

# Friendship School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Friendship School
<b>Street</b>	601 Elm Ave.
<b>City, State, Zip</b>	Imperial Beach, CA 91932
<b>Phone Number</b>	619-628-5645
<b>Principal</b>	Diana Lynn
<b>E-mail Address</b>	dilynn@sdcoe.net
<b>Web Site</b>	www.sdcoe.net/friendship
<b>CDS Code</b>	37103716069355

<b>District Contact Information</b>	
<b>District Name</b>	San Diego County Office of Education
<b>Phone Number</b>	858-292-3500
<b>Superintendent</b>	Dr. Paul Gothold
<b>E-mail Address</b>	superintendent@sdcoe.net
<b>Web Site</b>	www.sdcoe.net

### **School Description and Mission Statement (School Year 2017-18)**

Our mission at Friendship School is to provide appropriate special education and related services to students with disabilities in order to promote development of their potential and improve their motivation, achievement, and personal well-being.

Friendship School is a five-classroom special education school operated by the San Diego County Office of Education. Friendship School serves students from within the South County Special Education Local Plan Area (SELPA). Located in Imperial Beach, Friendship School serves a maximum of 50 students ages 3 to 22 who have multiple/severe disabilities with health impairments. Each classroom is staffed by a special education teacher and two student attendants. Each teacher holds an education specialist credential- moderate/severe. All staff members are trained on specialized health care procedures. Class sizes range from eight to 10 students, with a staff-to-student ratio of one adult to three students. Friendship School has a full-time registered nurse, a part-time occupational therapist, part-time speech and language specialist, a school psychologist, and a physical therapist for consultative services only.

At Friendship School, each student is continually evaluated by the teacher and related service staff to determine the most appropriate curriculum to meet his/her needs. An Individualized Education Plan (IEP) tied to the state standards is designed for each student. The IEP emphasizes functional skill areas, including language and communication development, social development, community interaction, daily living skills, vocational skills, and leisure/recreation. Students receive related services as needed, such as vision services, Deaf and hard of hearing services, occupational therapy, speech therapy, and assistive technology services.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	3
<b>Grade 1</b>	1
<b>Grade 2</b>	1
<b>Grade 4</b>	3
<b>Grade 5</b>	1
<b>Grade 6</b>	2
<b>Grade 7</b>	5
<b>Grade 8</b>	2
<b>Grade 9</b>	4
<b>Grade 10</b>	3
<b>Grade 11</b>	5
<b>Grade 12</b>	2
<b>Ungraded Secondary</b>	12
<b>Total Enrollment</b>	44

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	2.3
Asian	6.8
Filipino	2.3
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	0
White	6.8
Two or More Races	2.3
Socioeconomically Disadvantaged	38.6
English Learners	38.6
Students with Disabilities	100
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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	5
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: N/A

Attainment Core Curriculum Solutions was adopted by Friendship in fall 2015. The curriculum features rigorous, scientifically-based programs specifically designed for students with moderate–severe intellectual disabilities. The curriculum is based upon systematic instruction with a shared organizational structure. It provides scripted lessons to decrease teacher prep and increase teacher fidelity. The ongoing assessments capture data and document student achievement. The sequence of learning is educationally sound and developmentally appropriate. Teachers also have access to SANDI/FAST, which aligns assessment, access to grade-level standards, and rigorous research-based instruction in order to specifically target individual student strengths and needs. Teachers also have access to News-2-You, a weekly current events newspaper that provides a way for all learners to become connected to and engaged with the world around them. News-2-You provides the weekly newspaper in five reading levels.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Attainment Core Curriculum Solutions	Yes	
Mathematics	Attainment Core Curriculum Solutions	Yes	
Science	Attainment Core Curriculum Solutions	Yes	
History-Social Science	Attainment Core Curriculum Solutions	Yes	

### School Facility Conditions and Planned Improvements (Most Recent Year)

Friendship School leases our facility from South Bay Union School District. The school is next to Imperial Beach Charter School. Security is bolstered by the presence of a security resident who lives on the South Bay Union School District property and inspects the property during nights and weekends to prevent vandalism and theft.

District maintenance and custodial staff members ensure that the school is clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Facilities are inspected daily by the Friendship School custodian to ensure that supplies are fully stocked and that everything is in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices. The Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The South Bay district employs a computerized online work order system for efficiency and better record keeping.

### School Facility Good Repair Status (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/3/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Bulb out in lounge and women's restroom
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 42 sink needs aerator; Room 41 needs aerator, drinking fountain low
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/3/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/3/2016				
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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		0	45	51	48	48
Mathematics (grades 3-8 and 11)		0	40	44	36	37

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	17	12	70.59	0
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	15	10	66.67	0
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	17	12	70.59	0

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	17	12	70.59	0
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	15	10	66.67	0
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	17	12	70.59	0

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>		--		47		54

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)**

N/A

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
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 areas of physical education.

## 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)

Friendship School encourages parental involvement because we believe that not only will the individual child benefit but the entire school will be more effective in its primary goal of teaching and learning. Friendship School provides parents with an opportunity to interact and communicate regarding their students on a daily basis through a communication book that is sent back and forth from home to school. Three times a month Friendship School ventures into the community for community-based instruction outings in which parents are encouraged to come attend in order to provide as many students as possible an opportunity to get out into the community. Additionally, the school has monthly schoolwide activities that parents are encouraged to take part in. The schoolwide activities provide an opportunity for students to engage in activities that are found on a comprehensive campus. Parents are involved in the IEP process for their child and Friendship School facilitates the means of improving services and results through this collaboration. Friendship School offers a quarterly "Friendship and Family," which provides parents a forum to meet about different areas pertaining to their children and their educational needs. Meeting topics include: SELPA resource parents, San Diego Regional Center, understanding your child's IEP goals, assistive technology, and speech and language.

### 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	0	0	0	57.3	60.4	58.8	11.5	10.7	9.7
Graduation Rate	0	0	0	9.11	11.98	20.68	80.95	82.27	83.77

### 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	0.0	0.0	0.0	4.3	4.4	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

Friendship School has developed and continues to review its procedures for safeguarding the welfare of students and staff. Friendship School conducts monthly safety drills to permit quick responses to emergencies, such as fires, earthquakes, lock-downs, etc. The school safety plan has been updated for the 2017-18 school year and goals have been created to address the school's safety needs. The plan is available in the Friendship School office or at the San Diego County Office of Education.



## 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		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	3	1			2	1			9	1		
6					2	2						

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

Note: 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	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0	N/A
Other	0.4	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	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$40,377	\$40,377	0.00	\$97,272
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
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)**

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
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)**

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

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

The Friendship School academic calendar includes two full days and 10 minimum days (early release Fridays) that are dedicated to staff development. Friendship School's professional development continues to be focused around the upcoming alternate assessment, the health needs of students with the most significant disabilities, and team-building. The minimum days are dedicated to provide the staff time to collaborate in teams and receive the latest training. Additionally, teachers are supported through in-class coaching and monthly teacher-principal meetings. For the 2017-18 school year, teachers will be receiving five professional development trainings within in their minimum days through NBCT.