

2018–19 School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2020)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

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Important!

**Please delete this page
before using the SARC template**

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

For: Independent Educational Programs, Inc - Red Bluff

Address: 22590 Antelope Blvd. Red Bluff, CA 96080 **Phone:** 530-365-2393
Principal: Joshua McAuliffe **Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Tehama County SELPA
Phone Number	530-527-5811
Superintendent	Veronica Coates
Email Address	vcoates@tehamaschools.org
Website	www.tehamaschools.org

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Independent Educational Programs, Inc. - Red Bluff
Street	22590 Antelope Blvd
City, State, Zip	Red Bluff, CA 96080
Phone Number	530-736-5954
Principal	Lillian Smith
Email Address	lillian@iepschool.com
Website	iepschool.com
County-District-School (CDS) Code	52-71472-6159586

School Description and Mission Statement (School Year 2019–20)

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

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	1
Grade 4	2
Grade 5	1
Grade 6	4
Grade 7	5
Grade 8	1
Ungraded Elementary	0
Total Enrollment	15

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20
With Full Credential	NA	1	1
Without Full Credential	NA	1	0
Teaching Outside Subject Area of Competence (with full credential)	NA	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	NA	0	0
Total Teacher Misassignments*	NA	0	0
Vacant Teacher Positions	NA	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2019–20)**

Year and month in which the data were collected: DPL

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach for Reading/2017	yes	0%
Mathematics	Envision/2015	yes	0%
Science	DiscoveryEducation/2018	no	0%
History-Social Science	California Studies/2018	yes	0%
Foreign Language	N/A	N/A	N/A
Health	Life Skills	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

The IEP School - Red Bluff is a new campus. Improvements have been made to classrooms to better serve the youth while in the school setting. Upgrades have been made to all restrooms, offices, and other areas as needed.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: DPL

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			None

Overall Facility Rate

Overall Rating

Exemplary	Good	Fair	Poor
	X		

● **Pupil Outcomes**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. These are noted with "--"

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science for All Students
Grades Five, Eight,
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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● Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

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. 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. The IEP School has established a school visitation procedures, provides teacher-parent conferences, maintains an effective homework policy, and has created Family Night monthly in which parents/guardians are able to learn from out credentialed LMFT counselor.

School Safety Plan (School Year 2019–20)

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.

● Other SARC Information

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20
K		
1		
2		
3		
4		
5		
6		
Other**	NA	NA

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20
K		
1		
2		
3		
4		
5		
6		
Other**	15	1

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	N/A

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker - LMFT	1
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	N/A
Other	N/A

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Average Teacher Salary
School Site	15,770	60,074
District	6,506	66,967
Percent Difference – School Site and District	242%	-13%
State	N/A	59,734
Percent Difference – School Site and State	N/A	-16%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018–19)

Special Education Services

Parent training

Behavior consulting to schools and districts

Behavior Intervention Case Management, Implementation and Staff Training

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,000	42,000
Mid-Range Teacher Salary	70,000	60,056
Highest Teacher Salary	80,000	75,476
Average Principal Salary	100,000	105,000
Percent of Budget for Teacher Salaries	51%	33%
Percent of Budget for Administrative Salaries	8%	4.8%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	NA	5	5