

Executive Summary School Accountability Report Card, 2018 - 2019

Independent Educational Programs

Address: 1756 South Street

Anderson, CA 96007

Principal: Joshua McAuliffe

County-District Code: 45-69914-6205488

Phone: 530-365-2393

Grade Span: K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

INDEPENDENT EDUCATIONAL PROGRAMS' MISSION IS TO PREPARE STUDENTS FOR INDEPENDENCE, RESPONSIBILITY AND SUCCESSFUL TRANSITIONS.

Independent Educational Programs (IEP School) is a private special education program, certified (by CDE as NPS/NPA) and publicly funded to provide special education and related services to students with intense needs. Our program is designed to work with special education children that have traditionally not been successful in a public school setting and require a more structured and highly staffed educational environment. We provide academic instruction in all curriculum areas using state adopted standards based core curriculum and instructional materials provided by credentialed special education teachers and trained, full time teachers' aides. The main focus of IEP is behavior. We teach and reinforce replacement behaviors for students whose behavior is unmanageable in a public school setting. We then transition students back to less restrictive public school settings. Our average length of enrollment is 9 months. Our transition success is 90%.

Student Enrollment

Teachers

Group	Enrollment
Number of students	44
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	%
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection
FIRE, BUILDING, AND HEALTH INSPECTIONS HAVE BEEN COMPLETED AND NO CORRECTIONS ARE NEEDED AT THIS TIME
Repairs Needed
None
Corrective Actions Taken or Planned
None

<p>Curriculum and Instructional Materials</p> <table border="1"> <thead> <tr> <th>Core Curriculum Areas</th> <th>Pupils Who Lack Textbooks and Instructional Materials</th> </tr> </thead> <tbody> <tr> <td>Reading/Language Arts</td> <td>0%</td> </tr> <tr> <td>Mathematics</td> <td>0%</td> </tr> <tr> <td>Science</td> <td>0%</td> </tr> <tr> <td>History-Social Science</td> <td>0%</td> </tr> <tr> <td>Foreign Language</td> <td>N/A</td> </tr> <tr> <td>Health</td> <td>0%</td> </tr> <tr> <td>Science Laboratory Equipment (grades 9-12)</td> <td>N/A</td> </tr> </tbody> </table>	Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials	Reading/Language Arts	0%	Mathematics	0%	Science	0%	History-Social Science	0%	Foreign Language	N/A	Health	0%	Science Laboratory Equipment (grades 9-12)	N/A	<p>School Finances</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Expenditures Per Pupil (Unrestricted Sources Only)</th> </tr> </thead> <tbody> <tr> <td>School Site</td> <td>N/A</td> </tr> <tr> <td>District</td> <td></td> </tr> <tr> <td>State</td> <td>\$0</td> </tr> </tbody> </table>	Level	Expenditures Per Pupil (Unrestricted Sources Only)	School Site	N/A	District		State	\$0
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Earned a High School Diploma Graduates Who Completed All Courses Required for University
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School Accountability Report Card Reported for School Year 2018-2019

Published During 2019-20

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *Dataquest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Independent Educational Programs	District Name	Anderson Unified
Street	1756 South Street	Phone Number	530-378-0568
City, State, Zip	Anderson CA 96007	Web Site	auhsd.net
Phone Number	530-365-2393	Superintendent	Victor Hopper
Principal	Joshua McAuliffe	E-mail Address	vhopper@auhsd.net
E-mail Address	josh@iepschool.com		

School Description and Mission Statement

INDEPENDENT EDUCATIONAL PROGRAMS' MISSION IS TO PREPARE STUDENTS FOR INDEPENDENCE, RESPONSIBILITY AND SUCCESSFUL TRANSITIONS.

Independent Educational Programs is a private special education program, publicly funded to provide special education services to students with intense needs. Our Program is designed to work with special education eligible children that have traditionally not been successful in a public school setting and require a more structured and highly staffed educational environment. The focus of the program is to efficiently and effectively transition students back to less restrictive educational settings.

We provide:

- ❑ Highly trained staff providing 1:4 staff student ratio with one teacher and 2 aides for each 12 students.
 - ❑ Individualized reality based academic instruction in all curriculum areas using state adopted standards based core curriculum and instructional materials provided by credentialed special education teachers and trained, full time teachers' aides
 - ❑ Classroom and community based independent living and life skills training.
 - ❑ Hands on pre-vocational training designed to prepare students for entry-level jobs in the community.
- Activities include:

- Structured social skills and communication skills training infused in the curriculum
- Community service and service learning activities
- Team building activities
- Comprehensive data driven transition planning and services designed to enable students to transition back to their home school district or a less restrictive educational setting.
- A highly structured closely monitored behavior management system utilizing a combination of current Best Practices, Reality Therapy and Behavior Modification. The system provides immediate consistent feedback and response to behavior in a nurturing environment by staff that are trained and retrained periodically.
- Behavior intervention services and crisis intervention pursuant to positive behavior intervention regulation including early behavior intervention services in the public school to prevent the need for placement in more restrictive setting, functional analysis of behavior, case management and reporting.
- Psychological services, educationally related mental health services are integrated into the school program.
- Daily contact with parents / care provider to communicate daily progress and school information. Home plan development
- Itinerant Behavior Intervention Services for public schools including staff training, consultation, and off-site behavior support services

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are invited to visit the program any time to observe. We schedule individual meetings with parents to develop programming and help them with any parenting or other concerns that may contribute to a student’s success. Parents are encouraged to participate in the IEP School parenting program/Family Night. Parents are invited to attend events at the Independent School such as the annual Thanksgiving celebration, Winter Celebration and the Year-End – Graduation luncheon. Contact: Debi Frederick 530- 365-2393

Average Class Size and Class Size Distribution (Elementary) Our Population is too small for us to report this data

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2016-17			2017-18			2018-19					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	12	1			13	1			14	1		

[Average Class Size and Class Size Distribution \(Secondary\)](#) Our population is too small to report this data.

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	1			13	1			14	1		
Mathematics	12	1			13	1			14	1		
Science	12	1			13	1			14	1		
Social Science	12	1			13	1			14	1		

[Participation in the Class Size Reduction Program](#) N/A

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2016-17	2017-18	2018-19
K			
1			
2			
3			

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Independent Educational Programs maintain a comprehensive Emergency Response Plan. All employees are trained to respond to various emergency situations including fire, explosion, earthquake, bomb threat, chemical accident, lockdown, severe weather and utility interruptions. Emergency procedures are posted throughout the campus. Emergency evacuation drills are held for students on a monthly basis with annual inspections by the fire marshal.

SCHOOL SAFETY STRATEGY #1: Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Independent Educational Programs have received training in conflict resolution and early crisis intervention skills. IEP School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs The teaching and aide staff of the IEP School identifies students in need and discuss observations, make referrals to CMH or Independent Educational Programs (NPA) and follow-up with CMH to develop an integrated approach to mental health services and the school program. The teaching and counseling staff at IEP work closely with social service providers, counseling service providers and CMH workers

Professional Development IEP School provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

SCHOOL SAFETY STRATEGY #2: Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

Shall be treated with dignity, respect and fairness;

Shall encourage and maintain high expectations;
Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "IEP STUDENT HANDBOOK" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

IEP uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. IEP has developed plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas.

SCHOOL SAFETY STRATEGY #3: *IEP's administrator, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.*

Crisis Intervention and Disaster Planning The staff of IEP shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

IEP's disaster plan is located in each major room of the school including information on how to respond to a crisis. Response and contingency plans, quick response designs, parent contacts, violence/aggression response and training/drills.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at IEP. The staff at IEP shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. IEP uses its links with the City of Anderson to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

SCHOOL SAFETY STRATEGY #4: *Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.*

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving

them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Independent Educational Programs

- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for Teacher-Parent Conferences.
- Maintains an effective Homework Policy

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

IEP advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

Community Linkages

When working with parents and students with specific issues, the staff at IEP will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of **Anderson**

SCHOOL SAFETY STRATEGY #5: *At IEP, effective procedures will be followed to maintain a safe physical learning environment and school site.*

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. IEP operates a closed campus, where pupils must have permission to leave the campus during school hours.

IEP HAS HELPED ASSURE A SAFE LEARNING ENVIRONMENT BY THE FOLLOWING

- IEP has minimized blind spots around the school facility.
- IEP has installed an alarm system (and/or) a closed-circuit television monitoring system.
- IEP has set a priority to keep buildings clean and maintained.
- IEP has located its playground equipment where it is easily observed.
- IEP has limited roof access by keeping dumpsters away from building walls.
- IEP has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- IEP ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- IEP keeps a complete list of staff members who have keys to building(s).
- IEP does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.

Independent Educational Programs

Independence School applies the principles of "Best Practices" to develop positive behavioral support systems. Best Practices In Building Effective Schools Together" is research produced by the Institute on Violence and Destructive Behavior. The classroom management practices below are applied in the context of a Reality Therapy milieu. We use a team approach to communicate a fair, firm, consistent, predictable set of expectations that all students can follow. We maintain a professional commitment to each individual student's success by creating a trusting environment; and using techniques which help a person discover what they really want, reflect on what they are doing now, and create a new plan for fulfilling that 'want' more effectively in the future.

We employ a variety of techniques and strategies that provide a structure to guide and support students in learning to use new and more effective behaviors. Students develop self-control and skills to enable them to meet their own needs appropriately. We promote learning success and we don't accept excuses for inappropriate behavior. All of these practices are presented in our weekly

intensive staff training. Staff are trained a minimum of 1 hr./week and often 2 or more hours per week in the areas of behavior and school program issues to ensure the necessary consistency in the program

CLASSROOM DISCIPLINE

1. Begin each class period with a positive attitude and high expectations. If you expect your students to misbehave or you approach them negatively, you will get misbehavior. This is an often overlooked aspect of classroom management.
2. Come to class prepared with lessons for the day. In fact, over plan with your lessons. Make sure to have all your materials and methods ready to go. Reducing downtime will help maintain discipline in your classroom.
3. Work on making transitions between parts of lessons smooth. In other words, as you move from whole group discussion to independent work, try to minimize the disruption to the class. Have your papers ready to go or your assignment already written on the board. Many disruptions occur during transitional times during lessons.
4. Watch your students as they come into class. Look for signs of possible problems before class even begins. For example, if you notice a heated discussion or problem before class starts, try to deal with the problem then. Allow the students a few moments to talk with you or with each other before you start your lesson to try and work things out.
5. Have a posted set of rules, responsibilities, rewards and consequences that you follow consistently for effective classroom management. Try to use humor to diffuse situations before things get out of hand. Note: Know your students. Teach students that simply saying a student's name is enough of a clue for them to get back on task. Another technique is to ask a question. Depending on the severity of the offense, allow students a warning or two before punishment begins. Another technique is to ask one of them a question. Your plan should be easy to follow and also should cause a minimum of disruption in your class. For example, your discipline plan might be - First Offense: Verbal Warning, Second Offense receives last warning, third Offense: re-set
6. Meet disruptions that arise in your class with in kind measures. In other words, don't elevate disruptions above their current level. Your discipline plan should provide for this. Use Positive, proactive discipline; use encouragement, redirecting, proximity, prompting, directive statements, and direct intervention to implement the disciplinary system.
7. If a student becomes verbally confrontational with you, remain calm and remove them from the situation as quickly as possible. Do not get into yelling matches with your students. There will always be a winner and a loser which sets up a power struggle that could continue throughout the year.
8. If a student becomes physical, remember the safety of the other students is paramount. Remain as calm as possible; your demeanor can sometimes diffuse the situation. Have a plan for dealing with violence that you discussed with students early in the year. Follow IEP crisis intervention procedures and Principles. Keep an anecdotal record of major issues that arise in your class. This might be necessary if you are asked for a history of classroom disruptions or other documentation.
9. Debrief crisis after class with faculty and staff. Look for the antecedents; discuss the function of the behavior and how to remove the incentive for the inappropriate behavior. Teach replacement behaviors such as social skills, conflict resolution and communication skills. Develop incentives for students to learn and use new skills. Develop a Behavior Support Plan or Behavior Intervention Plan that includes the considerations above.
10. Crisis Intervention. All staff members are trained in Nonviolent Crisis Intervention. When a student's behavior becomes disruptive, or dangerous we intervene immediately with the lowest level of intervention appropriate. Encourage better choices, teach replacement behaviors, reminding the student that there are better ways to get their needs met.

School Discipline Practices This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	0	0	0	N/A	N/A	N/A

Expulsions	0	0	0			
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III. School Facilities

[School Facility Conditions and Improvements](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

IEP is involved in an extensive remodel of the existing school, adding a classroom and offices and upgrading other areas. The school has acquired the property adjacent to the existing school and has undergone a conversion of that structure from residential to commercial / school and office use.

[School Facility Good Repair Status](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	3	3	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0			n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	3 out of the 3	
All Schools in District	N/A	N/A
High-Poverty Schools in District		
Low-Poverty Schools in District		

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher Evaluations are conducted annually based on the California Standards For The Teaching Profession and using "Independent Education Programs Evaluation tool" Goals are developed annually for improvement and monitored by the IEP Administration. Forms are available in The IEP School's office.

V. Support Staff

Academic Counselors and Other Support Staff

IEP Employs 10 highly trained paraprofessionals to work directly with students. The IEP School employs a certified LMFT counselor as well as a transition coordinator.

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	N/A	N/A
Health	Taught as part of life skills	0
Science Laboratory Equipment (grades 9-12)	None	N/A

Published Materials used:

Elementary Curriculum

Title	Publisher	Grades
English Reach For Reading SIIPS	Cengage/National Geographic	K-6 K-4
Math Envision Math 2.0 Common Core	Pearson	K-6
Social Studies California History, Geography World History, US History	Houghton Mifflin California	1-6 3-4
Daily Geography	Evan-Moor	K-5
Science Science Earth & Space Life , Physical	Houghton Mifflin California	1-6

Jr. High Curriculum

Title	Publisher	Grades
ENGLISH Reach for Reading	Cengage/National Geographic	4-6
Inside	Cengage/National Geographic	4-8
MATH Envision 2.0 Common Core	Pearson	4-6

Envision 2.0 Common Core Middle School	Pearson	6-8
Basic Math Skills	AGS	6-8
SCIENCE Science	Harcourt	6-8
General Science	AGS	6-8
SOCIAL SCIENCE World History	AGS	6-8
U.S History	AGS	6-8

High School Curriculum (Aligned with Shasta Union High School District)

Title	Publisher	Grades
ENGLISH Literature Texts	Prentice Hall	9-12
Step Up to Writing Edge	Sopris West Cengage/National Geographic	9-12
MATH Basic Math Skills	AGS	9-12
Envision 2.0 Common Core Algebra 1	Pearson	8-9
Envision 2.0 Common Core , Geometry	Pearson	9-10
Envision 2.0 Common Core Algebra 2	Pearson	10-11
Physical Earth Science Earth Science	McDougal-Little	9-12
General Science	AGS	9-12
9th grade Personal Growth Everyday Life Skills	AGS	9-12
9th grade Introduction to Social Science Sociology, The study of Human Relationships	Holt,Rinehart,Winston	9th
U.S Geography	AGS	9th
10th grade World History The Americans, 2007	McDougal Littel	10th
11th grade U.S History World History, The Modern World	Prentice Hall	11th
12th grade Government & Economics Learning about Government Economics	AGS AGS	12th

VII. School Finances

[Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2015-16\)](#)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total	Expenditures	Expenditures	Average
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	Expenditures Per Pupil	Per Pupil (Supplemental)	Per Pupil (Basic)	Teacher Salary
School Site (212895/13.5)	\$15,770			\$60,074
District	\$6,506			\$66,967
Percent Difference – School Site and District	242%	n/a		-13%
State	n/a	n/a		\$59,734
Percent Difference – School Site and State	n/a	n/a		-16%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Special Education Services
 Parent training and counseling
 Behavior consulting to schools and districts
 Behavior Intervention Case Management, Implementation and Staff Training

Teacher and Administrative Salaries (Fiscal Year 2018-19)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	School	District Amount
Beginning Teacher Salary	\$42,000	\$42,000
Mid-Range Teacher Salary	\$70,000	\$60,065
Highest Teacher Salary	\$80,000	\$75,476
Superintendent/Principal Salary	100,,000	\$105,000
Percent of Budget for Teacher Salaries	51%	33%
Percent of Budget for Administrative Salaries	8%	4.8%

VIII. Student Performance

Local Assessment Results

Independent Educational Programs Inc. outcome data presented below represents the academic growth of the 18 students who were in the program at or near one year of attendance. This is a very small sample because the average length of stay in our program is 9 months before they transition back to the public school. Consequently many students were not with us long enough to have progress of this nature assessed. For those who were enrolled long enough to have overall academic progress measured the following table depicts the average improvement in grade equivalent scores achieved by those students.

Independent Educational Programs Academic Assessment Results

Standardized Academic Test Woodcock Johnson III	Average Annual Growth
Letter Word Id.	1.36 Years per year of enrollment
Calculation (Math)	1.64 Years per year of enrollment
Spelling	1.16 Years per year of enrollment
Passage Comp.	.94 Years per year of enrollment
Applied Problems(Math)	1.44 Years per year of enrollment
Writing Samples	1.33 Years per year of enrollment

Student Transitions to Less Restrictive Environments

Special education eligible students are enrolled in our program because their behavior posed unacceptable risks or disruption to the public school setting. The purpose of our program is to efficiently and effectively change behavior and prepare students for successful transitions back to less restrictive settings. A very structured, closely monitored and consistent set of expectations is created by very experienced and highly trained personnel. If success in non-public schools is measured by the efficiency and effectiveness of our transitions back to public school, then we are being successful.

We believe and many contracting school district representatives believe that the best way to evaluate our effectiveness is to compare objective transition data from our program to other programs with a similar purpose and focus. Three areas of objective measurement are:

1. Average length of stay for a student in the program. The average length of stay in our program is 9 months.
2. Total average cost of each placement. Total average cost to a school district for a student at IEP in the 2018-2019 school years was \$30,840.
3. Success rate of transitions to less restrictive settings. For the 2018-2019 school year, 86% of IEP transitions to less restrictive environments were successful.

Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Independent Educational Programs consists of 3 classrooms with 3 teachers, 6 aides and 1 administrator . The current enrollment as of 10/1/19 is 44 students. Current staff/ student ratio is 1:4

The school's instructional program has evolved over the last 24 years in Shasta County. Peter Emmons (Founder) developed the instructional system used at IEP specifically for special education students with emotional and behavioral problems. Each student undergoes an academic assessment upon enrollment. An individualized Educational Plan is developed for each student defining his or her educational needs and goals. Academic instruction is provided based on assessed needs consistent with California Common Core Standards. Progress on goals are assessed and reported quarterly. The instructional system is developed to prepare students not only to complete grade level requirements but learn and practice the behaviors most valued by employers (identified in the SCANS Report). Each period of the day in every class, all students receive a performance evaluation for that period based on their work, responsibility, social skills and ability to accept correction, Target and Replacement behaviors. There are clearly defined rubrics used to evaluate performance. All staff are trained on this system and use the same rubrics that define expectations. This system becomes a language used by all students and staff in the school and each student's performance evaluation defines his or her privileges, rewards and consequences for the next day. Students who learn to perform their responsibilities well are eligible for work experience or leadership roles. There is a culture in the school that values positive accomplishment and responsible behavior. This culture is clearly observable in the school every day.

The leadership team conducts a program needs assessment annually based on the student progress and transition outcome data, then develops program goals and a budget for the next year.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

All employees having direct contact with students receive a minimum of 32 hours of training on all required areas as well as a concentrated focus on behavior management, parenting skills and crisis intervention.

1. Minimum of 6 hours of training on non-violent crisis intervention
2. Minimum of 6 hours IEP crisis intervention procedures, including training on target and replacement behaviors, behavior data keeping, behavior intervention plan implementation and behavior intervention plan case management.
3. Documentation- Incident Report Writing
4. Classroom Behavior Management
5. Child abuse
6. Sexual harassment
7. Blood-borne Pathogens
8. CPR and 1st aid
9. Emergency and Disaster response (fire, intruder, earthquake, bomb, evacuation).
10. Vehicle safety
11. Parenting skills as they relate to student success

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	66,240	36,000
1	66,240	50,400
2	66,240	50,400
3	66,240	50,400
4	66,240	54,000
5	66,240	54,000
6	66,240	54,000
7	66,240	54,000
8	66,240	54,000
9	66,240	64,800
10	66,240	64,800
11	66,240	64,800
12	66,240	64,800

The school is open 314-360 minutes per day, 180 regular days, with 20 days of summer school. Instructional minutes are based on individual student needs through the and Individual Service Agreement with the sponsoring school district.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	200	180 days
10	200	180 days
11	200	180 days
12	200	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Independent Educational Programs have a minimum day every Monday, except holidays..