

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

California Department of Education

## *For Independent Educational Programs - Red Bluff School*

**Address:** 22590 Antelope Blvd; Red Bluff, CA 96080

**Phone:** 530) 365-2393

**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	Tehama County SELPA
Phone Number	530) 527-5811
Superintendent	Veronica Coates
Email Address	vcoates@tehamaschools.org
Website	tehamaschools.org

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

Entity	Contact Information
School Name	Independent Educational Programs, Inc. - Red Bluff
Street	22590 Antelope Blvd
City, State, Zip	Red Bluff, CA 96080
Phone Number	530-365-2393
Principal	Nathan Solus
Email Address	natesolus@iepschool.com
Website	iepschool.com
County-District-School (CDS) Code	52-71472-6159586

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

<b>Narrative provided by the LEA</b>
<p><i>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.</i></p> <p><i>We provide:</i></p> <p><input type="checkbox"/> <i>Highly trained staff providing 1:4 staff student ratio with one teacher and 2 aides for each 12 students.</i></p> <p><input type="checkbox"/> <i>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</i></p> <p><input type="checkbox"/> <i>Classroom and community based independent living and life skills training.</i></p> <p><input type="checkbox"/> <i>Hands on pre-vocational training designed to prepare students for entry-level jobs in the</i></p>

*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*

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*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)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	1
<b>Grade 4</b>	2
<b>Grade 5</b>	4
<b>Grade 6</b>	4
<b>Grade 7</b>	5
<b>Grade 8</b>	3
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	19

## 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	1	1	1	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***

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	2017	Yes	0
<b>Mathematics</b>	2015	Yes	0
<b>Science</b>	2017	Yes	0
<b>History-Social Science</b>	2017	Yes	0
<b>Foreign Language</b>	NA	NA	NA
<b>Health</b>	taught as part of life skills	NA	NA
<b>Visual and Performing Arts</b>	NA	NA	NA
<b>Science Laboratory Equipment (grades 9-12)</b>	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 IEP School - Red Bluff is currently updating the garage to become more viable space for the school. The IEP School is taking all precautions and following CDC guidelines in regards to the COVID 19 global pandemic

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

**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):

- **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.

**Note: The 2019–2020 data are not available. 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 Independent Educational Programs, Inc - Red Bluff does not offer CTE classes as we are a non-public school.*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

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

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

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. 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 2020–2021)

#### Narrative provided by the LEA

*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 our credentialed LMFT counselor.*

## 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	NA	NA	0	NA	NA	NA	NA	NA	NA
Graduation Rate	NA	NA	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	NA	0	NA	NA	NA	NA
Expulsions	NA	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)**

<b>Narrative provided by the LEA</b>				
<i>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.</i>				

### **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)**

<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>
K				
1				
2				
3				
4				
5				
6				
<b>Other**</b>	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 2018–2019)**

<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>
K	0	1		
1	0	1		
2	0	1		
3	0	1		

<b>4</b>	5	1	0	0
<b>5</b>	5	1	0	0
<b>6</b>	5	1	0	0
<b>Other**</b>				

\*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 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	1		
1	0	1		
2	0	1		
3	1	1		
4	2	1		
5	4	1		
6	4	1		
Other**				

\*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)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA			
Mathematics	NA			
Science	NA			
Social Science				

\*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)**

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

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

Title	Ratio
Pupils to Academic Counselor*	1

\*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)**

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

\*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	NA	NA	60,074
District	6,506	N/A	NA	66,967
Percent Difference – School Site and District	242%	N/A	NA	73%

<b>State</b>	N/A	N/A	NA	59,734
<b>Percent Difference – School Site and State</b>	NA	N/A	NA	-16%

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</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)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	42,000	42,000
<b>Mid-Range Teacher Salary</b>	70,000	60,065
<b>Highest Teacher Salary</b>	80,000	75,476
<b>Average Principal Salary/Admin</b>	100,000	105,000
<b>Average Principal Salary (Middle)</b>	NA	NA
<b>Average Principal Salary (High)</b>	NA	NA
<b>Superintendent Salary</b>	NA	NA
<b>Percent of Budget for Teacher Salaries</b>	51	33
<b>Percent of Budget for Administrative Salaries</b>	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: 1/2021

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
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>	0

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

**Professional Development**

<b>Measure</b>	<b>2018–2019</b>	<b>2019–2020</b>	<b>2020–2021</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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 1

st aid

9. Emergency and Disaster response (fire, intruder, earthquake, bomb, evacuation).

10. Vehicle safety

11. Parenting skills as they relate to student success