Mabel L. Pendleton 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	Mabel L. Pendleton Elementary School
Street	7101 Stanton Ave.
City, State, Zip	Buena Park, CA 90621
Phone Number	(714) 521-8568
Principal	Loriann Leota
Email Address	lleota@bpsd.us
School Website	https://pendleton.bpsd.us/
County-District-School (CDS) Code	30-66456-6027577

2023-24 District Contact Information

District Name	Buena Park Elementary School District
Phone Number	(714) 522-8412
Superintendent	Dr. Julienne Lee
Email Address	juliennelee@bpsd.us
District Website	http://www.bpsd.us/

2023-24 School Description and Mission Statement

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 with high expectations, promote students' academic and social development, teach responsibility and pride, and model 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 to encourage the broadening of personal horizons.

Mission:
The Pendleton School community is dedicated to developing lifelong learners and productive, compassionate citizens committed to creating global connectedness and intercultural respect that values and celebrates differences. Pendleton Panthers execute a rigorous inquiry-based, concept-driven program that maximizes each scholar's potential.

Vision:
Pendleton School is a safe, supportive, inclusive community where all scholars are challenged to accept responsibility for their academic and social achievement and become responsible, productive, caring citizens of our global community.

School Profile
Mabel L. Pendleton Elementary School is located in the eastern region of Buena Park and serves students in grades preschool through fifth following a traditional calendar. We are proud of our diverse learning community, representing varied learning styles, languages, cultures, and economic levels.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	58
Grade 2	70
Grade 3	57
Grade 4	64
Grade 5	50
Total Enrollment	402

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
Asian	2.7%
Black or African American	3.5%
Filipino	3.7%
Hispanic or Latino	80.1%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	3.2%
White	4.5%
English Learners	28.9%
Foster Youth	1%
Homeless	5.5%
Socioeconomically Disadvantaged	83.1%
Students with Disabilities	20.9%

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)	17.50	85.37	159.20	89.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.50	2.52	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	3.00	14.63	13.90	7.83	18854.30	6.86
Total Teaching Positions	20.50	100.00	178.70	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)	18.10	90.05	163.50	87.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.20	1.18	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.30	2.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	2.00	9.95	16.90	9.04	15831.90	5.67
Total Teaching Positions	20.10	100.00	186.90	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

On Monday, September 11, 2023, 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 #22-11: Pupil Textbook and Instructional Material Compliance 2023-2024, 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 textbooks 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 following information shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2023.

Year and month in which the data were collected	9/12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, English Language Development Program Adopted 2012 Houghton Mifflin, Houghton Mifflin English Adopted 2006 Houghton Mifflin, California Reading Adopted 2003 Teacher Created Materials, Language Power Adopted 2021	Yes	0%
Mathematics	Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002	Yes	0%
Science	TWIG Science Adopted 2021	Yes	0%
History-Social Science	Studies Weekly (K-5) Adopted 2019	Yes	0%

School Facility Conditions and Planned Improvements

The custodian inspects facilities every morning before school begins for safety hazards or other conditions that need attention before students and staff enter the grounds. One full-time day and evening custodian is assigned to Mabel L. Pendleton Elementary School. The day custodian is responsible for the following:

- Classroom cleaning
- Cafeteria/kitchen setup and cleanup
- Restroom cleaning
- Main office cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

Evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning
- Cafeteria cleaning
- Main office cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues. All classrooms, restrooms, and common areas are sanitized daily using peroxide-based cleaning agents and electrostatic sprayers as needed. Special custodial cleaning crews are also utilized to immediately sanitize any areas on campus that had students or staff test positive for COVID-19. Additionally, all staff receive (Healthy School Act Required Annual Training). This training then gives each person the legal ability to personally use the TRU-SHOT disinfectant handheld sprayers in their work areas for added protection.

Facilities Inspection
The district's maintenance department inspects Mabel L. Pendleton Elementary School annually by Education Code §17592.72(c)(1). Mabel L. Pendleton Elementary School uses a site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 22, 2023. Deficiencies are noted in the school inspection survey and corrected in a timely manner by the district's maintenance department. During the fiscal year 2023-2024, all restrooms will be fully functional and available for student use. The district makes great efforts to ensure that all schools are clean, safe, and functional through proper facility 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. School and district staff use a work order process to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Remodel portables #18,19,20,21,23,26,29,31,33. Slurry & stripe North & front parking lots. Replace all fencing around the Kinder area. Install new fencing along the perimeter of the North parking lot. Roof MPR & Building D. Paint the campus exterior and the added walls & doors in P-31 completed. MPR remodel completed. The new front office is completed. The replacement of the

main play structure and all library lighting fixtures. Installation of new field drains and padding around solar pillars. Completed Cal Shape A/C units' inspection and repair.

- Annual Preventive Maintenance includes staff ID badges, air conditioning repairs & filter replacements with Merv 13 rated filters, test fire alarm system, service fire extinguishers, service backflow devices, trim trees, deep clean campus, replace basketball nets, paint front parking lot curbs.

Year and month of the most recent FIT report	11/22/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		Repair Completed: Hard lid ceiling repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Repair Completed: Missing light diffuser
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		Repair Completed: Broken bridge on Kinder Play structure

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)	28	22	40	40	47	46
Mathematics (grades 3-8 and 11)	21	27	30	33	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	167	167	100.00	0.00	21.69
Female	75	75	100.00	0.00	28.00
Male	92	92	100.00	0.00	16.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	138	138	100.00	0.00	19.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	11.11
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	2.70

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	166	166	100.00	0.00	26.51
Female	74	74	100.00	0.00	28.38
Male	92	92	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	138	138	100.00	0.00	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	154	100.00	0.00	26.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	5.26

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)	24.56	10.64	22.89	28.08	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	51	51	100.00	0.00	9.80
Female	22	22	100.00	0.00	13.64
Male	29	29	100.00	0.00	6.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	11.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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	98.1%	98.1%	98.1%	98.1%	98.1%

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

The goal for the 2023-2024 school year will be to increase participation in person and via Zoom in our parent-teacher groups for PTA, SSC, and ELAC. We will contact families to boost parent participation through personal phone calls and personalized written invitations. Campaign drives for recruitment to PTA have been increased. We coordinate with our district Educational Services Department to offer information to our parents on literacy support at home via Foot Steps to Brilliance, Accelerated Reader, and iReady. In addition, all of our parents benefit from having information provided by the Educational Services Department that supports our English language learners.

Opportunities to Volunteer:
Parent Teacher Association
Holiday Program
Monthly Coffee with the Principal Performances
Chaperone Field Trips
Fundraising Activities

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
Literacy Night (Fall/Winter & Spring)
STEM Night
Open House

2023-24 Opportunities for Parental Involvement

Parent Education Events
PTA Activities
Operation Good Start
Coffee with the Principal
Multicultural Day

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	421	154	36.6
Female	193	188	69	36.7
Male	237	233	85	36.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	13	13	4	30.8
Black or African American	15	14	4	28.6
Filipino	16	16	2	12.5
Hispanic or Latino	343	336	126	37.5
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	14	14	10	71.4
White	19	19	3	15.8
English Learners	135	132	43	32.6
Foster Youth	7	5	2	40.0
Homeless	38	35	15	42.9
Socioeconomically Disadvantaged	381	372	137	36.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	102	48	47.1

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	0.00	0.70	0.93	0.00	2.57	2.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0
Female	0.52	0
Male	1.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.67	0
Filipino	0	0
Hispanic or Latino	0.87	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.74	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.96	0

2023-24 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 Fall, 2023. A new version of the School Safety Plan will be completed and reviewed in 2024.

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	20	1	2	
1	20	1	1	
2	25		3	
3	18	2	1	
4	25		2	
5	27		2	
Other	16	3	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	19	1	2	
1	25		2	
2	25		1	
3	24		2	
4	28		2	
5	29		2	
Other	12	6	2	

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	21	1	3	0
1	25	0	1	0
2	26	0	2	0
3	27	0	2	0
4	30	0	2	0
5	23	0	2	0
6	0	0	0	0
Other	14	4	2	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	402

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
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	14,994	1,870	13,124	99,743
District	N/A	N/A	12,986	$98,186
Percent Difference - School Site and District	N/A	N/A	1.1	1.0
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	66.2	16.4

Fiscal Year 2022-23 Types of Services Funded

The school site offers a wide variety of programs and services within the MTSS Framework, allowing for tiered support for students in academics and social-emotional development. Students are afforded quality services that span a continuum, starting with best first instruction and interventions, moving to supplemental services and enriching activities, and including specialized programs.

Universal Programs and Services:
- Daily English Language Development for all English Learners
- Wellness teacher to coordinate physical fitness and wellness activities
- Full-time PE teachers at all elementary sites
- PE Instructional Aides to assist with daily fitness activities
- Universal access to digital devices and connectivity for all grade levels
- Grade-level intervention and enrichment sessions four days/week
- Full day Kindergarten program
- Transitional Kindergarten program
- PreK program
- Special Education Services - Speech, RSP, SDC on-site
- Site Intervention team - reviews the status of interventions and recommendations
- Instruction using social-emotional curriculum - Second Steps
- PBIS- Evidence-based tiered framework of behavior practices
- Tiered interventions for SEL and mental health
- Tiered interventions for academic instruction
- Counselors to provide group and individual social-emotional support and behavior interventions

Supplemental supports and services:
- Additional Classified positions to support student academic and behavioral needs
- CAST process for supporting students with academic, behavioral, and social-emotional needs
- Care Solace, which provides mental health referrals for families and staff
- Math & reading intervention using i-Ready online instruction
- Enrichment activities to enhance the curriculum and build student's experience base, including field trips, assemblies, and the arts
- GATE program that includes differentiated instruction and enrichment opportunities
- Intervention teachers to provide small group intervention and differentiated support for students
- ESY and Summer Academy will provide ongoing instructional support for at-promise and Special Education students
- Tutoring support for EL students that provided intense focus on reading comprehension
- BPSD year-round Speech and Debate Program
- Site Passion Program activities
- ASES after-school program in collaboration with CSUF
- Kid Connection child care services
- Site/district-led parent education and family curriculum events
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access

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	$52,160	$54,046
Mid-Range Teacher Salary	$86,041	$84,515
Highest Teacher Salary	$114,290	$110,867
Average Principal Salary (Elementary)	$140,534	$136,841
Average Principal Salary (Middle)	$143,978	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$225,292	$217,473
Percent of Budget for Teacher Salaries	34.95%	32.43%
Percent of Budget for Administrative Salaries	6.19%	5.62%

Professional Development

Over the past three years, professional learning for the Buena Park faculty has been 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 and specific areas of need. Using site surveys combined with data analysis from state assessments and District benchmark tests, a district-wide focus on increasing academic proficiency levels for all students is planned.

On-site Professional Development: Every week, teachers are provided professional development opportunities in instructional strategies, assessments, and curriculum planning. During the year, time is 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 is 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 implementing 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 OCDE (Orange County Department of Education) consultants in CGI (Cognitively Guided Instruction), literacy consultants, ELD (English Language Development) consultants, and the District TOSA.

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
- District Zearn Math and CGI training
- Academic discourse and student engagement
- Next Generation Science Standards (NGSS) instructional shifts, curriculum, and resources
- STEM practices and planning
- History of Social Science standards, resources, and instructional best practices
- Designated English Language Development (D-ELD) training in instructional practices and assessment
- Innovative integrated technology
- Positive Behavior Intervention Support (PBIS)
- Student SEL Survey Data

Professional Development

- SEL Training
- Common Formative Assements
- Professional Learning Community (PLC)
- MTSS academic behavior and social-emotional development training

The site supports 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.

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	30	35	35