

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

I. General Information

Contact Information:

School Name: Urban Skills Center

School Director: Jen Swope, M.S.

Street: 2225 Camino del Rio South

City, State, Zip: San Diego, CA 92108

Phone Number: (619) 243-1325

E-mail address: jswope@tiee.org

CDS Code: 37683387078165

School Description

Urban Skills Center (USC) is a non-public school 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. Urban Skills Center, a special education transition program for students age 18-22, strives to help young adults achieve their maximum potential as members of the community by developing vocational and independent living skills, in addition to completing their high school education. In order to help students make the transition to adult life, we endeavor to create an environment that simulates employment and independent living, and fosters personal growth and responsibility.

Urban Skills Center is structured to simulate a community college and work environment. Students are taught to think of teachers as supervisors. There is a departure from the typical staff-student authoritative relationship, and instead there is an emphasis on students accepting personal responsibility and making choices. Staff members are charged with assisting students in making choices by making sure that all options are clear, but then respecting student decisions when possible. The goal is to help each student reach his or her maximum potential for independence. Since the program serves adults ranging from mild to profound disabilities, the level of possible independence varies. Emphasis is on students taking as much personal ownership of their IEP goals as possible, including tracking goals and initiating skill development toward achieving goals. Staff and students regularly celebrate student goal achievement.

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

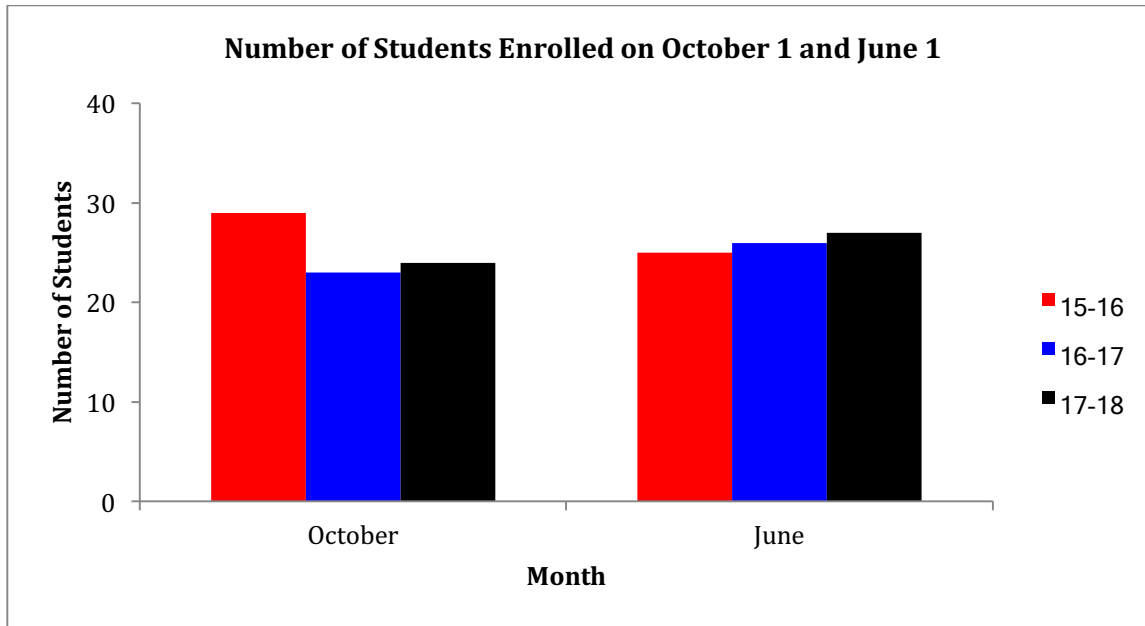
Opportunities for parent involvement in school are numerous, including any or all of the following: Parent-Teacher Group, IEP process, Classroom observations and/or video views, participation in agency tours and transition open houses, annual parent-teacher meetings, student performances, telephone contact, volunteer opportunities, website, newsletters, financial support for certain extra-curricular functions, and school-family events (e.g., Fall feast).

II. Student Demographic Information

Students and Enrollment

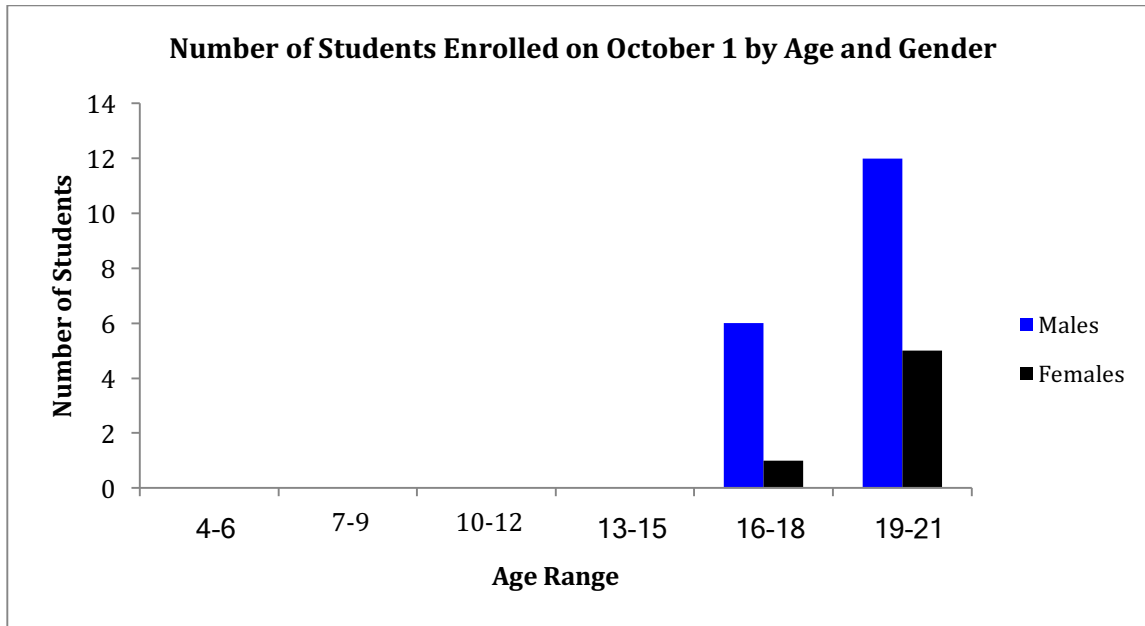
The following figures provide a picture of the student population of Urban Skills Center as of October 1, 2017, unless otherwise noted.

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

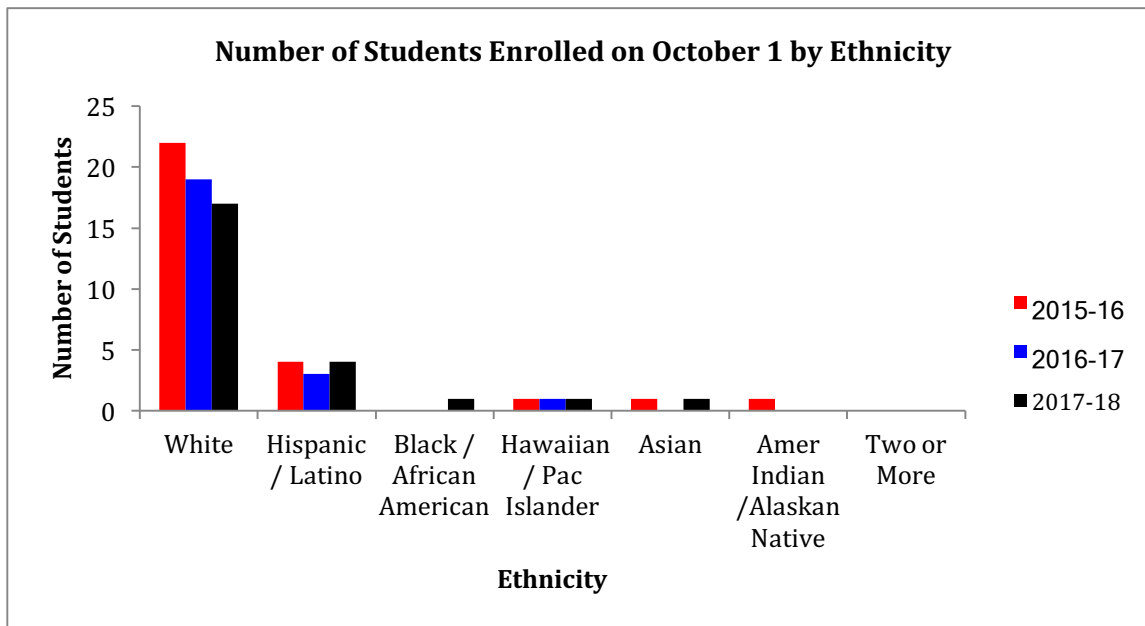


Urban Skills Center receives referrals for enrollment throughout the school year. Referrals are made either by a Local Education Agency (LEA) as their offer of Free and Appropriate Public Education (FAPE) for students with disabilities within their district, or by parents who wish to enroll their child 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, Urban Skills Center received 20 referrals for private or non-public enrollment. Between July 2017 and June 2018, 11 students enrolled, and 9 exited Urban Skills Center. There were 0 suspensions at Urban Skills Center in the 2017-2018 school year. No students were expelled.

Age and gender: The figure below shows the number of students enrolled at Urban Skills Center by age and gender. Please note that students do not enroll at Urban Skills Center before they are 18 years of age.

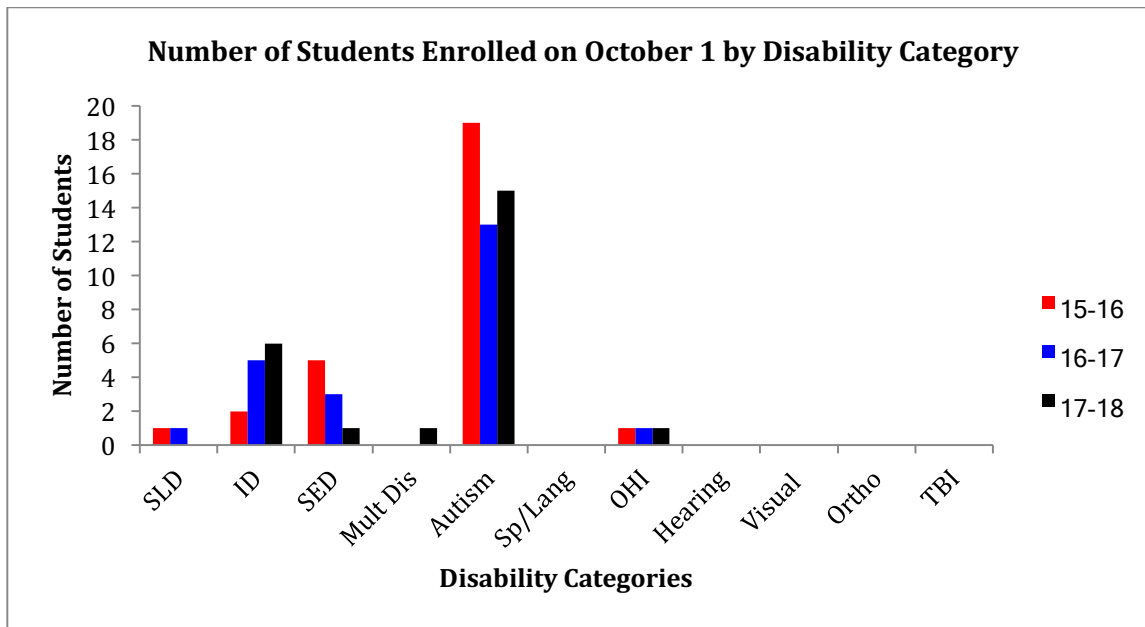


Ethnicity: The following figure shows the number of students enrolled by ethnicity for the past three school years. We use the Federally-determined category scheme, yet permit students to select the ethnicity they believe characterizes them.



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 Urban Skills Center. However, students with

other disabilities are represented as well. There are no general education opportunities at Urban Skills Center.

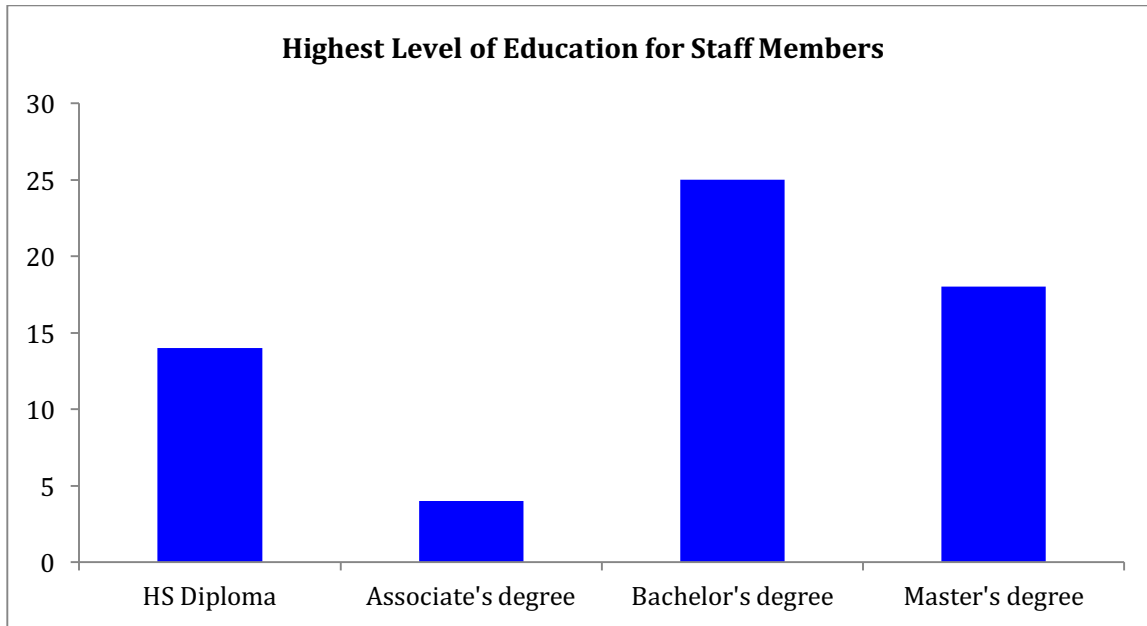


III. Instructional Planning and Professional Development

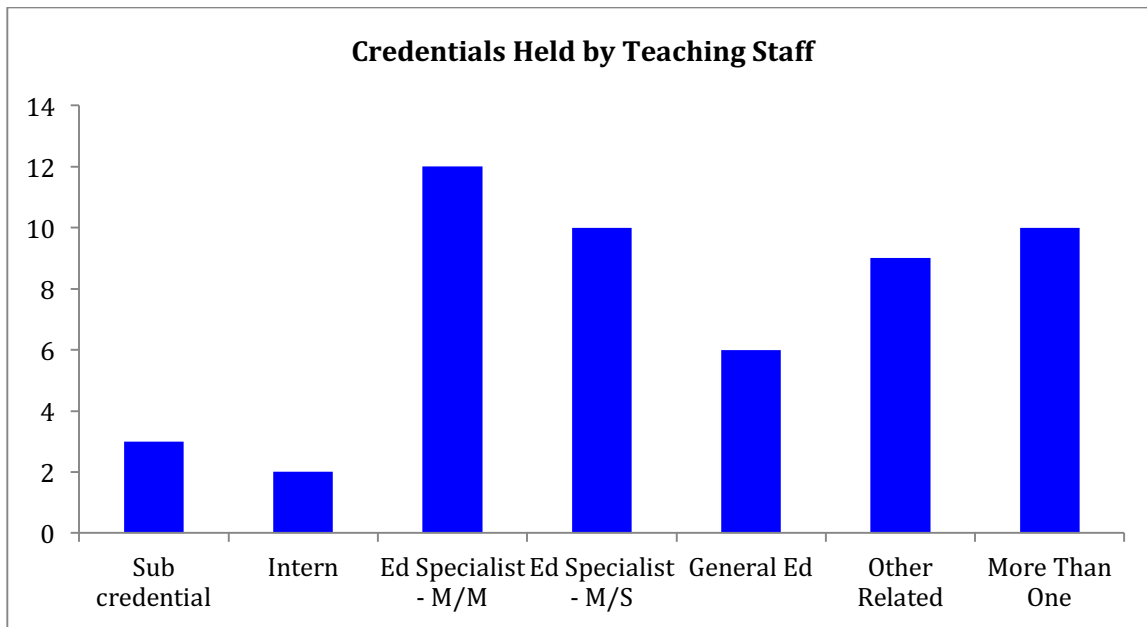
Staff members

The direct-service teaching staff at Urban Skills 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 Urban Skills Center's full-time direct-service staff members as of October 1, 2017.

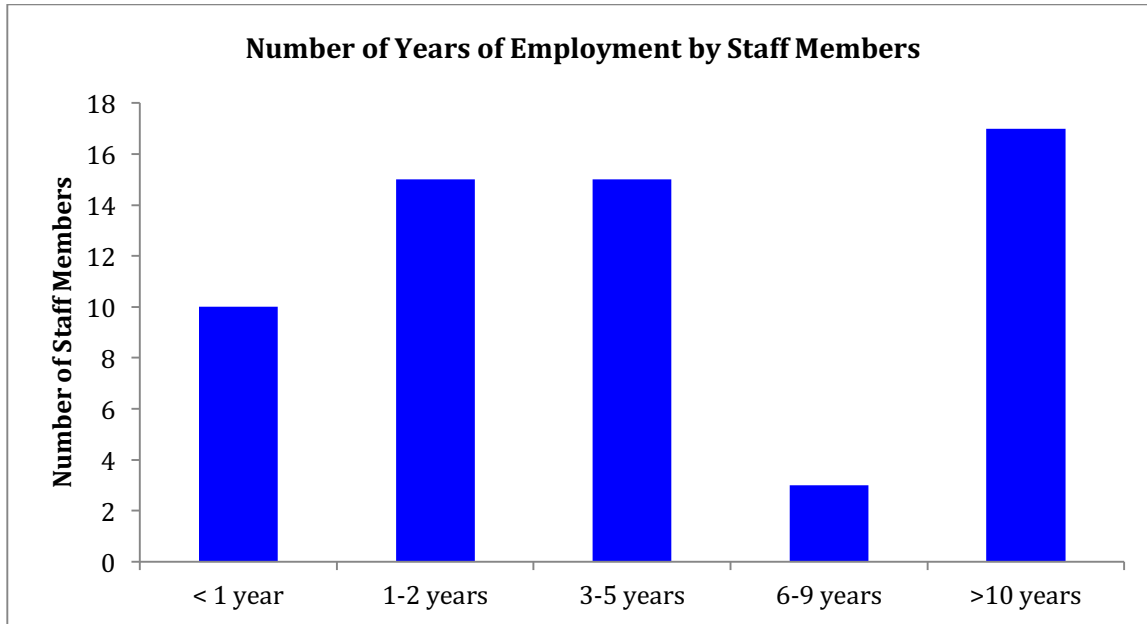


The following figure provides a picture of the credentials held by direct-service staff members at Urban Skills Center as of October 1, 2017.



The next figure shows the number of staff members by number of years employed by TIEE. A quality program requires continuity of staff because the skills necessary to successfully serve students with disabilities are sophisticated and numerous. The skill set is only touched on during formal teacher training and it requires many months of practice under conditions of intense supervision and coaching by superior trainers to

become proficient. We take pride in the continued service by our professionals and paraprofessionals.



Professional Development

Continuous staff training and development is a priority at Urban Skills 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. Academics and Curricular Focus

Urban Skills 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, Urban Skills Center offers high-school level coursework that meets the University of California A-G requirements.

Regardless of program focus, students are exited from Urban Skills Center after the completion of a high school diploma or at age 22, whichever comes first. There were five graduates at the end of the 2017-2018 school year. Of these five students, none completed the requirements necessary to receive a high-school diploma, and instead received a certificate of completion or letter of recognition from their district of residence.

Related Services: Many students at Urban Skills 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.

V. Transition Services and Post-Secondary Preparation

Vocational Education

Vocational education is an important component of the curriculum for all Urban Skills Center students. One of the goals of the Urban Skills Center program is to see that every student graduates with a transition plan that includes competitive integrated employment. While some students may continue to need varying levels of support post graduation, every student has the capacity to be a productive member of his/her community. Towards that end, Urban Skills Center strives to develop generalized employment skills in all students, while at the same time developing specific skill sets in employable areas of interest identified by the student.

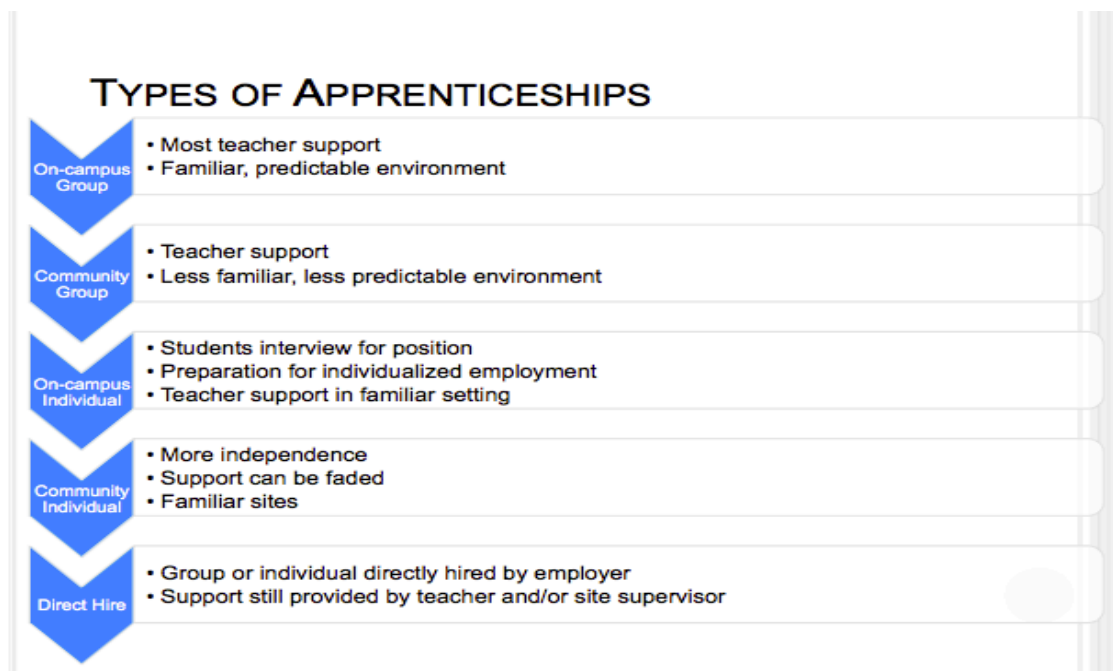
Generalized Employment Skills

Generalized employment skills are defined as non-job specific skills that are valued by almost all employers, for example, arriving to work on time, dressing appropriately for the job, completing assigned tasks, etc. The generalized employment skills taught at Urban Skills Center address four major areas: Following established employer policies; Completing assigned work; Working with others; & Getting a job.

Specific job competency training

Research has indicated that persons with disabilities often have very limited job opportunities; more specifically, their job training is limited to janitorial tasks. At Urban Skills Center, students are offered the opportunity to participate in apprenticeships across 9 different vocational categories: Child/Adult Care, Retail, Animal Care, Clerical, Janitorial, Inventory Maintenance, Customer Service, Food Service, and Outdoor Maintenance.

In addition to the different apprenticeship categories, Urban Skills Center offers apprenticeships at different levels of support, starting with on-campus group apprenticeships (providing the most teacher support), all the way through the continuum to direct-hire positions with an employer.



Transition Services

Preparing students for life after graduation is a critical component of Urban Skills Center. Transition services are coordinated by a Licensed Professional Clinical Counselor, who is also a Certified Rehabilitation Counselor and certificated in Supported Employment and Transition. Students are encouraged to participate in the development of their Individualized Transition Plans (ITPs) by holding Person-Driven Plan (PDP) meetings.

All students at Urban Skills Center participate in weekly classes to learn all aspects of their post-school activities (e.g., continuing education, leisure and recreation, employment, independent living, etc.). The emphasis at Urban Skills Center is on teaching students to recognize their strengths and limitations and then advocate for appropriate accommodations across the various environments and activities in their lives.