

Fryberger Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Fryberger Elementary School
Street	6952 Hood Dr.
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 894-7237
Principal	Michelle Scheiber
E-mail Address	mscheiber@wsdk8.us
Web Site	http://fryberger.wsdk8.us/
CDS Code	30667466030787

District Contact Information	
District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Sheri Loewenstein, Interim
E-mail Address	turbaniec@wsdk8.us
Web Site	http://www.wsd8.us/

School Description and Mission Statement (School Year 2018-19)

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 and staff, and is honored to be able to share some information about the school with you.

Fryberger Elementary School is a Professional Learning Community in which we strive to positively affect student outcomes through all school endeavors.

We maintain a focus on student achievement, while nurturing the social and emotional growth of our students. In partnership with students, their families, and our community, Fryberger's vision is to help their students soar in achieving their dreams of being productive citizens and a community of inquiry-based learners. Our pleasant and appealing facilities are an inviting place to learn. It is the purpose of our education community to enhance student capacity for to be prepared for a global world by providing a rigorous program in safe and nurturing environment .

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 1-5 have one-to-one electronic devices and students in grades TK-K enjoy multiple opportunities each week in our school's computer lab. Intervention as well as Gifted and Talented Education (GATE) differentiation is available, to support students at their own personal learning level. All student participate in ST Math and 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 invite all parents to campus to volunteer through multiple opportunities.

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; I will be happy to talk with you.

Mrs. Scheiber, Principal

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, 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 and 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. At the beginning of the 2017-2018 school year, 433 students were enrolled at Fryberger Elementary. Student body demographics are illustrated in the chart.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	80
Grade 1	69
Grade 2	67
Grade 3	61
Grade 4	70
Grade 5	86
Total Enrollment	433

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	26.6
Filipino	1.4
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	0.5
White	8.5
Socioeconomically Disadvantaged	79.9
English Learners	42.7
Students with Disabilities	10.6
Foster Youth	0.7

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	22	20	390
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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 10/11/2018

Westminster School District held a public hearing on October 11, 2018 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 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with Integrated ELD / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
Mathematics	McGraw-Hill (My Math) / 2016	Yes	0
Science	Scott Foresman Science / 2008	Yes	0
History-Social Science	Houghton Mifflin Social Studies / 2007	Yes	0
Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The school’s Comprehensive School Site Safety Plan is updated every year to ensure the protection of students and staff. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Earthquake preparedness drills, fire drills, and intruder drills are held on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and supplies are readily available.

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: 9/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Squirrels digging holes throughout upper-grade playground
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/12/2018	
Overall Rating	Fair

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	47.0	54.0	55.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	42.0	49.0	52.0	53.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	211	98.60	54.03
Male	115	113	98.26	53.98
Female	99	98	98.99	54.08
Black or African American	--	--	--	--
Asian	66	64	96.97	79.69
Filipino	--	--	--	--
Hispanic or Latino	122	121	99.18	41.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	46.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	164	161	98.17	45.96
English Learners	137	134	97.81	52.24
Students with Disabilities	17	17	100.00	41.18
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	214	100	48.6
Male	115	115	100	53.04
Female	99	99	100	43.43
Black or African American	--	--	--	--
Asian	66	66	100	77.27
Filipino	--	--	--	--
Hispanic or Latino	122	122	100	34.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	46.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	164	164	100	39.63
English Learners	137	137	100	45.26
Students with Disabilities	17	17	100	35.29
Foster Youth	--	--	--	--

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 Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	32.9	12.9

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 district 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 publishes a monthly newsletter to provide parents with updates on the school's classrooms. Parents are encouraged to make an appointment with their child's teacher if they have any questions.

Parents may sign up to receive text messages about school events on their phone.

There are numerous opportunities to volunteer at Fryberger School and we welcome participation.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.6	3.3	0.9	2.6	2.9	3.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

The school's Comprehensive School Site Safety Plan is updated every year to ensure the protection of students and staff. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Earthquake preparedness drills, fire drills, and intruder drills are held on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and supplies are readily available.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	20	2	3		18	2	3		20	2	2	
1	20	2	1		24		3		22		3	
2	25		3		26		2		21	1	2	
3	28		3		27		3		30		2	
4	31		2		34			2	34		1	1
5	22	1	3		27	1	1	2	23	1	3	
Other									7	1		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	2000
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,159	\$823	\$5,765	92,819
District	N/A	N/A	\$5,801	\$89,129
Percent Difference: School Site and District	N/A	N/A	-0.6	4.1
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-21.1	13.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

- 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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,974	\$50,084
Mid-Range Teacher Salary	\$85,655	\$80,256
Highest Teacher Salary	\$108,563	\$100,154
Average Principal Salary (Elementary)	\$126,489	\$125,899
Average Principal Salary (Middle)	\$130,401	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$257,428	\$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Annually there are two 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, reading and writing conferences, technology conferences and GATE conferences.