

2017-2018
School Accountability Report Card
COOK Education Center
A school of The Institute for Effective Education

I. General Information

Contact Information:

School Name: COOK Education Center

School Director: Jen Swope, M.S.

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School Description

COOK Education Center, operated by The Institute for Effective Education (TIEE), is Fully Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), is certified by the California Department of Education, and is approved to serve foreign students by the U.S. Government. COOK Education Center is a non-public school providing special education services, and is comprised of three programs -- the Foundations Program, the Secondary Program, and the Workshop at COOK. The Foundations Program serves students in grades K-8; the Secondary Program serves students in grades 7-12; and the Workshop at COOK serves students in grades 6-12.

COOK Education Center occupies two floors of a three story, 32,000 square foot building in the Mission Valley area of San Diego. There are multiple classrooms, which allows for flexible instructional groups ranging from 1:1 to large group activities such as assemblies. In addition to ample classroom space, there is a fully functioning student kitchen and laundry (to teach life skills), a music studio (supplied with keyboards, drums, guitars, etc.), a karate dojo, workout rooms with standard gym equipment, an art room, a leisure area, and bathrooms. The school is situated on a 2.2 acre lot, which provides a large outdoor landscaped area for sports and recreational activities. Numerous computers and tablets are available

for student use for academic work as well as recreational use. On the 3rd floor of this building are the administrative offices of TIEE and a staff break room available to school and administrative staff.

Mission Statement

The Institute for Effective Education (TIEE) is dedicated to schooling that is unparalleled in scope of curriculum, effectiveness of instruction, and pervasiveness of positive ambience. To achieve this goal, TIEE is committed to using the principles, methods, and facts 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.

Opportunities for Parent Involvement

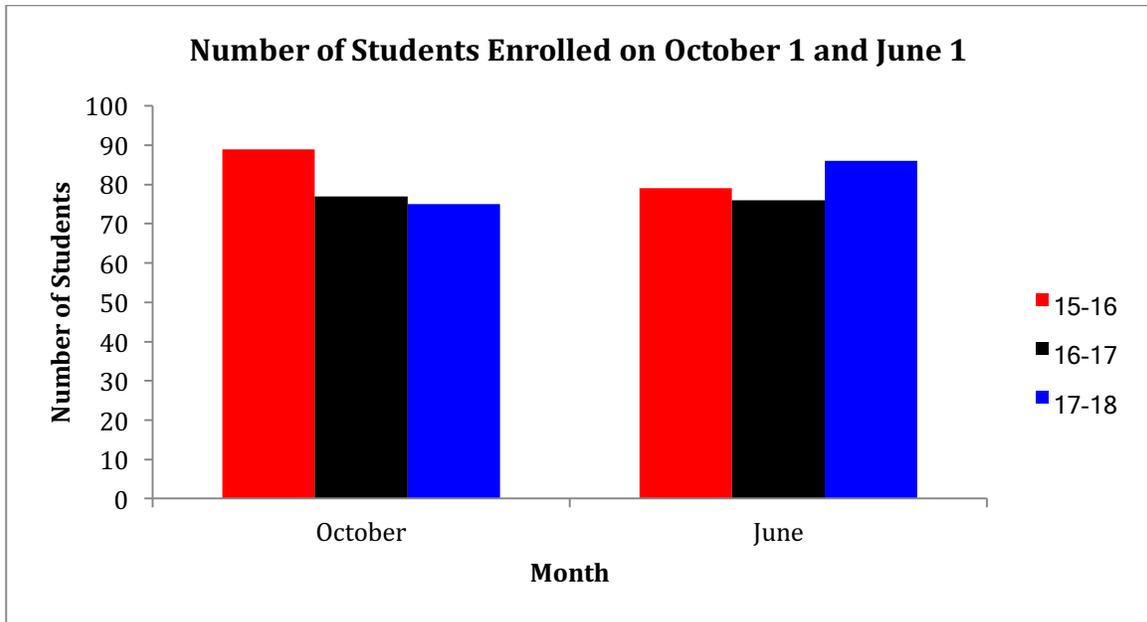
Opportunities for parent involvement in the school are numerous, including any or all of the following: Parent-Teacher Group, IEP process, Open House, classroom observations and/or video views, participation in seasonal and special events, annual teacher-parent meetings, student performances, telephone contact, volunteer opportunities, website, newsletters, and financial support for certain extra-curricular functions.

II. Student Demographic Information

Students and Enrollment

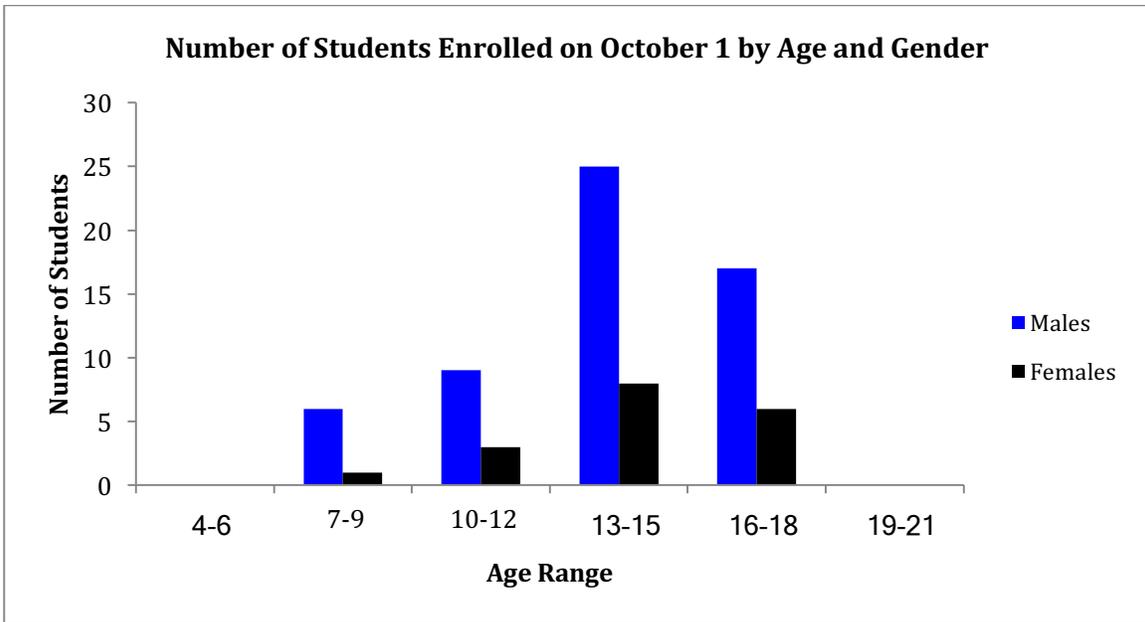
The following figures provide a picture of the student population of COOK Education Center as of October 1, 2017, unless otherwise noted.

Enrollment: The figure below shows the total number of students enrolled at COOK Education Center on October 1 and June 1 over the past three school years.

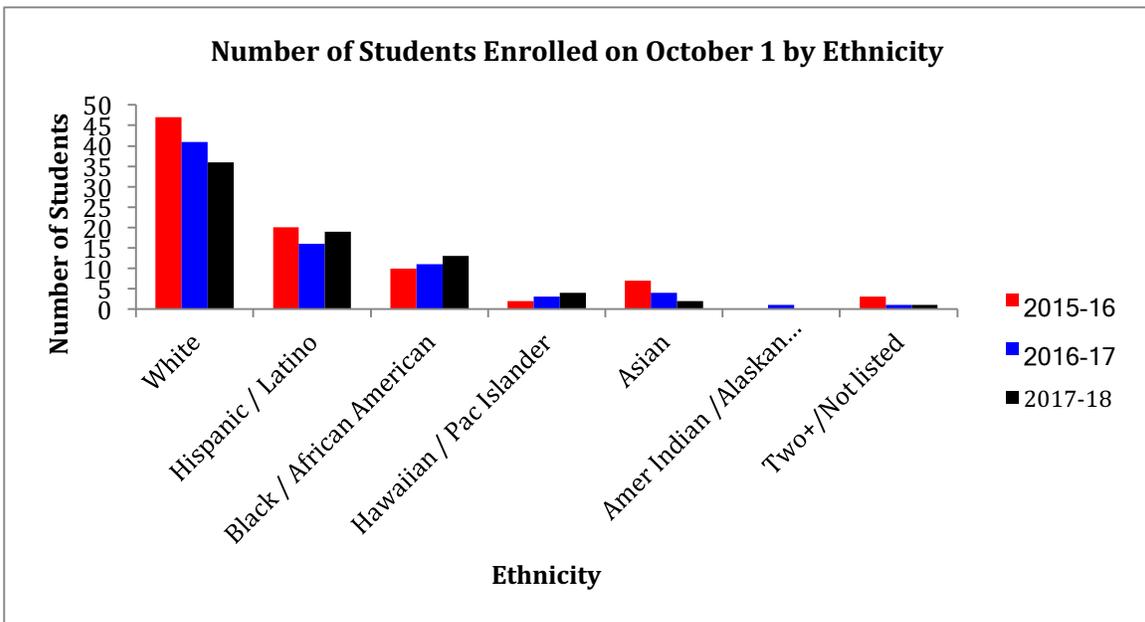


COOK Education Center receives referrals for enrollment throughout the school year. Referrals are made either by a Local Education Agency (LEA) as their offer of Free and Appropriate Public Education (FAPE) for students with disabilities within their district, or by parents who wish to enroll their child 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. During the 2017-2018 school year, COOK Education Center received 93 referrals for private or non-public enrollment. Between July 2017 and June 2018, 28 students enrolled, and 16 students transitioned out of COOK Education Center.

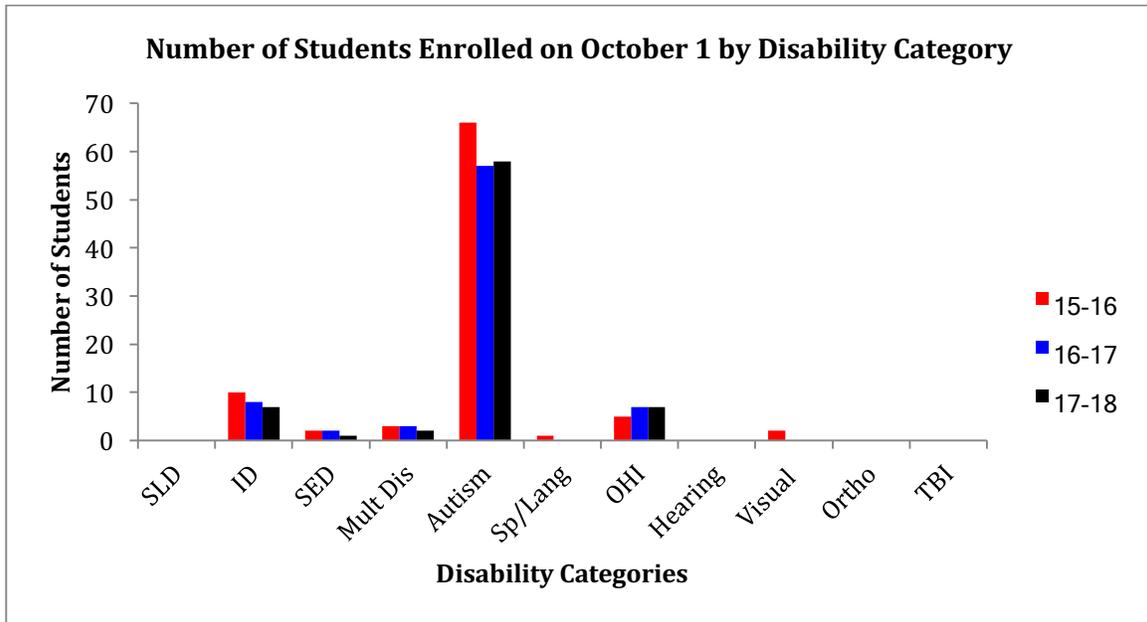
Age and gender: The figure below shows the number of students enrolled at COOK Education Center by age and gender. Male students greatly outnumber female students, and most students fall within the middle- to high-school age range.



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



Disability category: The next figure shows the number of students enrolled by Federal qualifying disability category for the past three school years. Students with Autism make up the majority of the population served at COOK Education Center. However, students with other disabilities are represented as well. There are no general education opportunities at COOK Education Center.

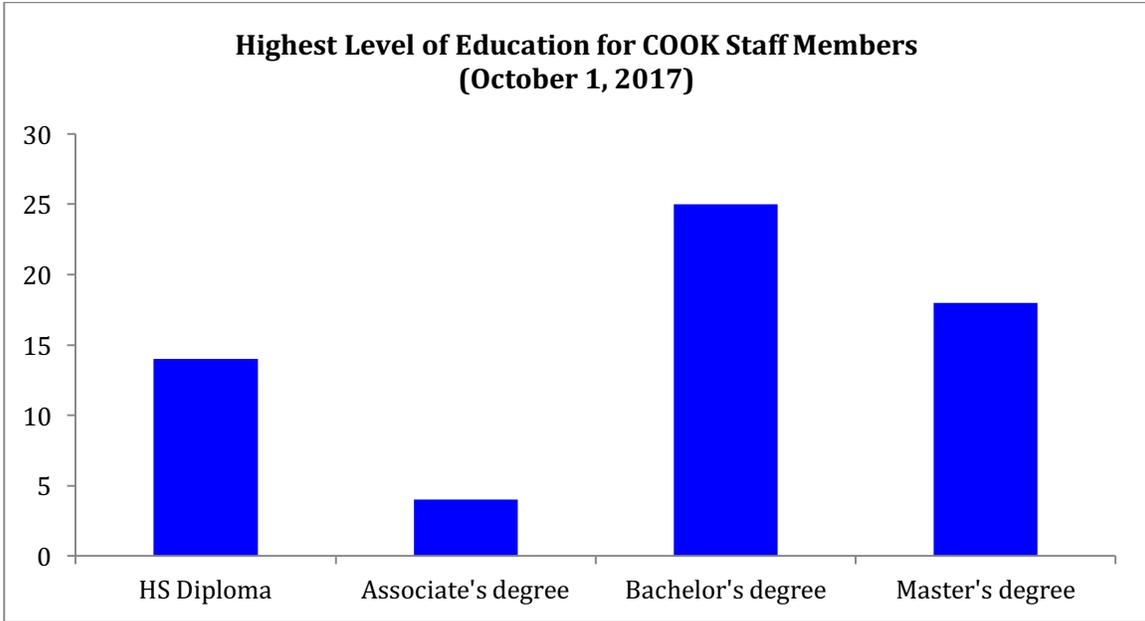


III. Instructional Planning and Professional Development

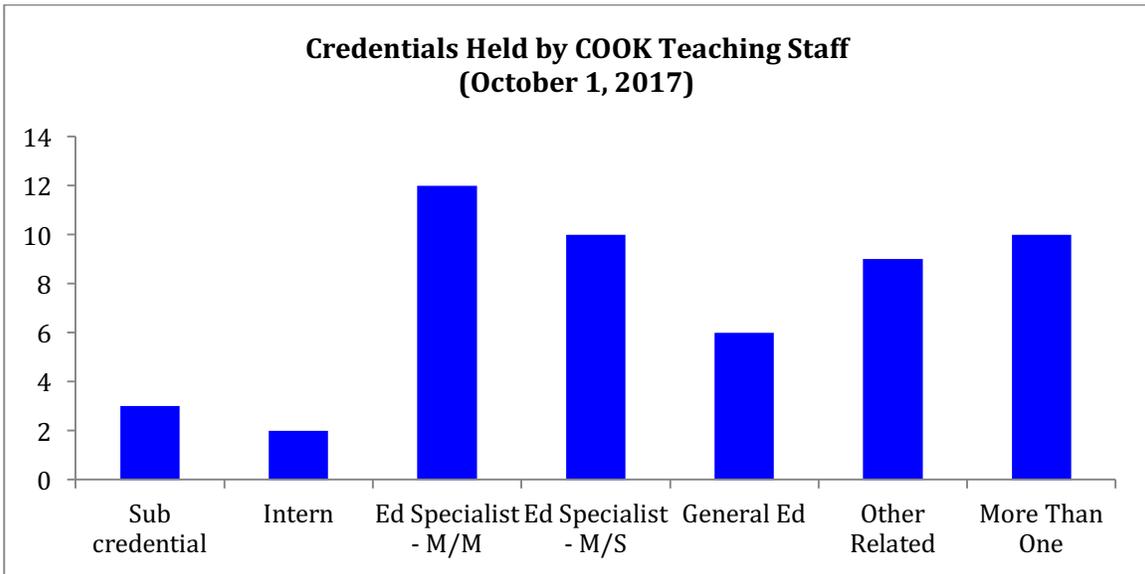
Staff Members

The direct-service teaching staff at COOK Education Center 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.

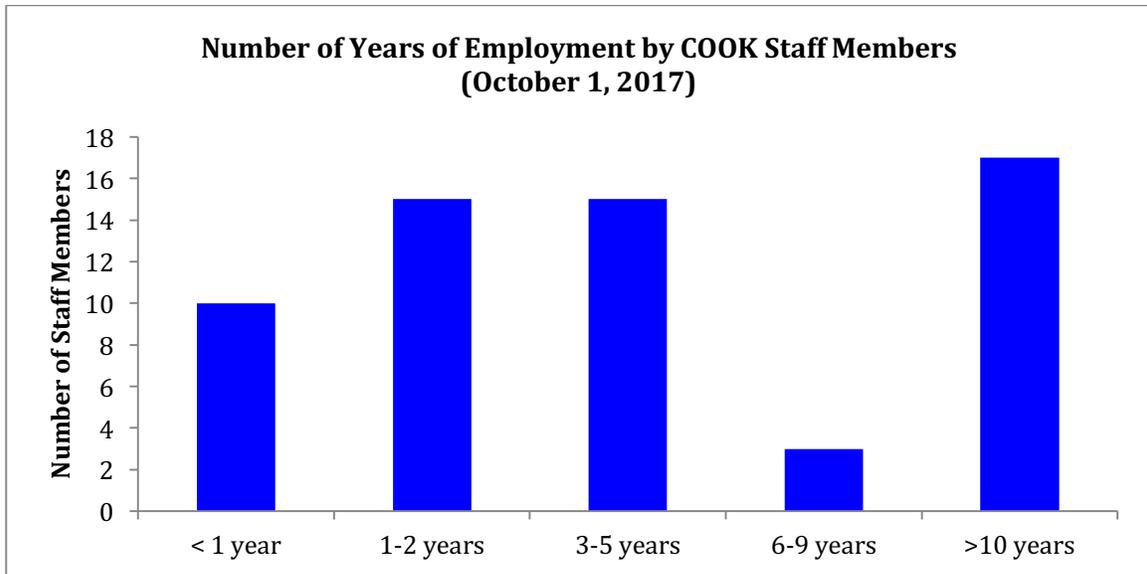
This figure shows the highest level of education completed by COOK Education Center's direct-service staff members as of October 1, 2017.



The following figure provides a picture of the credentials held by direct-service staff members at COOK Education Center as of October 1, 2017.



Staff member hiring and training is an ongoing process at COOK Education Center. The following figure shows the distribution of staff members by number of years employed as of October 1, 2017. Professional-level staff members make up a majority of those employed for six or more years, while paraprofessionals comprised a majority of those employed for five years or less.



Professional Development

Continuous staff training and development is a priority at COOK Education Center. Many professional development opportunities are provided to staff members each year. Training and development opportunities include online trainings and webinars (e.g., Learning ABA); on-site training and coaching; and attendance at professional conferences and workshops, including CABA (Center for the Advancement of Behavior Analysis), ABAI (Association for Behavior Analysis International), and CUE (Computer Using Educators).

In addition to workshops, trainings, and conferences, staff members are constantly 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

Upon enrollment, the staff members utilize effective instructional strategies with all students. Examples of such strategies include antecedent management (e.g., small group instruction, task-presentation at an appropriate instructional level for each learner), consequence management (e.g., extinction procedures, high rates

of praise and pay-offs for desirable behavior), and teaching appropriate skills (e.g., school-wide procedures). These strategies often have a positive effect on student behavior with minimal additional programming.

Students who present with significant maladaptive behaviors, including behaviors that pose a threat to the safety and wellbeing of themselves or others, require the development of more intensive individualized behavior plans. Problem behavior function is identified through the use of Functional Assessment and/or Functional Analysis. Once the function is identified, a Behavior Intervention Plan (BIP) is developed, and includes a plan for teaching functionally-equivalent replacement behaviors. An Escalation Cycle Management Plan (ECMP) outlines de-escalation strategies for staff members to implement with students who engage in severe problem behavior, and may be used as a Behavior Support Plan or as a component of a Behavior Intervention Plan.

Suspensions and Expulsions

There were 2 suspensions across 2 different students at COOK Education Center in the 2017-2018 school year. No students were expelled.

V. Academics and Curricular Focus

COOK Education Center provides a range of courses appropriate to the grade and present levels of our students. Classes include traditional academics, functional and applied academics, fine and practical arts, social skills instruction, daily living skills, health sciences and self-care, and leisure and recreation. All coursework is aligned with Common Core State Standards, and meets the rigorous standards set forth by each student's district of residence. For students pursuing a high-school diploma, COOK Education Center offers high school level coursework that meets the University of California A-G requirements. In the 2017-2018 school year, approximately 10% of enrolled students were completing coursework towards a high school diploma. The other 90% of students were earning credits towards a certificate of completion from their district of residence.

Regardless of program focus, students are exited from COOK Education Center after the completion of their twelfth grade year. Throughout their twelfth grade year, the student's IEP team explores options for an appropriate transition program to continue services as necessary through age 22 or until a high school

diploma is obtained. All transition-age students (e.g., 16 years and older) participate in vocational education training, and all students have an Individualized Transition Plan (ITP) as part of their Individualized Education Plan (IEP) starting the year they turn 16. Post-secondary transition preparation activities at COOK Education Center include on-site vocational training classes, off-site vocational apprenticeships, mobility training, and tours of various post-secondary options (e.g., community colleges, local agencies). These activities are done in conjunction with the rest of the student's IEP goals.

Related Services: Many students at COOK Education Center require additional supports and services in order to achieve educational benefit and access curriculum. Speech and language pathologists, occupational therapists, and school 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.