

Mabel L. Pendleton Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Dr. Loriann Leota
Email Address	lleota@bpsd.us
School Website	https://pendleton.bpsd.us/
Grade Span	P-5
County-District-School (CDS) Code	30-66456-6027577

2024-25 District Contact Information

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

2024-25 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	65
Grade 2	50
Grade 3	67
Grade 4	56
Grade 5	54
Total Enrollment	382

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Non-Binary	0%
Asian	4.2
Black or African American	3.7
Filipino	4.5
Hispanic or Latino	79.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.9
White	3.7
English Learners	31.7
Foster Youth	2.1
Homeless	11.3
Socioeconomically Disadvantaged	86.9
Students with Disabilities	21.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	18.00	81.88	166.90	86.58	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	1.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	13.59	5.80	3.05	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.50	0.82	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.53	16.00	8.33	14303.80	5.15
Total Teaching Positions	22.00	100.00	192.80	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 9, 2024, 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 #24-03 Pupil Textbook and Instructional Material Compliance 2024-2025, 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 2024.

Year and month in which the data were collected

9/9/24

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

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, 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 December 3, 2024. Deficiencies are noted in the school inspection survey and corrected in a timely manner by the district's maintenance department. During the fiscal year 2024-2025, 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.

- replace emergency water supply, Cal shape HVAC program replaced 28 HVAC units, remodeled portables #17-23-30-26, replace ceiling in restroom #5, add copy machine outlet in front office,
- 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

School Facility Conditions and Planned Improvements

backflow devices, trim trees, deep clean campus, replace basketball nets, paint front parking lot curbs.

Year and month of the most recent FIT report

12/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			replaced stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	22	27	40	41	46	47
Mathematics (grades 3-8 and 11)	27	34	33	36	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	171	168	98.25	1.75	27.38
Female	78	77	98.72	1.28	32.47
Male	93	91	97.85	2.15	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	136	97.84	2.16	27.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	53	94.64	5.36	20.75
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	151	98.05	1.95	27.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	11.11

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	171	170	99.42	0.58	34.12
Female	78	77	98.72	1.28	40.26
Male	93	93	100.00	0.00	29.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	138	99.28	0.72	32.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	55	98.21	1.79	25.45
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	153	99.35	0.65	33.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	13.89

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.64	12.50	28.08	28.45	30.29	30.73

2023-24 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	53	52	98.11	1.89	13.46
Female	25	24	96.00	4.00	12.50
Male	28	28	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	15.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	19	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	14.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	16.67

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.

2023-24 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 requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

The goal for the 2024-2025 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
- Special Olympics Parent Committee

School Activities:

- Back to School Night
- Trunk or Treat
- Literacy Night
- CGI Night
- STEM Night

2024-25 Opportunities for Parental Involvement

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	397	88	22.2
Female	190	186	36	19.4
Male	216	211	52	24.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	4	22.2
Black or African American	16	15	3	20.0
Filipino	17	17	1	5.9
Hispanic or Latino	324	317	74	23.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	2	18.2
White	14	14	1	7.1
English Learners	132	129	28	21.7
Foster Youth	14	12	3	25.0
Homeless	46	46	18	39.1
Socioeconomically Disadvantaged	355	349	76	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	99	30	30.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.7	0.93	1.23	2.57	2.85	2.03	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	1.58	0.00
Male	0.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.27	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	1.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.98	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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, 2024. A new version of the School Safety Plan will be completed and reviewed in Spring 2025.

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.

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	
1	25		1	
2	26		2	
3	27		2	
4	30		2	
5	23		2	
Other	14	4	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	3		
1	24		2	
2	22	1	1	
3	29		2	
4	26		2	
5	25		2	
Other	12	4	1	

2023-24 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	382

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	21,117	6,697	14,419	113,418
District	N/A	N/A	12,853	\$102,168
Percent Difference - School Site and District	N/A	N/A	11.5	10.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	29.0	18.6

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

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
- CARE Roadmap 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
- Learning Coach to provide small group intervention and differentiated support for students
- ESY and Summer Academy will provide ongoing instructional support for at-risk 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: International Baccalaureate Primary Years Programme
- ASES after-school program in collaboration with CSUF
- Site/district-led parent education and family curriculum events
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access

*Intervention materials LLI and Phonics for Reading

*Foundational Literacy Materials

*Instructional Coach to support Tier 1 and Tier 2 Learning

* SEOCs

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,246	\$57,839
Mid-Range Teacher Salary	\$89,483	\$90,040
Highest Teacher Salary	\$118,862	\$118,647
Average Principal Salary (Elementary)	\$132,823	\$144,639
Average Principal Salary (Middle)	\$130,288	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$250,970	\$229,986
Percent of Budget for Teacher Salaries	32.28	30.79
Percent of Budget for Administrative Salaries	5.84	5.71

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

Professional Development

- Reading and Writing Workshop
- District iReady 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
- SEL Training
- Common Formative Assessments
- Professional Learning Community (PLC)
- MTSS academic behavior and social-emotional development training

*International Baccalaureate Primary Years Programme

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	13