



# Mabel L. Pendleton Elementary School

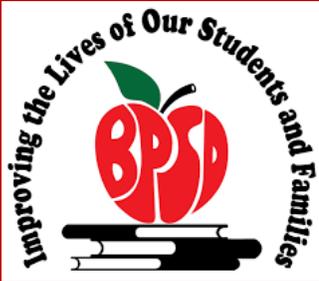
7101 Stanton Ave. • Buena Park, CA 90621 • (714) 521-8568 • Grades K-6

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

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Buena Park Elementary School District

6885 Orangethorpe Ave.

Buena Park, CA 90620

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#### District Governing Board

Irene Castaneda, President

Barbara Michel, Clerk

Jerry Frutos, Member

Jason Chong, Member

Rhodia Shead, Member

#### District Administration

Dr. Ramon Miramontes  
Superintendent

Mr. Richard Holash  
Assistant Superintendent,  
Administrative Services

### 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 2018-2019 school year, 448 students were enrolled, including 10% in special education, 41% qualifying for English Language Learner support, and 86% qualifying for free or reduced price lunch. According to the California Dashboard's Status and Change Report, the school has maintained its position in English Language Arts, with a plus status change of 0.9%. In the area of Math, the Status and Change Report indicates that the school has maintained its position with a -2.2% decrease.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	80
Grade 1	63
Grade 2	62
Grade 3	62
Grade 4	75
Grade 5	56
Grade 6	50
<b>Total Enrollment</b>	<b>448</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	4.0
Filipino	2.0
Hispanic or Latino	83.0
Native Hawaiian or Pacific Islander	0.7
White	5.1
Socioeconomically Disadvantaged	85.7
English Learners	40.6
Students with Disabilities	10.5
Foster Youth	0.2

## 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			
Mabel L. Pendleton Elementary School	16-17	17-18	18-19
With Full Credential	24	21	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buena Park Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	225
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Mabel L. Pendleton Elementary	16-17	17-18	18-19
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)

On Monday, September 24, 2018, 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 #18-07 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 2018.

Textbooks and Instructional Materials Year and month in which data were collected: 9/24/2018	
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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Glencoe/McGraw-Hill, Glencoe California Mathematics &amp; Algebra 1: Concepts, Skills &amp; Problem Solving Adopted 2009</p> <p>Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Harcourt School Publishers, California Science Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations Adopted 2006</p> <p>Pearson Scott Foresman, Scott Foresman History-Social Science for California Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A</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:

- Physical Education equipment updated
- Installed Raptor Visitor Management System

- New pedestrian gate and safety lighting installed
- Repainted pedestrian crosswalk on Stanton driveway
- Purchased new two-way radios for all supervision staff

The following items have been maintained throughout the year utilizing the work order process.

- All permanent classrooms were updated with Wi-Fi
- All permanent classrooms received new wall covering, LED TVs, interactive projectors, white board surface, and control panel
- Nine classrooms received built-in teacher stations
- All self-contained classrooms received new carpeting
- All self-contained classrooms received new furniture: desks, chairs, and storage
- All buildings were alarmed
- Security cameras were installed throughout the campus
- New MDF room received new A/C, electronic door lock
- Selected buildings received new roofs
- Windows were repaired
- All police and fire now have site access through Knox padlocks and lock box

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 two evening custodians 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 custodians are 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 November 20, 2018. Deficiencies noted in the school inspection survey were corrected in a timely manner by the district's maintenance department. During fiscal year 2017-2018, 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: 11/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/20/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	33.0	32.0	41.0	44.0	48.0	50.0
<b>Math</b>	28.0	27.0	37.0	37.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	26.4	18.9	5.7

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	241	237	98.34	32.49
<b>Male</b>	127	124	97.64	29.84
<b>Female</b>	114	113	99.12	35.40
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	11	10	90.91	60.00
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	207	205	99.03	30.24
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	213	212	99.53	30.66
<b>English Learners</b>	136	134	98.53	32.84
<b>Students with Disabilities</b>	29	29	100.00	3.45
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	241	239	99.17	26.78
Male	127	126	99.21	28.57
Female	114	113	99.12	24.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	45.45
Filipino	--	--	--	--
Hispanic or Latino	207	206	99.52	24.27
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	213	212	99.53	24.53
English Learners	136	135	99.26	27.41
Students with Disabilities	29	29	100	0
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.

### 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)

The goal for 2018-19 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 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
- School Carnival
- School Play
- After School ASES Program
- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- Library Assistant
- Parent Room (Materials Preparation)
- School Wellness

#### Committees:

- English Learner Advisory Council

District English Learner Advisory Council  
 Parent Teacher Association  
 School Site Council

School Activities:  
 Back to School Night  
 Open House  
 Parent Education Events  
 PTA Activities  
 School Carnival  
 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 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.1	5.7	3.7
Expulsions Rate	0.0	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.7	2.5
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	26	23	1			2	3	4			
1	25	26	24				2	2	2			
2	25	24	24				3	3	2			
3	20	21	20	1	1	1	2	3	3			
4	25	27	28				3	2	2			
5	28	27	30				2	2	2			
6	23	22	22	1	1	1	3	3	2			

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

### Professional Development provided for Teachers

All training and curriculum development activities at Mabel L. Pendleton Elementary School revolve around the Common Core State Standards and Frameworks. During the 2016-17, 2017-18, and 2018-19 school years, Mabel L. Pendleton Elementary School held staff development devoted to:

- Data Analysis and Planning for Future Instruction
- Modification of Instructional Strategies Based on Data Findings
- Common Core State Standards
- Math Coaching
- Reading Workshop
- Daily 5
- MacBooks in the Classroom
- Use of technology in the Classroom
- GRIP
- NGSS
- Harvest of the Month
- District Wellness Policy
- Mystery Science
- Writing Workshop
- Digital Citizenship
- CAASPP
- CAST

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Mabel L. Pendleton Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions such as 1) a supplement to site-based staff development, 2) reinforcement of or follow-up to previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 school year, Mabel L. Pendleton Elementary School's teachers attended the following events hosted by the Buena Park School District:

- English Learners Strategies
- Balanced Literacy
- Implementation of the Common Core State Standards in Math
- Next Generation Science Standards
- Using iPads in the Classroom (including Pages, Keynote, iMovie, and iBook)
- Footsteps2Brilliance
- Positive Behavior Intervention Systems (PBIS)
- Classroom Management
- MathSpace Training
- Discovery Science Training
- TechBook Training
- STEM Training
- Project Based Learning
- Assessment and Data Analysis

Mabel L. Pendleton Elementary School offers support to new and veteran teachers through 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,183	\$48,064
Mid-Range Teacher Salary	\$84,647	\$75,417
Highest Teacher Salary	\$105,576	\$94,006
Average Principal Salary (ES)	\$127,559	\$119,037
Average Principal Salary (MS)	\$136,015	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$238,213	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

For the 2017-18 school year, Buena Park School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety Program
- California State Preschool Program
- Class Size Reduction, Grades K-3 (optional)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,772	\$1,122	\$6,650	\$83,060
District	◆	◆	\$8,319	\$88,907
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-22.3	-199.6
Percent Difference: School Site/ State			-6.9	-199.6

\* Cells with ◆ 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.