

Mission Valley School

Grades Kindergarten through Twelve

Nancy Bartlett
Principal



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2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

2008-09 Board of Education

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Principal's Message

Mission Valley School offers an alternative learning environment for students in grades K-12. We provide a Home School/Independent Study program that offers a safe, caring environment where:

• A safe, caring environment where:

• A safe, caring environment where:

• A safe, caring environment where:

• A safe, caring environment where:

Please call or e-mail, and let's discuss if what we offer is right for your family:
(805) 742-3252, bartlett@lusd.org.

Mission Statement

The mission of Mission Valley School is to inspire students, empower parents, and promote a lifelong love for learning by creating an environment where academic success is personalized and achieved. Parents working with credentialed teachers prepare, monitor, and implement programs that enrich, challenge, and inspire students to achieve personalized success.

Vision Statement

Mission Valley School provides the new 3 R's –

• **R**igorous curriculum,

• **R**elevant to each student's needs, and

• **R**elationships with students' families, MVS staff, and community center.



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Lompoc is located 150 miles northwest of Los Angeles in Uae} caeÁÖæ: àæ:æÁÖ [~ } c`ÉÁ, äc@ÁæÁ [] ~ |æcä [] Á [-Áæ] | [çä { æc^ | ^Á I ÌÉ€€ÉÁ V@^Á S [{] [&Á W} ä, ^áá U&@ [[|Á Öä•c:ä&cá •c:äç^•Á c [Á provide a quality education for all its students with a wide range of programs and a talented staff dedicated c [Á c@^Á } ^á•Á [-Á [~ |Á•c` ä^} c•ÉÁ V@^Á Öä•c:ä&cá •c:äç^•Á } ^æ: | ^Á 10,000 students in grades K-12 living in the City of S [{] [&Á Xæ} ä^} ä^! *Á Xä||æ * ^ÉÁ T^•æÁ Uæ\•ÉÁ T ä••ä [] Á P ä||•ÉÁ Xæ} ä^} ä^! *Á CÉÁ:Á Ø [! | ^Á Öæ•^ÉÁ æ } äÁ: ~ |æ: | äæ: | ^æ•Á æä:æ&^ } cÁ c [Á these communities.

Mission Valley School offers options in learning for K-12 students in Lompoc, CA. The alternative is built on personalized strategy, rigorous standards, and relevant outcomes. The home-school assistance is conducted for * |æä^•Á SÉ:Á, @^: | ^Á•c` ä^} c•Áæ } äÁ] æ: | ^} c•Á, [! \Á- | [{ Á@ [{ ^Áá } Á partnership with district staff. Independent study is offered for students in grades 9-12 where families are essential to provide support, coaching, and monitoring for student success.

Mission Valley School is a school within the Lompoc W} ä, ^áá U&@ [[|Á Öä•c:ä&cÉÁ Üc` ä^} c•Á &æ } Áæcc^ } äÁ &æ••^•Áæ } äÁ programs at MVS and their resident school through “dual-enrollment” or “concurrent enrollment” (grades 7-12), which allows them access to school activities, assemblies, arts, athletics, clubs, content area classes, and music. Monthly student get togethers are scheduled through MVS to provide student opportunities to be with others who learn in the same manner, and have social activities together.

Parents also receive supplements through appropriate & ~ | ä& ~ | { ÉÁ æ&&^••Á c [Á æÁ, • ~] [! çäç^Á æ } äÁ ^ç } ^! ä^ } & ^áá c^æ&@^:ÉÁ, [! \•@ [] •ÉÁ ^çc:æÁ | ^æ: } ä } *Á { æc^: äæ: | ÉÁ } ^c, [! \ä } *Á opportunities, and newsletters.

Mission Valley School is a school of choice. Students may start at the beginning of the year, or at anytime throughout the year. Students or families may contact MVS for information or to schedule an informational meeting. All high school registrations are done by scheduling an appointment with a counselor at their resident school in order to request a recommendation to enroll at Mission Valley.

Üc` ä^} c•Á æ: | ^Á ^ç } ^&c^áá c [Á ! ^æäÁ * |æä^Á | ^ç^ | Á æ } | [] | äæc^Á materials and do all assignments without assistance from a teacher. High school students must score at eighth grade reading level on STAR testing. Contact time with a teacher ä•Á] ä { äc^ááç [Áæ] | [çä { æc^ | ^Á [] ^Á@ [~ | ÁæÁ, ^\^ÉÁ, @ä&@ä•Á• } ^ } cÁ ^çæ: ~ æcä } *Á c@^Á & [{] | ^c^áá, ^\q•Á, [! \Áæ } äÁæ••ä } ä } *Á c@^Á } ^çcÁ, ^\q•Á, [! \É

Ö` | ä } *Á c@^Á G€€É€É:Á •&@ [[|Á ^æ: | ÉÁ c@^Á •&@ [[|Á •^:ç^áá HFÁ students in grades K-8. Mission Valley School is committed to providing a strong instructional program for all students c [Á ^ } • ~ | ^Á ^ç&^ | ^ } & ^Áá } Á ^á ~ &æcä [] É

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	25.8%
Caucasian	41.9%
Hispanic or Latino	6.5%
Multiple or No Response	25.8%

School Attendance

Üc` ä^} c•Áæ: | ^Á | ^~ ä: | ^ááç [Á & [{] | ^c^Áæ••ä* } ^áá, [! \Á- | | Ác@^Á ^\^Á ä^~ | | Á { ^çcä } *Á, äc@Á c@^Á:Á c^æ&@^:ÉÁ Q-Á c@^Á ä [Á] [çÁ & [{] | ^c^ÁäcÉÁc@^Á, [! \Á { ~ •cÁä^Á• } ä { äcc^áá ^Ác@^Á ^Á äæc^ÉÁ Q-Á, [! \Á ä^Á } [çÁ • } ä { äcc^áá [] Á çä { ^ÉÁ •c` ä^ } c•Á, ä||Á ä^Á • } cÁæÁ warning letter. The second time a student fails to complete c@^Á æ••ä* } ^áá, [! \ÉÁ c@æcÁ •c` ä^ } cÁ, ä||Á ä^Á ää•^ } | | | ^áá æ } äÁ must return to the resident school.

Suspensions & Expulsions

V@^Á Ü`• | ^ } •ä [] •Áæ } äÁ Öç } ~ | •ä [] •Á çæä | ^Á ä|| •c:äæc^•Á c [çæ: | Á cases for the last three years, as well as a percentage [-Á ^ } | | [{ ^ } cÉÁ Ü`• | ^ } •ä [] •Á æ: | ^Á ^ç } | ^••^áá ä } Á c^: | { •Á [-Á total infractions, not number of students suspended, as some students may have been suspended on multiple [& &æ•ä [] •ÉÁ Öç } ~ | •ä [] •Á [& & ~ | Á [] ^Á, @^ } Á: | ^~ ä: | ^áá ä^Á] æ, Á [^Á, @^ } Áæ: | Á [c@^Á:æc^: | ^ } æcäç^Á•Áæ: | ^Á^ç@æ` •c^áÉÁ

	Suspensions & Expulsions			
	School	District		
	07-08	05-06	06-07	07-08
Suspensions	0	1737	1482	1820
Suspension Rate	0.0%	15.7%	13.7%	17.2%
Öç } ~ •ä [] •	0	23	24	21
Öç } ~ •ä [] Á Üæc^	0.0%	0.2%	0.2%	0.2%

Extracurricular activities

T ä••ä [] Á Xæ: | ^Á Ü&@ [[|Á [~ ^: | ^æÁ, äá^çæ: | ä^c^Á [-Á^çc: | æ& ~ | ä& ~ | æ: | Á æ&cäçcäc^•ÉÁ Y^Á [-~^: | Á ^á ~ &æcä [] æ: | Á, [! \•@ [] •Á c@æcÁ] | [çä ä^Á •c` ä^ } c•Á & | ^æcäçc^Á @æ } ä•É [] Á | ^æ: | ä } *Á Y [! \•@ [] •Á æ: | Á related to the curriculum and support district and state standards.

Class Size

CÉç^:æ*^Á & |æ••Á •ä: ^Á çæ: | ^Á äæ•^áá [] Á * |æä^•Áæ } äÁ • ~ ä^&cÁ æ: | ^æÉÁ Ö` ^Ác [Ác@^Á } æ~ | ^Á [-Ác@^Áá } ä^ } ä^ } çÁ •c` ä^Á | [* |æ { Á Á at the school, class size distribution data was unavailable.

Instructional Materials

Š [{ }] [& A W } a , ^ a A U & @ [[] [A Ö a c i a & c A • ^ c • A æ A @ a * @ A] i a [i a c ^ A ~] [] A ^) • ~ i a } * A c @ æ c A • ~ , & a ^ } c A æ } a A & ~ i ^ } c A c ^ c a [[\ • A æ } a A { æ c ^ i a æ } • A æ i ^ A available to support the school's instructional] i * i æ { æ A Š [{ }] [& A W } a , ^ a A U & @ [[] [A Ö a c i a & c A c @ ^ A Ö a c i a & c A æ • A • ~ , & a ^ } c A æ } a A * [[a A ~ ~ æ i a c ^ A c ^ c a [[\ • A æ } a A & ~ i a } * A ç a • ~ æ i a æ } a A] i - [i { a } * A æ i c • A c ^ c a • E a } • c i ~ & c a [] æ i A { æ c ^ i a æ } • E A [i A • & a ^ } & ^ A lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-æ i a * } ^ a A c ^ c a [[\ • A [i A a } • c i ~ & c a [] æ i A { æ c ^ i a æ } • E A [i A à [c @ E a } a A & [i ^ A • ~ a b ^ & c • A ~ [i A ~ • ^ A a } A c @ ^ A & i æ • • [[{ A æ } a A c [A c æ \ ^ A @ [[^ E A c E] i A c ^ c a [[\ • A and instructional materials used within c @ ^ A Ö a c i a & c A æ i ^ A æ i a * } ^ a A , æ c @ A c @ ^ A Ö æ i a - [i] a æ A U c æ c ^ A Ö [] c ^ } c A U c æ } a æ i a • A æ } a A Ø i æ { ^ , [i \ • E A Instructional materials for grades K-8 are selected from the State's most recent list of • c æ } a æ i a • E a æ • ^ a A { æ c ^ i a æ } • E A Š [{ }] [& A W } a , ^ a A U & @ [[] [A Ö a c i a & c A - [] [, • A c @ ^ A U c æ c ^ A Ö [æ i a A [- A Education's seven-year adoption cycle for core content materials.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	G i Z U W J Y b h	% Lacking
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
K-5	English/ Language Arts	Houghton T- i - a }	2003	Yes	0.0%
6th-8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	History/Social Studies	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	Mathematics	Houghton T- i - a }	2001	Yes	0.0%
6th-8th	Mathematics	Prentice Hall	2008	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2004	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2008	Yes	0.0%
6th	Mathematics	Scott Foresman	2004	Yes	0.0%
K-6	Science	MacMillan	2007	Yes	0.0%
7th-8th	Science	Prentice Hall	2007	Yes	0.0%

V @ ^ A c ^ c a [[\ A æ a [] c a [] A] i { & ^ • A a ^ * a } • A , æ c @ A c @ ^ A - [i { æ c a [] A [- A æ } A c E a [] c a [] A Ö [{ { æ c ^ A A & [] • a • c a } * A [- A æ a { a } a • c i æ c [i • E A c ^ æ & @ ^ i • E A æ } a A c @ ^ A Ö a c i a & c A V ^ c a [[\ A Ö [i i a a } æ c [i E A V @ ^ A & [{ { æ c ^ A A a ^ } c a , ^ • A ^ ^ A ^ i ^ { ^ } c • A c [A & [] • a ^ i a a } A c @ ^ A æ a [] c a [] A a ^ a a } i E { æ i a } * A] i { & ^ • A a ^ } a A ^ • c a æ i a • @ ^ • A • ^ i ^ & c a [] A & i a c ^ i a æ a a æ • ^ a A [] A U c æ c ^ A æ } a A Ö a c i a & c A • c æ } a æ i a • E A V @ ^ A & [{ { æ c ^ A A reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. V @ ^ A & [{ { æ c ^ A A a ^ } a } ^ • A a æ & @ ^ i] i * i æ { A æ } a A • ^ i ^ & c • A] i * i æ { • A c [a a ^] a [c a a E A U ^ & [{ { ^ } a ^ a A] i * i æ { • A æ i A a æ c a a i a a ^ i - [i A c , [A , ^ ^ i • A] i a [i a c [A æ a [] c a [] A æ c a c @ ^ A Š [{ }] [& A U ~ a] a & Š i a i æ i ^ A - [i A c ^ æ & @ ^ i • A æ } a A] æ i ^ } c • A c [A i ^ ç a ^ , E A V @ ^ A - ^ a a æ & \ A] i ç a a ^ a a ^ A ^ A c ^ æ & @ ^ i • A æ } a A] æ i ^ } c • A a ^ & [{ ^ • A c @ ^ A a æ a a • A - [i A c @ ^ A i ^ & [{ { ^ } a æ c a [] • A c [A c @ ^ A Ö [æ i a A [- A Ö a ~ æ c a [] A - [i A , } æ i a æ a [] c a [] E



Availability of Additional Internet Access at Public Locations

V @ ^ A Š [{ }] [& A U ~ a] a & Š i a i æ i ^ A æ } a A c @ ^ A X æ } a ^ } a ^ * A X a] æ ^ A Ö i æ } & @ A [- A c @ ^ A Š [{ }] [& A U ~ a] a & Š i a i æ i ^ A] i [ç a a ^ A - i ^ A a a } c ^ i } ^ c A æ & & ^ • A c [A æ i A & [{ { ~ } æ c ^ A { ^ { a ^ i • A a } & i ~ a a } * A c @ ^ A • c ^ a ^ } c • A [- A c @ ^ A Š [{ }] [& A W } a , ^ a A U & @ [[] [A Ö a c i a & c A V @ ^ i ^ A æ i ^ A æ a • { æ i A } ~ { a ^ i A [- A] [& æ i a a ~ • a } ^ • ^ • A c @ æ c A] i [ç a a ^ A æ a Y a E Ø a a } ^ c , [i \ A c [A] æ c [i] • A , a • @ a } * A c [A & [] } ^ & c a [A c @ ^ A Q] c ^ i } ^ c A ~ • a } * A c @ ^ A i A personal equipment.

Data Sources

Ö æ c æ A , æ c @ a } A c @ ^ A U c E U Ö A , æ • A] i [ç a a ^ a a ^ A Š [{ }] [& A W } a , ^ a A U & @ [[] [A Ö a c i a & c A i ^ c i a ^ ç a ^ a A - [i { A c @ ^ A G E E i E e i A U c E U Ö A c ^ { }] æ c ^ E A æ } a D [i A] [& æ c ^ a A [] A Ö æ c æ ~ ^ • c A ç c c] K D D a æ c æ F E & a ^ E & æ E * [c D a æ c æ ~ ^ • c D E A Ö æ c æ ~ ^ • c a i • A æ a • ^ æ i & @ A ^ } * a } ^ E A { æ a } c æ a } ^ a A a ^ A c @ ^ A Ö æ i a - [i] a æ A Ö ^ A] æ i c { ^ } c A [- A Ö a ~ & æ c a [] A ç Ö Ö Ö D E A , @ a & @ a e] [, • A c @ ^ A ~ a] a & A c [A • ^ a e i & @ A - [i A - æ c • A æ } a A , * ~ i ^ A] ^ i c æ a } a } * A c [A • & @ [[] • A æ } a A a a c i a & c • A c @ i [~ * @ [~ c A c @ ^ A • c æ c ^ E A c E []] * A c @ ^ A a æ c æ A æ ç æ a i a e A] æ i ^ } c • A æ } a A & [{ { ~ } æ c ^ A { ^ { a ^ i • A } a ^ A } • a A a } - [i { æ c a [] A a a [~ c A • & @ [[] A] i - [i { æ } & ^ E A c • c A & [i ^ • E A • c ^ a ^ } c A a ^ { [i æ] @ a & • E A • c æ - , } E A æ } a A c ^ a ^ } c A { a • & [] a ~ & c a } c ^ i ç a ^ } c a [] E

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mission Valley School. The measures include the California State Assessment (CSA) and the English Language Proficiency Assessment (ELPA). These assessments measure students' actual progress as well as the effectiveness of the instructional program.

Adequate Yearly Progress

The Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are in the lowest 10 percent of all schools in the state, or are in the highest 10 percent of all schools in the state) must meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate that the percentage of students meeting or exceeding the standards in each of the two subjects is at least 90 percent of the percentage of students meeting or exceeding the standards in each of the two subjects in the state.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be required to provide transportation to the new school. The former school would be required to provide transportation to the new school. The former school would be required to provide transportation to the new school.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	Yes	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
AYP	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be required to provide transportation to the new school. The former school would be required to provide transportation to the new school.

For more information, visit the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> or the National Center for Education Statistics website <http://www.nclb.gov>.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter the program if they fail to meet the Adequate Yearly Progress (AYP) standards for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate) at the level of intervention with each additional year that they do not meet the standards. For more information, visit the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2008-09)	-	Year 1
# of Schools Currently in PI	-	9
API School Results	-	60.00%

Academic Performance Index

The Academic Performance Index (API) is a measure of student achievement in English Language Arts and Mathematics. The API is calculated based on the percentage of students meeting or exceeding the state academic achievement standards. For more information, visit the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ap/>.

Schools are ranked based on their API score. Schools in the lowest 10 percent of all schools in the state are considered "low performing" and schools in the highest 10 percent are considered "high performing". A school's performance is compared to 100 statistically matched "similar schools." A school's performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar school's performance is better than at least 90 of the 100 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Actual Growth	-	-	0	793

B - the school did not have a valid 2007 Base API and will not have any growth or target information

California Standards Tests (CSTs)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

For more information, visit <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	39	58	55	42	43	43	42	43	46
Mathematics	17	35	36	34	34	40	40	40	43
Science			39	37	38	44	35	38	46
History/Social Science			18	37	38	36	33	33	36

For more information, visit <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	50	41	*	*
Female	60	30	*	*
African American	*	*	*	*
Caucasian	52	32	17	*
Hispanic	45	27	*	*
Economically Disadvantaged	33	27	*	
English Learners	*	*	*	*
Students with Disabilities	*	*	*	

*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.

Physical Fitness

In the spring of each year, Mission Valley School is required to provide physical activity as part of their daily lives. **Due to the moderate physical activity as part of their daily lives. Due to the moderate physical activity as part of their daily lives.**



Teacher Assignment

Š[{ }] [& Á W } á , ^ á Á ! ^ & ! ~ á c Á æ } á Á ^ { } [[^ Á c @ ^ Á { [• c Á ~ æ] á , ^ á Á credentialed teachers. For the 2007-08 school year, Mission Valley had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status		
	School	District
	07-08	07-08
Fully Credentialed	2	500
Without Full Credentials	0	21
Y [! \ á } * Á U ~ c • á Á Ü ~ á b ^ & c	0	45

Teacher misassignments represent the number of c ^ æ & @ ^ ! • Á , @ [Á á á á Á] [c Á @ [! á Á æ Á / ^ * æ] [^ Á ! ^ & [*] á : ^ á Á & ^ ! c á , & æ c ^ Á or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were } [c Á] : [! ^ ! ^ Á & ^ ! c á , & æ c ^ á c [Á c ^ æ & @ Á Ö S Á • c ~ á ^ } c • É Á V ^ æ & @ ^ Á Ç æ & æ } & á • Á ! ^ ^ & c Á c @ ^ Á } ~ { á ^ ! Á [- Á [] ^) Á c ^ æ & @ á } * Á [[• í c á [] • Á c @ æ c á , ^ ! ^ Á] [c á , [! ^ á á á ^ á á á ~ [] É c á { ^ Á & ^ ! c á , & æ c ^ á c ^ æ & @ ^ ! Á - [! Á an entire year.

Misassignments/Vacancies		
	07-08	08-09
Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0
Total Misassignments of Teachers	0	0
Vacant Teacher Positions	0	0

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NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	95.9%	4.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.0%	5.0%

Staff Development

All training and curriculum development at Mission Valley School revolves around the California State Content Ú c æ } á æ ! á • Á æ } á Á Ø ! æ { ^ , [! \ • É Á V ^ æ & @ ^ ! • Á æ] á * } Á & ! æ • • ! [[{ Á curriculum to ensure that all students either meet or ^ Ç & ^ Á á Á Ú c æ c ^ Á ! [, & á ^ } & ^ Á / ^ Ç ^ ! É

Ú ! [- ^ • • á [] æ] Á á ^ Ç ^ ! [[{ ^ } c Á , á c @ á } Á c @ ^ Á Ö á : c ! á & c á æ á á ! ^ • • ^ • Á the individual needs of teachers as well as broader school concerns. Three mandatory staff development days are æ Ç æ á] æ á ! ^ Á æ } } ~ æ] [É Á V @ ^ Á Ö á : c ! á & c á æ } æ] ^ : ^ • Á c ^ Á c Á • & [! ^ • Á á } á Á conducts a teacher survey to determine areas in the & ~ ! í á ~ ! ~ { Á c @ æ c á } ^ Á á c [Á á Á { [á á , ^ á É

Counseling & Support Staff

Ö ~ ^ Á c [Á c @ ^ Á } æ c ~ ! ^ Á [- Á c @ ^ Á } á ^] á ^ } c Á c ~ á ^ Á] : [* ! æ { Á æ c Á c @ ^ Á school, all counseling and support services are provided to students through their resident school.

Safe School Plan

Safety of students and staff is a primary concern of Mission Valley School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials æ } á Á Ú c æ c ^ Á ^ æ ! c ~ æ \ ^ Á • c æ } á æ ! á • É Á V @ ^ Á • & @ [[! q • Á á á • æ • c ^ ! Á preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills æ ! ^ Á & [] á ~ & c ^ á Á [] Á æ Á ! ^ * ~ ! æ ! Á á æ • á • É Á C á] [Á Ç á á c [! • Á { ~ • c Á & @ ^ & \ Á á } Á æ c Á c @ ^ Á • & @ [[! Á [- , & ^ Á æ } á Á , ^ æ ! Á Ç á á c [! : q á á æ á * ^ • Á , @ á] ^ Á [] Á school grounds.

In 1998, the Comprehensive Safety Plan was developed á ~ Á c @ ^ Á Ö á : c ! á & c á á } Á & [] • ~ ! ç æ c á [] Á , á c @ Á] [& æ] Á] æ , Á ^ } - [! & ^ { ^ } c Á á } Á ! á ^ Á c [Á & [{] ! ^ Á , á c @ Á Ú ^ } æ c ^ Á Ö á] [Á F ! Á Á [- Á F J J ! É Á V @ ^ Á] [æ } Á provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting] : [& ^ á ~ ! ^ • É Á c ^ æ & @ ^ ! Á } [c á , & æ c á [] Á [- Á á æ } * ^ ! [~ • Á] ~] á Á procedures, disaster response procedures, procedures for • æ - Á á } * ! ^ • • Á æ } á Á ^ * ! ^ • • Á - ! [{ Á • & @ [[! É Á • ^ Ç ~ æ] Á @ æ ! æ • • { ^ } c Á policies, and dress code guidelines. The plan was last updated and reviewed with school staff in September 2008. A copy of the plan is available to the public at the • & @ [[! á æ } á Á Ö á : c ! á & c á [- , & ^ • É



School Facilities

Students have access to other school facilities through their resident school. The facility strongly supports teaching and learning.

Maintenance and Repair

Safety concerns are the number one priority. Maintenance supervisors are proactive and conduct inspections at school sites on a regular basis. The facility strongly supports teaching and learning.

Cleaning Process and Schedule

The facility strongly supports teaching and learning. Custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The facility strongly supports teaching and learning. This represents 0.5% of the total budget.

Deferred Maintenance Projects

The facility strongly supports teaching and learning. This represents 0.5% of the total budget.

School Facility Conditions				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YUWYbWm / FY a YXJU' Actions Taken or Planned
	Good	Fair	Poor	
Mechanical Systems	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Mission Valley School - Ceiling tile stained: portables progress.
Hazardous Materials (Interior)	X			
Fire Safety	X			Mission Valley School - Fire alarm inoperable: progress.
Electrical (Interior and Outside)	X			Mission Valley School - Ceiling tile stained: portables order in progress.
Pest/Vermin Infestation	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



