

# School Accountability Report Card Reported for School Year 2015-2016

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## **For: Junior Blind of America Non-Public School**

**Address:** 5300 Angeles Vista Blvd. Los Angeles, Ca. 90043

**Phone:** 323 295-4555 Ext.299

**Director of Education Services:** Lois Booth, MEd.

**Grade Span:** Junior Blind serves student ages 3 year – 22 years old

## **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	50
African American	5 - 10%
Native American	0 – 0
Asian	5 - 10%
Caucasian	10 – 22%
Hispanic	28 – 58%

## **School Team**

<b>Name</b>	<b>Title</b>
Don Ouimet, MEd	Vice Presidents Educational Services
Lois Booth, MEd.,	Principal of Special Education School
Kit Vong,	Orientation and Mobility
Jessica Partridge,	Occupational Therapist
Debra Hamlin,	Language and Speech
Mayra Caldera,	Visual Impairment Specialist (HQT)
Richard Mull,	Special Education Teacher (HQT)
Nancy Berger,	Special Education Teacher (HQT)
Laura Johnston,	Special Education Teacher (HQT)
Rene Erickson,	Special Education Teacher (HQT)

## Curriculum

Junior Blind of America shall provide an appropriate curriculum for students, to ensure students' educational needs are being addressed in the most appropriate manner. Junior Blind of America's nonpublic school curriculum utilizes the [Special Education Alternative Curriculum Guide: For students with moderate to severe disabilities](#). This curriculum follows the Los Angeles Unified School District's core curriculum. This curriculum was developed to enable students with moderate to severe disabilities to access the seven core curriculum areas of the California State Frameworks. Junior Blind's Special Education School will focus on developing the skills students need to participate more fully in everyday routines. Weekly data is maintained for each student and their individual program, which is based from the curriculum. Student outcomes shall be measured through recorded data, which will be recorded on the data sheets provided in the curriculum. Data shall be reviewed by the Special Education Teacher. This information will be reported during the IEP meeting.

Junior Blind's curriculum is designed to incorporate a variety of assistive technology equipment (from low-tech to high-tech) to provide functional use for each student's individualized needs. Students, with visual impairments that result in Braille being their reading medium, are provided Braille or pre-Braille instruction within their curriculum. Braille material and large print are accessible and within the curriculum.

Due to the specialized instruction provided within the Junior Blind's school curriculum, Junior Blind is the least restrictive educational environment for the population of students we serve. The population of students we serve is an extremely small population that requires routine and intense instruction within a functional skills curriculum, which is specifically designed by trained and qualified staff. As a result, our students are provided the tools and techniques needed to reach educational success to the best of their ability and functioning level.

## Student Performance

Junior Blind's Special Education School accesses the California Department of Education's Core Curriculum for students with significant cognitive disabilities. Incorporating this curriculum into our functional-skills based curriculum aligns our students' instruction with the California Content Standards and the [California Assessment of Student Performance and Progress \(CAASPP\) System](#). The content areas and standards are incorporated into the classroom curriculum and into each student's Individualized Education Plan. The Junior Blind Special Education School's focus is on developing the skills students need to participate more fully in everyday routines, including vocational/ prevocational opportunities, while providing them with pre-academic/academic opportunity appropriate for their developmental level.

## School Completion / Transitioning Preparation

Junior Blind strives to maximize student's highest potential of independence. Transition Plans are implemented at the age of 13 years old and included in students' IEP. Transitioning plans are collaborated with the IEP team. To assist students with transitioning, their vocational skills are explored. Students' abilities and interests are also discussed. Social Services department will also assist families provide resources for transitioning.

## School Programs

- Orientation & Mobility Instruction
- Community Based Instruction
- Social Integration
- Sensory Integration
- Vocational
- Play Dates with other schools

## VI. Curriculum and Instructional Materials

### Core Curriculum Matrix

CORE CURRICULUM	FUNCTIONAL SKILLS AREAS	INSTRUCTION: LEARNING SKILL
Science	Self-Care and Independent Living / Functional Academics	Cooking Sensory Stimulation, Light box activities
Health	Self-Care and Independent Living	Toileting Hygiene Feeding Dressing
Visual and Performing Arts	Social Emotional / Recreation& Leisure	Social Integration Social Games Appropriate Behavior
English/Language Arts	Communication	Morning Social Circle Music Appreciation Story time Receptive / Expressive Language Switch Based activities (Use of assistive technology)
History /Social Science	Functional Academics	Fine motor Pre-vocational Social Skills Pre-Braille Vocational – Transitioning Computer activities Arts & Crafts
Physical Education	Motor Skills / Mobility Recreation& Leisure	Campus & Community Walk Play Yard Gym
Mathematics	Functional Academics	Fine motor Cooking Pre-Braille Tactile games Money recognition Arts & Crafts