



Mabel L. Pendleton Elementary School

7101 Stanton Ave. • Buena Park, CA 90621 • (714) 521-8568 • Grades K-6

Shin Park, Principal

spark@bpsd.us

<http://pendleton.bpsd.k12.ca.us>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Buena Park Elementary School District

6885 Orangethorpe Ave.

Buena Park, CA 90620

(714) 522-8412

<http://www.bpsd.k12.ca.us/>

District Governing Board

Tharwa Ahmad
President

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Member

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Member

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Member

District Administration

Dr. Ramon Miramontes
Superintendent

Mr. Richard Holash
Assistant Superintendent,
Administrative Services

School Description

Principal's Message

Mabel L. Pendleton Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities, safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and program and welcome all to support our efforts. Students are given access to technology that offers connectedness on a global level in order to encourage the broadening of personal horizons.

Pendleton Elementary School embraces the Buena Park School District's goal to "have all students reading at grade level by 3rd grade."

Mission Statement

The Pendleton School community is dedicated to developing lifelong learners and productive citizens through a rigorous standards-based program which will maximize each student's potential.

School Profile

Mabel L. Pendleton Elementary School is located in the eastern region of Buena Park and serves students in grades preschool through six following a traditional calendar. At the beginning of the 2019-2020 school year, 442 students were enrolled, including 13% in special education, 38% qualifying for English Learner support, and 78% qualifying for free or reduced price lunch. According to the California Dashboard's Status and Change Report, the school has increased its position in English Language Arts by 11.3 points. In the area of Math, the Status and Change Report indicates that the school has increased its position by 26.3 points.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	64
Grade 2	58
Grade 3	62
Grade 4	54
Grade 5	72
Grade 6	55
Total Enrollment	442

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	2.5
Hispanic or Latino	83.5
Native Hawaiian or Pacific Islander	0.5
White	4.5
Two or More Races	1.8
Socioeconomically Disadvantaged	78.3
English Learners	37.6
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	7.5

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 for Mabel L. Pendleton	17-18	18-19	19-20
With Full Credential	21	23	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Buena Park Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	241
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at Mabel L. Pendleton Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

On Monday, September 23, 2019, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #19-12:2019-2020 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2019.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/23/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin, English Language Development Program Adopted 2012</p> <p>Houghton Mifflin, Houghton Mifflin English Adopted 2006</p> <p>Houghton Mifflin, California Reading Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Glencoe/McGraw-Hill, Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving Adopted 2009</p> <p>Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Harcourt School Publishers, California Science Adopted 2008</p> <p>McGraw-Hill Inspire Science (6) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Studies Weekly (K-5) Adopted 2019</p> <p>Pearson California History-Social Science: My World (6) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Mabel L. Pendleton Elementary School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. In the past 12 months the following improvements have been completed:

- Replace stage drapes.
- Add kinder walk through gate.
- Concrete in front office planter.
- Relocate smaller bike rack.
- Replace a/c units under prop 39 funding.
- Replace main gas line feed (City).
- Replace water meter (City).
- Replace chain locks with latches.
- Paint safety lines around campus.
- Add guest parking spots.
- Restroom ceiling repairs.
- Lower portable ramp (dragging door).
- Install campus use signs.
- New custodial schedules.
- Deep clean sites.
- Annual service includes, Staff ID badges, HVAC filters, Test fire alarm system, Service fire extinguishers, Service backflow devices, Tree trimming.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Mabel L. Pendleton Elementary School. The day custodian is responsible for:

- Cafeteria/kitchen setup & cleanup
- Sweeping school grounds
- Spot treatment on carpets
- Event setup
- Securing the campus
- Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed
- Cleaning windows

The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Main office cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Mabel L Pendleton School participates in the State School Deferred Maintenance program, which provides matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating and air, electrical, painting, flooring, asphalt, wall systems, and underground tanks.

Facilities Inspection

The district's maintenance department inspects Mabel L. Pendleton Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Mabel L. Pendleton Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place December 6, 2019. Deficiencies noted in the school inspection survey were corrected in a timely manner by the district's maintenance department. During fiscal year 2019-2020, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	stained ceiling tiles, peeling paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
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 Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	33	44	45	50	50
Math	27	39	37	40	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.7	21.4	21.4

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	245	98.39	33.06
Male	128	127	99.22	25.98
Female	121	118	97.52	40.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	207	98.57	32.85
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	200	99.50	31.00
English Learners	129	127	98.45	32.28
Students with Disabilities	35	35	100.00	0.00
Foster Youth	--	--	--	--
Homeless	18	17	94.44	5.56

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	245	98.39	38.78
Male	128	127	99.22	44.09
Female	121	118	97.52	33.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	207	98.57	37.68
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	200	99.50	37.00
English Learners	129	127	98.45	39.37
Students with Disabilities	35	35	100.00	2.86
Foster Youth	--	--	--	--
Homeless	18	17	94.44	5.56

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.

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 2019-20)

The goal for 2019-20 school year will be to increase participation in our parent teacher groups for PTA, SSC, and ELAC. We will be reaching out to families to boost parent volunteerism. Campaign drives for recruitment to PTA have been increased. We will coordinate with our district Ed. Services Department to offer information to our parents on literacy support at home via Foot Steps to Brilliance in the primary grades. In addition, all of our parents will have the benefit of having information given to them by Ed. Services Department for ELD support. This year we are looking to track the level of parent participation and volunteerism on our campus. We will begin by creating a parent volunteer form that we will ask each parent to complete as they volunteer for a school related activity or assist in the classrooms. In addition, every parent or community member who wishes to volunteer at school will submit the forms and agree to scan their driver's license in our Raptor Visitor Management System.

Opportunities to Volunteer:

Morning Greeters
 Gardening
 Parent Teacher Association
 Holiday Program
 School Play
 After School ASES Program
 Chaperone Field Trips
 Classroom Helper
 Fundraising Activities
 Library Assistant
 Parent Room (Materials Preparation)

Committees:

English Learner Advisory Council
 District English Learner Advisory Council
 Parent Teacher Association
 School Site Council
 School Wellness Committee

School Activities:

Back to School Night
 Trunk or Treat
 Open House
 Parent Education Events
 PTA Activities
 Operation Good Start
 Gardening Club
 Parent Coffee

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.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Mabel L. Pendleton Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.7	3.7	1.2
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.7	2.5	2.1
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		3		23		4		22	1	3	
1	26		2		24		2		18	1	2	
2	24		3		24		2		23		2	
3	21	1	3		20	1	3		23		3	
4	27		2		28		2		19	1	2	
5	27		2		30		2		29		2	
6	22	1	3		22	1	2		24	1	1	1
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	14	14

Professional learning for the Buena Park faculty is aligned to the California State Content Standards and Frameworks, Multi-Tiered System of Support (MTSS) and Pendleton Elementary's School Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies teaching and learning strengths along with specific areas of need. Using site surveys, combined with data analysis from state assessments and District benchmark tests, a district-wide focus for increasing academic proficiency levels for all students is planned.

On-site Professional Development: Every week, teachers are provided professional development opportunities in the areas of instructional strategies, assessments, and curriculum planning. During the year, three dates are devoted to data analysis and planning for differentiated instruction and intervention. Site professional development is mirrored with the district plan for instruction and assessment and designed to meet the specific needs of Pendleton Elementary students.

District Professional Development: The school district provides teachers with ongoing professional development to advance content knowledge, instructional expertise, and collaborative planning. Training to support teachers with the implementation of district-wide initiatives including Common Core State Standards, new curriculum and units of study, assessment development, and establishing Professional Learning Communities. Teachers are given opportunities to develop both the art of teaching and instructional leadership skills by attending ongoing training and coaching led by literacy consultants, and the District Literacy, English Learner, and Tech TOSAs.

Pendleton Elementary School staff participated in the following professional learning activities over the past three school years:

- Common Core State Standards
- Writing Workshop Strategies
- Balanced Literacy
- Assessment and data analysis
- Reading and Writing Workshop
- Zearn Math and MathSpace training
- Academic discourse and student engagement using AVID strategies
- Next Generation Science Standards (NGSS) instructional shifts, curriculum and resources
- STEM practices and planning
- History Social Science standards, resources, and instructional best practices
- English Language Development (ELD) instructional practices and assessment
- Innovative integrated technology
- GATE certification for 3rd-8th grade teachers
- Positive Behavior Intervention Support (PBIS)
- Assessment literacy
- Professional Learning Community (PLC)
- MTSS academic behavior, and social-emotional development training

Pendleton Elementary School offers support to new and veteran teachers through professional development, peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,665	\$49,378
Mid-Range Teacher Salary	\$85,493	\$77,190
Highest Teacher Salary	\$106,632	\$96,607
Average Principal Salary (ES)	\$127,559	\$122,074
Average Principal Salary (MS)	\$136,015	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$238,213	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,137	\$1,427	\$6,710	\$82,600
District	N/A	N/A	\$8,319	\$90,728.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.4	-9.4
School Site/ State	-11.2	6.2

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

For the 2018-19 school year, Buena Park School District spent an average of \$13,090 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Buena Park School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety Program
- California State Preschool Program
- Grade Span Adjustment
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education

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).

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.