

# School Accountability Report Card

## Reported Using Data from the 2018–19 School Year

California Department of Education

### *Blind Children’s Learning Center*

**Address:** 18542-B Vanderlip Avenue  
Santa Ana, CA 92705

**Phone:** 714-573-8888

**Principal:** Angela Rowe

**Grade Span:** Preschool – 2<sup>nd</sup> Grade

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.

## About This School

### District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	N/A
Phone Number	N/A
Superintendent	N/A
Email Address	N/A
Website	N/A

### School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Blind Children's Learning Center
Street	18542-B Vanderlip Avenue
City, State, Zip	Santa Ana, CA 92705
Phone Number	714-497-9599
Principal	Angela Rowe
Email Address	angie.rowe@blindkids.org
Website	www.blindkids.org
County-District-School (CDS) Code	Orange (30)

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

Blind Children's Learning Center (BCLC) is a nonpublic school accredited through the Department of Education. It is a private, non-profit agency serving students age three years old to the end of second grade. The students are served through a school district MOU or through parent private pay. BCLC is an inclusive school with general education students and children with a visual impairment in the same classrooms and learning environments. BCLC also serves children with a visual impairment from birth to age three years old through the Regional Center of Orange County and through parent private pay.

#### BCLC's Mission Statement:

Our mission is to prepare children with visual impairments for a life of independence through early intervention, education and parent support.

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

Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	7
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Ungraded Elementary	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A

Grade Level	Number of Students
Grade 12	N/A
Ungraded Secondary	N/A
Total Enrollment	12

### Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	25%
Filipino	0%
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	0%
White	4%
Two or More Races	8%
Socioeconomically Disadvantaged	25%
English Learners	8%
Students with Disabilities	100%
Foster Youth	0%
Homeless	0%

## 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	District 2019–20
With Full Credential	2	2	3	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	2*	3*	N/A

\*Teachers teaching outside of their subject area are acknowledged and accepted with each specific district and IEP.

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2**	3**
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.

\*\*Teachers teaching outside of their subject area are acknowledged and accepted with each specific district and IEP.

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

*Year and month in which the data were collected:* August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Blind Children’s Learning Center uses the Houghton-Mifflin Curriculum. See NPS07a for curriculum textbook and instructional material information.		0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language	N/A	N/A	0
Health	N/A	N/A	0
Visual and Performing Arts	N/A	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

NPS07a – Instructional Materials, Grades K-8				
NPS Name: Blind Children’s Learning Center				
Instructional materials must be aligned with California standards.				
Core Subject Abbreviations:				
English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
K	ELA	Houghton Mifflin Harcourt – Ca Journeys	2017	Yes
K	MAT	Houghton Mifflin Harcourt – Go Math	2015	Yes
K	SCI	Houghton Mifflin – California Science	2007	Yes
K	SS	Houghton Mifflin– History Social Science	2007	Yes
1	ELA	Houghton Mifflin Harcourt – Ca Journeys	2017	Yes
1	MAT	Houghton Mifflin Harcourt – Go Math	2015	Yes
1	SCI	Houghton Mifflin – California Science	2017	Yes
1	SS	Houghton Mifflin– History Social Science	2010	Yes
2	ELA	Houghton Mifflin Harcourt – Ca Journeys	2017	Yes
2	MAT	Houghton Mifflin Harcourt – Go Math	2015	Yes
2	SCI	Houghton Mifflin – California Science	2017	Yes
2	SS	Houghton Mifflin– History Social Science	2010	Yes

**School Facility Conditions and Planned Improvements**

School maintenance and minor repairs are made daily. The Blind Children’s Learning Center employees a housekeeper and janitorial services for daily maintenance. Contracted repair services are contracted for repairs. Operating budget has allocated funds designated for facility maintenance.

**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:**           N/A          

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Blind Children’s Learning Center is not an LEA. Therefore, there have been no LEA inspections.			
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation				
<b>Electrical:</b> Electrical				

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				

**Overall Facility Rate**

*Year and month of the most recent FIT report:*           N/A          

**Overall Rating**

Exemplary	Good	Fair	Poor
No data available.			

**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.

**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	District 2017–18	District 2018–19	State 2017–18	State 2018–19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

**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	N/A	N/A	N/A	N/A	N/A
Male	N/A				
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					

**CAASPP Test Results in Mathematics 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	N/A	N/A	N/A	N/A	N/A
Male	N/A				
Female					
Black or African American					
American Indian or Alaska Native					
Asian					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
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

**Career Technical Education (CTE) Programs (School Year 2018–19)**

N/A

**Career Technical Education (CTE) Participation (School Year 2018–19)**

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

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A



**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

**California Physical Fitness Test Results (School Year 2018–19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

**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 2019–20)**

N/A

**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 2015–16	District 2015–16	State 2015–16
Dropout Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A

**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**

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**School Safety Plan (School Year 2019–20)**

The safety of Blind Children Learning Center students is a priority for the staff. An Emergency Disaster Plan is in place with policies and procedures for student safety. Regular drills are held for a variety of disasters so that staff and students operate in a consistent manner with safety as a priority. The playground is inspected for equipment grounds safety daily.

**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 2016–17)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10	1	0	0
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

\*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	Number of Classes* 21-32	Number of Classes* 33+
K	4	N/A	N/A	N/A
1	7	N/A	N/A	N/A
2	3	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	14 total	1	0	0

\*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	Number of Classes* 21-32	Number of Classes* 33+
K		N/A	N/A	N/A
1		N/A	N/A	N/A
2		N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**		1	0	0

\*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 2016–17)**

<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</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*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 2017–18)**

<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</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*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 2018–19)**

<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</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*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 Academic Counselors to Pupils (School Year 2018–19)**

<b>Title</b>	<b>Ratio</b>
<b>Academic Counselors*</b>	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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.20
<b>Library Media Teacher (Librarian)</b>	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	N/A
<b>Psychologist</b>	-
<b>Social Worker</b>	-
<b>Nurse</b>	Consulting
<b>Speech/Language/Hearing Specialist</b>	2.0
<b>Resource Specialist (non-teaching)</b>	-
<b>Other (includes SLP, OT, PT, Vision Specialist, O&amp;M)</b>	9.0

\*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.

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$8,950	N/A	N/A	\$52,000
<b>District</b>	N/A	N/A	N/A	N/A
<b>Percent Difference – School Site and District</b>	N/A	N/A	N/A	N/A
<b>State</b>	N/A	N/A	N/A	N/A
<b>Percent Difference – School Site and State</b>	N/A	N/A	N/A	N/A

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

**Types of Services Funded (Fiscal Year 2018–19)**

Blind Children’s Learning Center is an inclusive program with three NPS classrooms. We have two Infant and Toddler classrooms as well. The Mission of the BCLC is to serve students with low vision, blind or who are deaf-blind. Our onsite program serves students from three years old to the end their second-grade level.

We offer an academic program based on each child’s individual needs. Classes are organized by age group and grade level. Pre-braille/braille skills, low vision instruction and developmental activities in psychomotor self-help, pre-academic/cognition, social-emotional, language and taction are offered. Adaptive technology is in every classroom and used throughout the Therapy sessions.

Developmental activities in the area of independence as well as enrichment activities such as music and art, yoga and movement as well as monthly Community based instruction are offered. Orientation and mobility, physical therapy, speech therapy, and Occupational Therapy are designated instructional services (DIS) provided. Counseling for families and individuals is available for all clients if requested. We offer parenting classes, support groups and family events. The Southern California College of Optometry at Marshall B. Ketchum University provides vision exams to BCLC students annually.

Blind Children’s Learning Center is an accredited Non-Public School through the Department of Education and Community Care licensing #300164053/300164054.

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$35,500	N/A
<b>Mid-Range Teacher Salary</b>	\$52,000	N/A
<b>Highest Teacher Salary</b>	\$61,300	N/A
<b>Average Principal Salary (Elementary)</b>	N/A	N/A
<b>Average Principal Salary (Middle)</b>	N/A	N/A
<b>Average Principal Salary (High)</b>	N/A	N/A
<b>Superintendent Salary</b>	N/A	N/A
<b>Percent of Budget for Teacher Salaries</b>	N/A	N/A
<b>Percent of Budget for Administrative Salaries</b>	N/A	N/A

### Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>	N/A	N/A
<b>English</b>	N/A	N/A
<b>Fine and Performing Arts</b>	N/A	N/A
<b>Foreign Language</b>	N/A	N/A
<b>Mathematics</b>	N/A	N/A
<b>Science</b>	N/A	N/A
<b>Social Science</b>	N/A	N/A
<b>All Courses</b>	N/A	N/A

### Professional Development

Measure	2017–18	2018–19	2019–20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	N/A	N/A	N/A

Blind Children’s Learning Center teachers, specialists and instructional assistants attend workshops and conferences throughout the school year regarding pertinent information that address the needs of the students in our Center. All trainings required by NPS are addressed as well as medical training to address student’s IHP needs. All teaching staff are trained and certified on CPR-First Aid every two years. On-site training is also provided by guest speakers during Blind Children’s Learning Center’s non-student or student minimum days for staff professional development. Staff has bimonthly staffing meetings and work individually with their Director through coaching and meetings to support them.