

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

Blind Children's Learning Center

**Address: 18542 – B Vanderlip Ave.
 Santa Ana, Ca. 92705**

Phone: 714-573-8888

Principal: Amiee Goulding

Grade Span: PreSch/Kindergarten

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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 mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2017–18)

District Name	N/A
Phone Number	
Superintendent	
E-mail Address	
Web Site	

School Contact Information (School Year 2017–18)

School Name	Blind Children's Learning Center
Street	18542 – B Vanderlip Ave.
City, State, Zip	Santa Ana, CA. 92705
Phone Number	714-573-8888
Principal	Amiee Goulding
E-mail Address	amiee.goulding@blindkids.org
Web Site	www.blindkids.org
County-District-School (CDS) Code	Orange

School Description and Mission Statement (School Year 2017–18)

Nonpublic school-non-profit agency serving children with Visual Impairment birth to 3 through Regional Center, and 3 to 7 years of age through private and school district.

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 2016–17)

Grade Level	Number of Students
Kindergarten	10
Grade 1	N/A
Grade 2	N/A
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 12	N/A
Ungraded Secondary	N/A
Total Enrollment	10

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	12%
Filipino	0%
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	0%
White	33%
Two or More Races	30%
Socioeconomically Disadvantaged	12%
English Learners	10%
Students with Disabilities	46%
Foster Youth	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 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	3	2	2	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	None during this time period		
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 Instructional Materials
(School Year 2017–18)**

Year and month in which the data were collected: August 2017

Subject	Textbooks and 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 Kindergarten Houghton-Mifflin Curriculum. See NPS07b attachment for curriculum Textbook & Instructional Material information		0
Mathematics			
Science			
History-Social Science			
Foreign Language	N/A	N/A	N/A
Health	N/A	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

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

School Facility Conditions and Planned Improvements

Blind Children's Learning Center has a yearly fire inspection per accreditation requirements. LEAs do not inspect the premises. No improvements are needed or planned at this time.

SECTION B: GRADES K-8

CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)

(NOTE: The "print area" is preset for two pages. Reset print area as necessary to add or reduce the number of pages to be printed)

Grade Level	Core Subject Abbrev.	Current Textbooks and Instructional Materials (Use Exact Titles)	ISBN #	Year of Publication	Publisher	State Adopted YES/NO	For CDE USE ONLY
K	ELA	Houghton Mifflin Harcourt -CA Journeys	ISBN978-0-544-96032-9	2017	Houghton Mifflin Harcourt	Y	
K	MAT	Houghton Mifflin Harcourt - Go Math	ISBN978-0-544-45801-7	2015	Houghton Mifflin Harcourt	Y	
K	SCI	Houghton Mifflin - California Science	ISBN13978-0-618-68650-9	2007	Houghton Mifflin Harcourt	Y	
K	SS	Houghton Mifflin - History Social Science	ISBN13978-0-618-42403-3	2007	Houghton Mifflin Harcourt	Y	
1	ELA	Houghton Mifflin Harcourt -CA Journeys	ISBN978-0-544-96033-6	2017	Houghton Mifflin Harcourt	Y	
1	MAT	Houghton Mifflin Harcourt - Go Math	ISBN978-0-544-45804-8	2015	Houghton Mifflin Harcourt	Y	
1	SCI	Houghton Mifflin - Science Fusion	ISBN978-0-544-77837-5	2017	Houghton Mifflin Harcourt	Y	
1	SS	Houghton Mifflin - Social Studies	ISBN978-0-153-85882-6	2010	Houghton Mifflin Harcourt	Y	
2	ELA	Houghton Mifflin Harcourt -CA Journeys	ISBN978-0-544-96034-3	2017	Houghton Mifflin Harcourt	Y	
2	MAT	Houghton Mifflin Harcourt - Go Math	ISBN978-0-544-45807-9	2015	Houghton Mifflin Harcourt	Y	
2	SCI	Houghton Mifflin - Science Fusion	ISBN978-0-544-77838-2	2017	Houghton Mifflin Harcourt	Y	
2	SS	Houghton Mifflin - Social Studies	ISBN978-0-153-85883-3	2010	Houghton Mifflin Harcourt	Y	

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 overall rating

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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Blind Children’s Learning Center is not a LEA. There have been no LEA inspections			
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Year and month of the most recent FIT report: No data available

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	N/A					
Mathematics (grades 3-8 and 11)						

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
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				

N/A

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
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				

N/A

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	N/A					

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

Narrative provided by the LEA

- N/A

Career Technical Education Participation (School Year 2016–17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2016–17)

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		
7			
9			

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2017–18)

Narrative provided by the LEA

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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	N/A								
Graduation Rate									

**Completion of High School Graduation Requirements – Graduating Class of 2016
(One-Year Rate)**

Student Group	School	District	State
All Students	N/A		
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			
Foster Youth			

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			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	N/A								
Expulsions									

School Safety Plan (School Year 2017–18)

School maintenance and minor repairs are made on a daily basis. Operating budget has funds designated for facility maintenance. Overall, Blind Children’s Learning Center is an attractive, clean, and safe campus.

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.

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	5	Kindergarten Only - 5			8	Kindergarten Only - 8			10	Kindergarten Only - 10		
1												
2												
3												
4												
5												
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Counselor (Social/Behavioral or Career Development)	Part Time MFT Counselor	33
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	Consulting Nurse	N/A
Speech/Language/Hearing Specialist	1, Speech/Language Specialist	16
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

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

* 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 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,800.00			51,503.00
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
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 2016–17)

Blind Children's Learning Center Early Childhood Center is an inclusive mainstreamed program serving children with low vision, totally blind and deaf-blind children, 3yrs to 7 years. 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 the area of psychomotor self-help, pre-academic/cognition, social-emotional, language and taction are offered, adaptive technology is in every classroom. Developmental activities in the area of independence as well as enrichment activities such as music and art, are offered. It is located in 3 classrooms. Vision services are part of the program for children 3 to 7 years of ages (preschool to kindergarten). Orientation and Mobility, Physical Therapy, Speech Therapy, and Occupational Therapy are DIS services. Counseling for families/individuals is included for all clients along with parenting classes, family support, and parent programs. The Ketcum University provides vision services such as annual eye exams to BCLC students annually.

Blind Children's Learning Center is an accredited NPS.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,360.00	Unknown
Mid-Range Teacher Salary	51,760.00	Unknown
Highest Teacher Salary	68,160.00	Unknown
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2016–17)

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

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

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

Professional Development

Blind Children's Learning Center teachers, specialists and instructional assistants attend workshops and conferences throughout the school year. On-site training are also provided by guest speakers during Blind Children's Learning Center non-student or student minimum days for staff professional development.