Fryberger Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2023-24 School Contact Information

School Name	Fryberger Elementary School
Street	6952 Hood Drive
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 894-7237
Principal	Laura Urquhart
Email Address	lurquhart@wsdk8.us
School Website	fryberger.wsdk8.us
County-District-School (CDS) Code	30667466030787

2023-24 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	mmerlos@wsdk8.us
District Website	wsdk8.us

2023-24 School Description and Mission Statement

Principal's Message
Welcome to the annual School Accountability Report Card (SARC) for Fryberger Elementary School. Thank you for taking the time to review and explore it. Fryberger is proud of its students, staff, and families.

Vision:
At Fryberger, we inspire and develop successful, productive citizens who are environmentally responsible in a changing world.

Mission:
At Fryberger, we strive to create environmentally responsible students across the curriculum. Our goal is to encourage critical thinking and real-world problem solving through student goal-setting, engineering and design, collaboration, and environmentally respectful practice. We promote a safe, positive, and rigorous learning environment by encouraging students to respect themselves, the community, and the natural world around them.

We maintain a focus in all areas of student academic achievement. Students explore science through project-based learning with a focus on the environment. The state of California has included Environmental Literacy standards to the adopted common core standards and we at Fryberger take the responsibility seriously to educate students to be environmentally responsible. Students are encouraged to problem solve and think critically. It is our goal for students to take ownership of their learning through student goal-setting, solving questions, and collaborating with peers. STEM activities are embedded into the curriculum along with after school clubs that include robotics and graphic design.

Fryberger School is proud of the commitment to actively engage students in meaningful learning activities at all times. We utilize the following programs within all of our TK through 5th grade classrooms to provide significant learning experiences for our students. In addition to core curriculum, Fryberger students enjoy a strong technology education. Students in grades TK-5 have one-to-one electronic devices. Intervention as well as Gifted and Talented Education (GATE) differentiation is available to support students at their own personal learning level. All students participate in ST Math and Imagine Learning. Students in grades 1-5 use Accelerated Reader. All students receive PE, music, and art education to enhance student learning.

We have an active PTA and have family events monthly. Our school events such as Trunk or Treat, Cookies with Santa, and Family Science Night, are among the communities favorites.

2023-24 School Description and Mission Statement

The highly qualified and committed staff at Fryberger motivates our students to meet the challenges of our technologically advanced, ever changing global society and to strive for lifelong learning. For additional information about Fryberger and/or opportunities for involvement please contact our office.

Community & School Profile
Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5, six K-6 elementary schools, and three middle schools. Fryberger Elementary School is located in Westminster, among a vivid city backdrop and operates on a traditional calendar. Fryberger Elementary School operates on a traditional schedule with 345 students enrolled at the beginning of the 2022-2023 school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	44
Grade 2	54
Grade 3	49
Grade 4	61
Grade 5	57
Total Enrollment	345

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	0.6%
Asian	27.8%
Black or African American	1.7%
Filipino	1.2%
Hispanic or Latino	54.2%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	0.9%
White	11%
English Learners	42.6%
Foster Youth	0.6%
Homeless	6.1%
Socioeconomically Disadvantaged	83.2%
Students with Disabilities	11%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	94.95	361.60	88.06	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	17.00	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	5.05	32.00	7.79	18854.30	6.86
Total Teaching Positions	19.80	100.00	410.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	100.00	378.10	89.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	14.40	3.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.20	11953.10	4.28
Unknown	0.00	0.00	30.10	7.11	15831.90	5.67
Total Teaching Positions	18.80	100.00	423.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 13, 2023 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 13, 2023.

Year and month in which the data were collected	October 13, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
Mathematics	McGraw-Hill (My Math) / 2016	Yes	0
Science	McGraw-Hill Inspire Science / 2020	Yes	0
History-Social Science	Social Studies SAAVAS/2022	Yes	0
Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009	Yes	0

School Facility Conditions and Planned Improvements

Fryberger Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in September 2022.

Cleaning Process & Schedule
The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Year and month of the most recent FIT report	8/25/2023

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	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

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	49	54	53	47	46
Mathematics (grades 3-8 and 11)	34	38	44	44	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	162	98.78	1.22	48.77
Female	76	75	98.68	1.32	50.67
Male	88	87	98.86	1.14	47.13
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	65.12
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	37.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	63.16
English Learners	56	55	98.21	1.79	20.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	61.54
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	47.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	8.70

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	162	98.78	1.22	37.65
Female	76	75	98.68	1.32	30.67
Male	88	87	98.86	1.14	43.68
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	60.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	25.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	42.11
English Learners	56	55	98.21	1.79	14.55
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	53.85
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	35.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	8.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.10	43.14	36.03	37.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00	0.00	40.74
Female	27	27	100.00	0.00	33.33
Male	27	27	100.00	0.00	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	27.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	81%	91%	70%	57%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Fryberger Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and administrators in the many activities, programs, and organizations that support its students. Numerous programs and activities are enriched by the generous contributions made by the following sources: Student Council, School Site Council, Parent & Community Volunteers, and the Parent Teacher Association (PTA).

School and District meetings regarding LCAP are posted and everyone is invited to participate in the decision-making process.

Fryberger Elementary School encourages all parents to become involved in the school. Parent conferences, Open House, and Back-to-School events are designed to welcome parents, solicit input, and answer questions. The school also has an active Parent Teacher Association (PTA) and has specific input nights to include all parents. Parent education events are scheduled each trimester and include topics such as digital safety, bullying, supporting students in the classroom, social-emotional learning, and Latino Literacy. Parents are encouraged to make an appointment with their child's teacher if they have any questions.

In addition, Lunch on the Lawn, the Monster Mash, and Coffee with the Principal are events that are scheduled each trimester to welcome families to come and join their child during the school day. Monthly Principal Newsletters are sent home to ensure families are aware of school news and PTA sponsored events.

There are numerous opportunities to volunteer at Fryberger School and we welcome participation in keeping Fryberger a great place to learn.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	350	62	17.7
Female	173	170	25	14.7
Male	187	180	37	20.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	98	96	10	10.4
Black or African American	10	10	8	80.0
Filipino	4	4	2	50.0
Hispanic or Latino	195	187	33	17.6
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	3	3	0	0.0
White	39	39	7	17.9
English Learners	160	154	26	16.9
Foster Youth	2	2	0	0.0
Homeless	34	34	14	41.2
Socioeconomically Disadvantaged	314	304	58	19.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	49	18	36.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.53	1.09	0.00	0.20	3.58	3.83	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Fryberger Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1964 and provides up-to-date facilities and adequate space for students and staff. Fryberger Elementary School is comprised of a transitional kindergarten/kindergarten area, library media center, computer lab, large multipurpose room, and 27 classrooms. The school also enjoys a spacious playground with swings, a slide, play bars, and grassy fields for running, sports, and games. The school is also fortunate to have a large staff and family parking lot.

Fryberger Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. The School Safety Plan was approved October 26, 2023 by School Site Council members. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers.

The school is in compliance with all laws, rules, and regulations pertaining to Covid-19 safety, hazardous materials, and state earthquake standards. At all times, the Westminster School District continues to follow CDC guidelines and abide by all health and safety measures and policies put forth by the State of California and Orange County. Safety measures enforced and resources provided to staff and students include but are not limited to:

- Providing staff and students with personal protective equipment (PPE) and sanitation supplies when requested
- Additionally, earthquake preparedness drills, fire drills, and shelter in place drills are held regularly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	31	1	1	1
1	23	1	1	
2	18	3		
3	40		1	1
4	20	1	2	
5	27		2	
Other	9	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		2	1
1	24		2	
2	23		2	
3	25		2	
4	23		1	
5	25		2	
Other	23	2	1	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	0	2	1
1	22	0	2	0
2	27	0	2	0
3	22	0	2	0
4	33	0	1	1
5	22	0	2	0
6	0	0	0	0
Other	14	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1725

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,159	$823	$5,765	92,819
District	N/A	N/A	$5,801	$102,334
Percent Difference - School Site and District	N/A	N/A	-0.6	-3.9
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-13.4	6.2

Fiscal Year 2022-23 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,069	$54,215
Mid-Range Teacher Salary	$88,416	$86,843
Highest Teacher Salary	$122,041	$111,440
Average Principal Salary (Elementary)	$145,693	$140,851
Average Principal Salary (Middle)	$142,405	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$277,355	$252,466
Percent of Budget for Teacher Salaries	40.32%	33.16%
Percent of Budget for Administrative Salaries	4.34%	5.15%

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, CGI, reading and writing conferences, technology conferences and GATE conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement		6	13