

# School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

## *For Independent Educational Programs, Inc - Anderson*

**Address: 1756 South Street, Anderson, CA 96007**

**Phone: 530-265-2393**

**Principal: Nathan Solus**

**Grade Span: K-12**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

## About This School

### District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Cascade Union Elementary
Phone Number	530-378-7000
Superintendent	Jason Provence
Email Address	jason.provence@cuesd.com
Website	<a href="https://www.cuesd.com/">https://www.cuesd.com/</a>

### School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Independent Educational Programs, Inc. Anderson
Street	1756 South Street
City, State, Zip	Anderson, CA 96007
Phone Number	530-265-2393
Principal	Nathan Solus
Email Address	natesolus@iepschool.com
Website	<a href="http://iepschool.com">iepschool.com</a>
County-District-School (CDS) Code	45-69914-6205488

### School Description and Mission Statement (School Year 2020–2021)

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 the IEP School 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%

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:

- o Structured social skills and communication skills training infused in the curriculum

- o Community service and service learning activities

- o 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 2019–2020)**

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	7
Grade 3	6
Grade 4	4
Grade 5	5
Grade 6	8
Grade 7	6
Grade 8	14
Ungraded Elementary	0
Grade 9	5
Grade 10	1
Grade 11	1
Grade 12	1
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>61</b>

**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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	3	3	3	NA
Without Full Credential	0	0	0	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2020–2021)**

**Year and month in which the data were collected: 1/2021**

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0
Mathematics	2015	Yes	0
Science	2017	Yes	0
History-Social Science	2017	Yes	0
Foreign Language	NA	NA	NA
Health	Taught as part of life skills	NA	NA
Visual and Performing Arts	NA	Yes	0
Science Laboratory Equipment (grades 9-12)	None	N/A	NA

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

**School Facility Conditions and Planned Improvements****Narrative provided by the LEA**

The school has just completed a new fire system as well as taking precautionary steps of cleaning, changing filters more often, etc. due to the COVID-19 global pandemic

**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:** 1/2021

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

**Overall Facility Rate**

**Year and month of the most recent FIT report:** 1/2021

**Overall Rating**

Exemplary	Good	Fair	Poor
	x		



## **B. Pupil Outcomes**

### **State Priority: Pupil Achievement**

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

Note: The 2019–2020 data are not available for any type of Statewide Assessments. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**Career Technical Education Programs (School Year 2019–2020)**

Narrative provided by the LEA The IEP School does not provide any Career Technical Education Programs
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**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	0%
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	0%
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	0%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	0%
<b>2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0%

**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 2020–2021)**

<b>Narrative provided by the LEA</b>  <i>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.</i>
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## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates Dropout Rate and Graduation Rate (Four-Year Cohort Rate).

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0	0	NA	NA	NA	NA	NA	NA	NA
Graduation Rate	0	0	0	NA	NA	NA	NA	NA	NA

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0	0	NA	NA	NA	NA
Expulsions	0	0	NA	NA	NA	NA

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0	NA	NA
Expulsions	0	NA	NA

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

**School Safety Plan (School Year 2020–2021)****Narrative provided by the LEA**

*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.*

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	13	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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				

<b>6</b>				
<b>Other**</b>	14	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

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>	14	1		
<b>Other**</b>	DPC	DPC	DPC	DPC

\*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 (Secondary) (School Year 2017–2018)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	12	1		
<b>Mathematics</b>	12	1		
<b>Science</b>	12	1		
<b>Social Science</b>	12	1		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### **Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	12	1		
<b>Mathematics</b>	12	1		
<b>Science</b>	12	1		
<b>Social Science</b>	12	1		

\*Number of classes indicates how many classrooms fall into each size category (a range of

total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	12	1		
<b>Mathematics</b>	12	1		
<b>Science</b>	12	1		
<b>Social Science</b>	12	1		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	0%

\*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 2019–2020)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	

\*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 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,770			\$60,704
District	\$9,224			\$59,649
Percent Difference – School Site and District	59%	N/A		9%
State	N/A	N/A		\$59,734
Percent Difference – School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2019–2020)**

<b>Narrative provided by the LEA</b>
<i>Special Education Services</i>
<i>Parent training and counseling</i>
<i>Behavior consulting to schools and districts</i>
<i>Behavior Intervention Case Management, Implementation and Staff Training</i>

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,000	42,000
Mid-Range Teacher Salary	70,000	60,065
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/>.

**Advanced Placement (AP) Courses (School Year 2019–2020)**Percent of Students in AP Courses:   0  

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered*</b>	<b>0</b>

\*Where there are student course enrollments of at least one student.

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

**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**