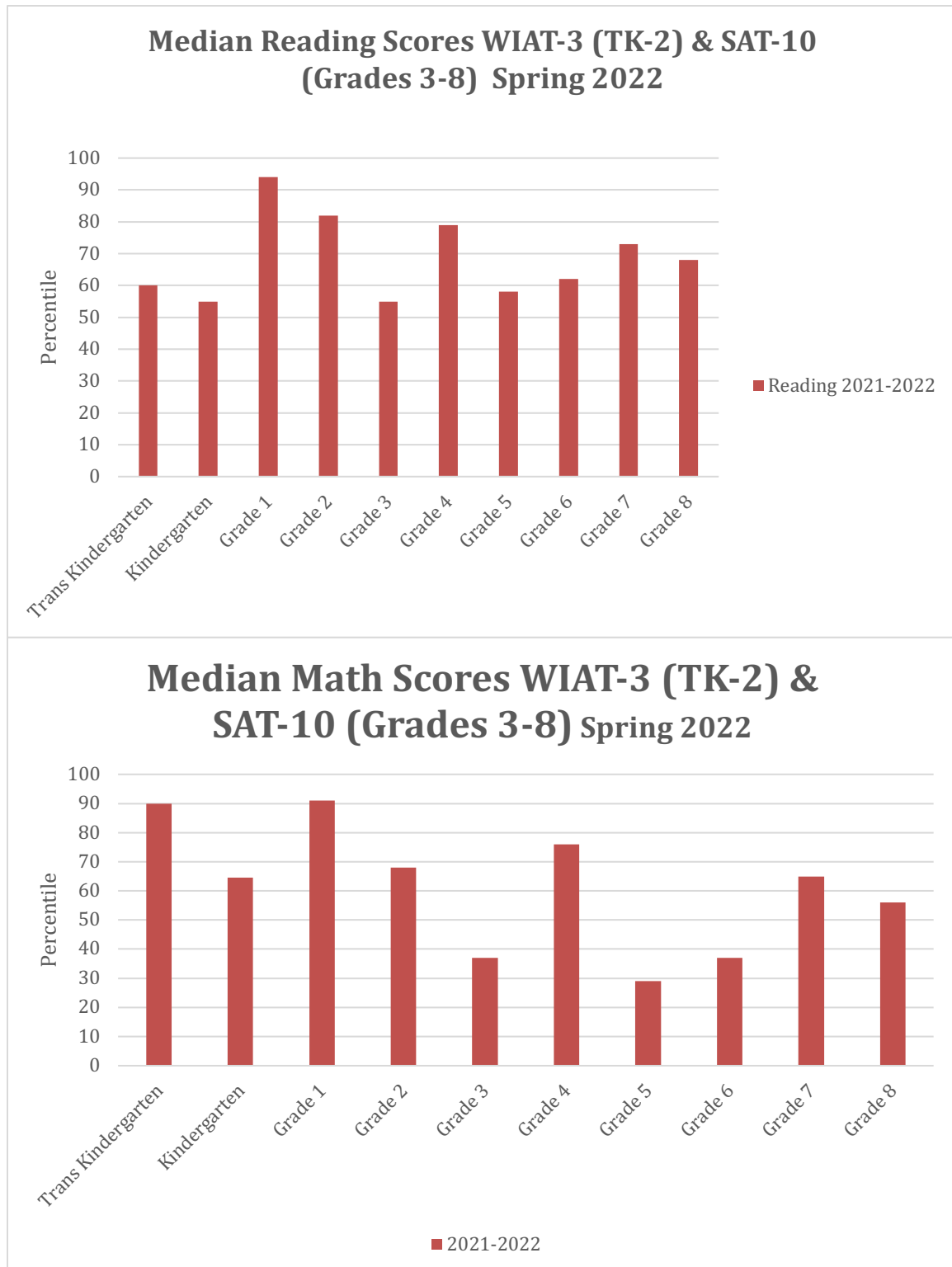
Health, safety, and welfare of Mt. Helix Academy's students, staff, and visitors is of paramount concern, and have been addressed in Section 3 of this report. TIEE provides a janitorial/custodial staff to maintain cleanliness and good repair of Mt. Helix Academy’s facilities, and budgets funds adequate 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.

V. Academic Data

Testing Data

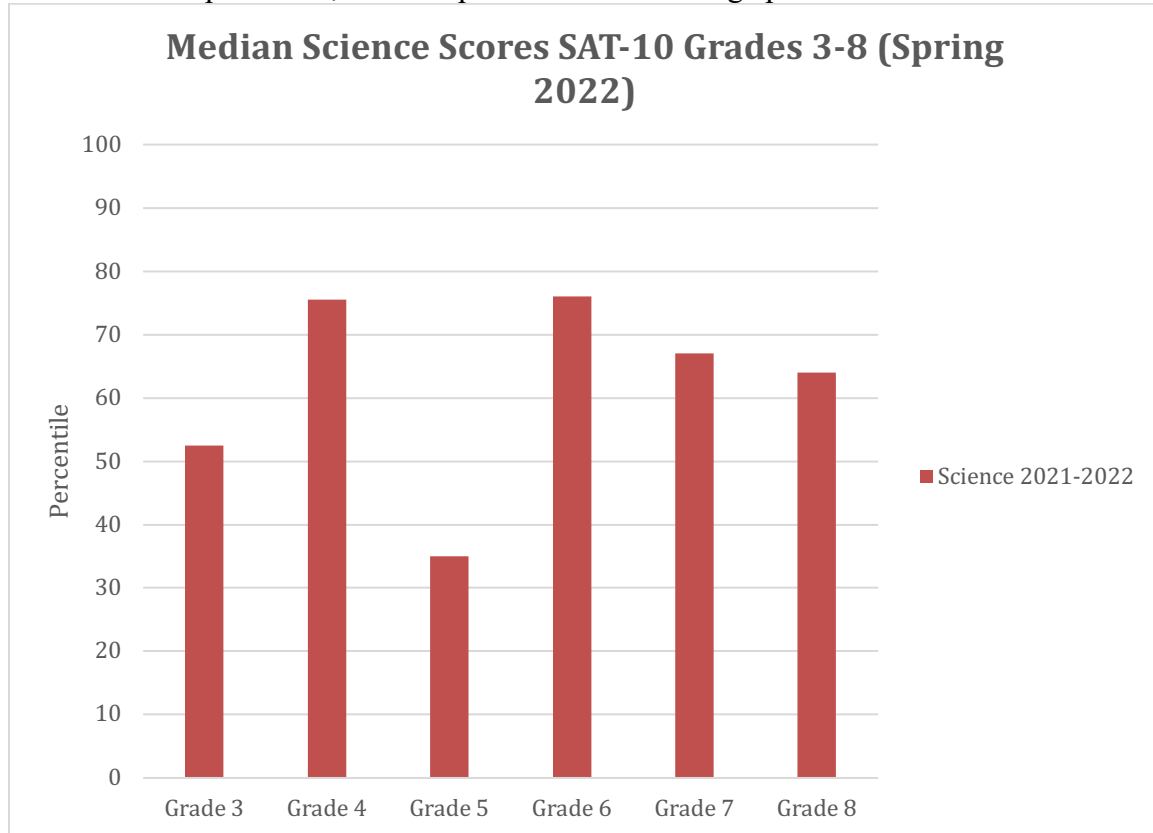
Students in Transitional Kindergarten through Second grade are tested each Spring using the Wechsler Individualized Achievement Test, Third Edition (WIAT-3), which is administered by professional staff members who are trained how to properly give the test. Students in Grades 3 through 8 are given the Stanford Achievement Test-10 (SAT-10) each year in the Spring. The following charts show the median scores by grade in the areas of Reading and Math on the WIAT-3, for Grades TK-2, and SAT-10, for Grades 3-8. Scores higher than the 50th percentile represent above-average performance in each

subject area, and as you can see, the median score for all grades in reading is at or above the 50th percentile. Most grades in math had a median score greater than the 50th percentile, while others had a median score above the 25th percentile which is average for that grade.



Science

Our students in Grades 3-8 also demonstrate strong science knowledge as represented by the median scores on the SAT-10 Science subtest. The chart below shows the median score of the Science subtest by grade. Note that the median score for most grades is well above the 50th percentile, which represents above-average performance.



In addition to the basic skills areas, Mt. Helix Academy's Junior High students also excel in Science. After receiving instruction in the scientific method and strategies for completing a science fair project, each student in 7th and 8th grade completes their own science fair project and submits it for entry to the Greater San Diego Science and Engineering Fair.

STEAM Education

During the 2021-2022 school year, we continued instruction in coding/computer programming for all students. Most primary, and all Elementary and Junior High students completed course work and participated in the Hour of Code using the Code.org website. We also incorporate course work from Code.org in our computer literacy classes to foster and promote interest and instruction in the basics of coding. Programming and coding are important concepts to teach as they help students organize their critical thinking in a logical and systematic way. We also include instruction at all grades on safe and responsible use of technology using Common Sense's Digital Citizenship curriculum.

World Languages

The Spanish Language program at Mt. Helix Academy begins in Kindergarten when children are still young enough to be highly effective language learners. Having progressed through our Spanish program, Mt. Helix Academy students are positioned for success in their required high school world language courses. Ninety percent of the students who graduate from Mt. Helix Academy and continue to take Spanish are accelerated into advanced levels in high school.

Visual Arts

Mt. Helix Academy students are successful in our Visual Arts program because they are directly taught the skills they need to build a foundation of artistic competence and fluency. With the fundamental skills in place, students are able to execute work that has dynamic composition, realistic imagery and space, and good craftsmanship. Our students also become fluent in the language of art, enabling them to evaluate art and express critical opinions. Our student's visual arts projects are shared with our families through the Artsonia website.

Community Service

One of the Schoolwide Learner Outcomes for our students is that they will acquire behavior that is beneficial to others. For the 2021-2022 school year, we conducted a series of school-wide community service projects and individual classrooms also organized community service projects that their students completed. Our school-wide community service projects included collecting food items for our local food banks, and collecting items to benefit one of our local animal shelters. Due to the COVID-19 pandemic, our community service activities were limited and the Junior High requirement of 20 hours per year was suspended for the 2021-2022 school year.

VI. School Completion

Mt. Helix Academy serves students from Transitional Kindergarten through Grade 9. Students who complete Grade 8 graduate at year's end to high school.

VII. Class Size

Teacher to student ratios

Mt. Helix Academy maintains a very low student-teacher ratio. Due to the pandemic, class sizes were limited to 12-14 students per cohort.

Teacher Evaluations

TIEE maintains an intensive program of professional and paraprofessional staff training, supervision, and evaluation, centered around a set of 128 behavioral competencies. Most of these competencies pertain to staff-student interactions and are derived from the

literature on research-validated “best” educational practices. Others have to do with such matters as maintaining a safe environment, reporting, developing Individualized Education Programs, and so on. The main areas of competence are the following: maintain safety / minimize hazards; teaches during student led activities; teaches structured lessons; teaches highly structured lessons; multiple teaching contingencies; employs prompts; fades prompts; consequence management; performs data based decision making functions; plans instruction; plans supervision; plans for self; interacts appropriately with colleagues; displays problem solving strategies; works as a member of the team; creates a pro-social school environment; performs reporting and communication functions; engages in professional development activities; promotes Science in education; and supervises paraprofessionals. The first formal evaluation occurs after 30 days of employment, and includes the supervisor's scoring of the individual's performance on the professional or paraprofessional appraisal. The next evaluation is at six months and every six months thereafter for paraprofessionals and every year after the first year for professionals.

Substitute teachers

Unfortunately, in California, “qualified” does not imply that teachers implement research based “best” practices or even know what they are. This means that the qualified substitute teacher market consists of precious few individuals who are likely to be successful in teaching students who attend a TIEE school program. Having experienced this problem for over two decades, TIEE has developed and implemented an alternative, three-part, strategy for ensuring proper coverage as well as quality instruction during the absence of its professional teaching staff. First, most of TIEE's professional training and senior administration staff members are credentialed teachers with extensive successful teaching experience in TIEE programs.

Several spend a substantial portion of each school day in one or more of TIEE's programs coaching the students' teacher or actually teaching the students in order to learn how to improve a program. These individuals are the most highly qualified individuals available anywhere to substitute in the event of teacher absence. Second, from time to time, TIEE staff members leave the organization to enter into a full-time teacher-training program. As such, they are likely to qualify for a California Substitute Credential. If they obtain it and have a record of skilled performance working at TIEE, they will be asked to substitute in the event of teacher absence. Finally, it is common for TIEE to hire individuals as paraprofessionals whose educational record qualifies them for obtaining a California Substitute Credential. If they have a record of skilled performance at TIEE and obtain the proper credential, they are asked to serve as substitute teachers in the event of the absences of credentialed teachers. Together, all three options provide more satisfactory solutions to the problems of “qualified” coverage and quality instruction for the students attending TIEE school programs than are generally available in the San Diego area substitute pool.

VIII. Curriculum and Instruction

Curriculum

See website.

Instruction

Instruction at Mt. Helix Academy is guided by evidence-based practices, derived especially from behavior analysis, Direct Instruction, data-based instructional decision making, Positive School Support, social skills instruction, Behavior Intervention Planning, and so on. For additional information, please see our website.