



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mabel L. Pendleton Elementary School	30-66456-6027577	April 7, 2026	May 14, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mabel L. Pendleton Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mabel L. Pendleton Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The 2026-2027 SPSA will incorporate progress updates, data-driven input from educational partners, and will be reviewed and approved by the School Site Council (SSC).

In order to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps, our plan is to regularly monitor student progress to meet their individual needs. Teachers use state and local assessment data to inform instruction and services for all students. CCSS aligned materials are used to deliver effective instruction that is supported by on-going professional development and training.

Educational Partner Involvement

How, when, and with whom did Mabel L. Pendleton Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All stakeholder groups were involved in developing the overall plan based on the three LCAP goals and school data. Each group reviews the goals and has an opportunity to provide input regarding development of action items to help achieve the goals. The following is a list of these specific meetings:

3/23/2026 - Classified Staff Meeting include time for the staff to discuss the goals and provide input.

3/23/2026 - Certificated Staff Meeting include time for the staff to discuss the goals and provide input.

1/7/2026 - ELAC meets to give input on the SPSA/Annual Review and Update.

1/6/2026 - SSC meets to give input on the SPSA/Annual Review and Update.

3/10/2026 - ELAC & SSC meets to review the goals and provide input.

3/30/2026 - Leadership Team meets to review the staff input and incorporates it into the plan.

4/7/2026 - SSC reviews the plan and approves the plan.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:

Mathematics - Orange

English Learner Progress - Orange

Chronic Absenteeism - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the 2025 California School Dashboard, the following state indicators were in the orange and red performance levels:

Orange:

English Language Arts - Students with Disabilities

Mathematics - All Students

English learner Progress - All Students

Chronic Absenteeism - Hispanic

Chronic Absenteeism - Socioeconomically Disadvantaged

Chronic Absenteeism - Students with Disabilities

Red:

Chronic Absenteeism - Homeless

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

i-Ready data, LCAP survey data, Data shows progress towards goals.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mabel L. Pendleton Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.27%	0		1
African American	3.48%	3.66%	3.56%	14	14	13
Asian	2.74%	4.19%	4.66%	11	16	17
Filipino	3.73%	4.45%	5.48%	15	17	20
Hispanic/Latino	80.1%	79.84%	78.08%	322	305	285
Pacific Islander	1.24%	0.79%	0.82%	5	3	3
White	4.48%	3.66%	3.29%	18	14	12
Two or More Races	3.23%	2.88%	2.74%	13	11	10
Not Reported	1%	0.52%	1.10%	4	2	4
Total Enrollment				402	382	365

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			31
Kindergarten	103	61	69
Grade 1	58	65	56
Grade 2	70	50	56
Grade3	57	67	42
Grade 4	64	56	61
Grade 5	50	54	51
Total Enrollment	402	382	366

Conclusions based on this data:

1. There was an increase in TK enrollment from 2023-2024 to 2024-2025.
2. There was an increase in enrollment in TK, K, 2 and 4 from 2023-2024 to 2024-2025.

3. There was a decrease in overall enrollment from 2022-2023 to 2023-2024 and again from 2023-2024 to 2024-2025.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	116	121	104	28.9%	31.7%	28.5%
Fluent English Proficient (FEP)	22	17	18	5.5%	4.5%	4.9%
Reclassified Fluent English Proficient (RFEP)	14	11	11	1.2%	2.9%	3.0%

Conclusions based on this data:

1. The number of EL students increased from 2022-2023 to 2023-2024.
2. The number of EL students decreased from 2023-2024 to 2024-2025.
3. The percentage of RFEP students increased from 2.9% in 2023-2024 to 3.0% in 2024-2025.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54	60	37	54	58	37	54	58	37	100.0	96.7	100
Grade 4	53	45	55	53	45	55	53	45	55	100.0	100	100
Grade 5	47	49	46	47	48	45	47	48	45	100.0	98	97.8
All Grades	154	154	138	154	151	137	154	151	137	100.0	98.1	99.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2361.	2400.	2368.	7.41	13.79	13.51	20.37	27.59	10.81	20.37	24.14	29.73	51.85	34.48	45.95
Grade 4	2394.	2378.	2464.	3.77	2.22	30.91	13.21	6.67	16.36	22.64	22.22	18.18	60.38	68.89	34.55
Grade 5	2456.	2443.	2449.	14.89	8.33	8.89	10.64	22.92	20.00	36.17	16.67	28.89	38.30	52.08	42.22
All Grades	N/A	N/A	N/A	8.44	8.61	18.98	14.94	19.87	16.06	25.97	21.19	24.82	50.65	50.33	40.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.70	8.62	10.81	59.26	63.79	48.65	37.04	27.59	40.54
Grade 4	3.77	0.00	20.00	58.49	57.78	50.91	37.74	42.22	29.09
Grade 5	8.51	4.17	9.09	59.57	60.42	59.09	31.91	35.42	31.82
All Grades	5.19	4.64	13.97	59.09	60.93	52.94	35.71	34.44	33.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.70	8.62	10.81	48.15	56.90	43.24	48.15	34.48	45.95
Grade 4	1.89	0.00	20.00	47.17	46.67	60.00	50.94	53.33	20.00
Grade 5	6.38	10.42	4.55	61.70	54.17	61.36	31.91	35.42	34.09
All Grades	3.90	6.62	12.50	51.95	52.98	55.88	44.16	40.40	31.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.26	5.17	2.70	61.11	86.21	64.86	29.63	8.62	32.43
Grade 4	9.43	2.22	12.73	67.92	77.78	61.82	22.64	20.00	25.45
Grade 5	12.77	8.33	9.09	65.96	62.50	77.27	21.28	29.17	13.64
All Grades	10.39	5.30	8.82	64.94	76.16	67.65	24.68	18.54	23.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.41	15.52	5.41	57.41	65.52	56.76	35.19	18.97	37.84
Grade 4	1.89	0.00	20.00	73.58	73.33	56.36	24.53	26.67	23.64
Grade 5	4.26	8.33	6.82	63.83	64.58	63.64	31.91	27.08	29.55
All Grades	4.55	8.61	11.76	64.94	67.55	58.82	30.52	23.84	29.41

Conclusions based on this data:

- Current Data:

 - * 10.37% more students overall exceeded standard overall in 2024-2025 than in 2023-2024.
 - * 3.63% more students overall nearly met standard overall in 2024-2025 than in 2023-2024.
 - * 28.69% more 4th grade students exceeded standard overall in 2024-2025 than in 2023-2024.
 - * 0.56% more 5th grade students exceeded standard overall in 2024-2025 than in 2023-2024.
 - * 9.69% more 4th grade students met standard overall in 2024-2025 than in 2023-2024.
 - * 2.19 more 3rd grade students scored above standard in reading in 2024-2025 than in 2023-2024.
 - * 20% more 4th grade students scored above standard in reading in 2024-2025 than in 2023-2024.
 - * 4.92% more 5th grade students scored above standard in reading in 2024-2025 than in 2023-2024.
 - * 2.19% more 3rd grade students scored above standard in writing in 2024-2025 than in 2023-2024.
 - * 20% more 4th grade students scored above standard in writing in 2024-2025 than in 2023-2024.
 - * 10.51% more 4th grade students scored above standard in listening in 2024-2025 than in 2023-2024.
 - * 0.76% more 5th grade students scored above standard in listening in 2024-2025 than in 2023-2024.
 - * 20% more 4th grade students scored above standard in research/inquiry in 2024-2025 than in 2023-2024.
- Trend Data:

 - * Teachers in 3rd grade implemented a supplemental ELA curriculum.
 - * Teachers in grades 3 - 5 implemented a phonemics awareness intervention supplemental curriculum
 - * Teachers in grades 3-5 used IAB data to modify instructional strategies to provide students multiple opportunities to acquire content information.

3. Next Steps:
- * Twice weekly grade-level collaborations to review student data and develop appropriate grade-level ELA interventions.
 - * Continued professional development in the implementation of ELA small/large group intervention strategies such as: differentiated instruction and data analysis to ensure all students access ELA CCSS.
 - * Professional Development in the use of classroom technology/applications to increase student achievement in ELA through the use of Scholastic, Footsteps2Brilliance, Heggerty, PRIDE Reading and iReady.
 - * The use of frequent and common formative assessments in ELA to adjust the lesson design and implement MTSS support interventions.
 - * Following the district's MTSS plan (CARE Roadmap) to meet the needs of diverse learners.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	53	60	37	53	60	37	53	60	37	100.0	100	100
Grade 4	53	45	55	53	45	55	53	45	55	100.0	100	100
Grade 5	47	49	46	47	48	46	47	48	46	100.0	98	100
All Grades	153	154	138	153	153	138	153	153	138	100.0	99.4	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2391.	2436.	2370.	3.77	20.00	5.41	32.08	31.67	21.62	24.53	26.67	18.92	39.62	21.67	54.05
Grade 4	2420.	2430.	2496.	1.89	0.00	25.45	18.87	31.11	32.73	37.74	37.78	25.45	41.51	31.11	16.36
Grade 5	2474.	2469.	2421.	8.51	8.33	0.00	21.28	18.75	13.04	27.66	29.17	26.09	42.55	43.75	60.87
Grade 11															
All Grades	N/A	N/A	N/A	4.58	10.46	11.59	24.18	27.45	23.19	30.07	30.72	23.91	41.18	31.37	41.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.32	38.33	5.41	52.83	40.00	35.14	35.85	21.67	59.46
Grade 4	5.66	8.89	38.89	41.51	48.89	44.44	52.83	42.22	16.67
Grade 5	12.77	14.58	0.00	59.57	45.83	36.96	27.66	39.58	63.04
Grade 11									
All Grades	9.80	22.22	16.79	50.98	44.44	39.42	39.22	33.33	43.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.89	16.67	10.81	54.72	55.00	35.14	43.40	28.33	54.05
Grade 4	5.66	6.67	20.00	49.06	48.89	63.64	45.28	44.44	16.36
Grade 5	8.51	10.42	4.35	44.68	47.92	45.65	46.81	41.67	50.00
All Grades	5.23	11.76	12.32	49.67	50.98	50.00	45.10	37.25	37.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.77	21.67	10.81	64.15	61.67	45.95	32.08	16.67	43.24
Grade 4	3.77	0.00	23.64	54.72	60.00	60.00	41.51	40.00	16.36
Grade 5	6.38	2.08	0.00	59.57	72.92	56.52	34.04	25.00	43.48
All Grades	4.58	9.15	12.32	59.48	64.71	55.07	35.95	26.14	32.61

Conclusions based on this data:

- Current Data:
 - * 5.88% more students overall exceeded in 2023-2024 than in 2022-2023.
 - * 1.13% more students overall exceeded in 2024-2025 than in 2023-2024.
 - * 25.45% more 4th graders exceeded in 2024-2025 than in 2023-2024.
 - * 1.62% more 4th graders met standard in 2024-2025 than in 2023-2024.
 - * 12.33 less 4th graders nearly met standard in 2024-2025 than in 2023-2024.
 - * 14.75 less 4th graders did not meet standard in 2024-2025 than in 2023-2024.
 - * 30% more 4th graders scored above standard in 2024-2025 than in 2023-2024 in concepts & procedures.
 - * 25.55% less 4th graders scored below standard in 2024-2025 than in 2023-2024 in concepts & procedures.
 - * 0.56% more students overall scored above standard in 2024-2025 than in 2023-2024 in problem solving & modeling/data analysis.
 - * 13.33% more 4th graders scored above standard in 2024-2025 than in 2023-2024 in problem solving & modeling/data analysis.
 - * 14.75% more 4th graders scored at standard in 2024-2025 than in 2023-2024 in problem solving & modeling/data analysis.
 - * 28.08% less 4th graders scored below standard in 2024-2025 than in 2023-2024 in problem solving & modeling/data analysis.
 - * 3.17% more students overall scored above standard in 2024-2025 than in 2023-2024 in communicating reasoning.
 - * 13.33% more 4th graders scored above standard in 2024-2025 than in 2023-2024 in communicating reasoning.
 - * 23.64% less 4th graders scored below standard in 2024-2025 than in 2023-2024 in communicating reasoning.

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| <p>2. Trend Data:</p> <ul style="list-style-type: none">* Teachers in grades TK-5 implemented iReady throughout the year.* Teachers in grades 3-5 focused on building individual mathematical critical thinking/writing skills through Cognitively Guided Instruction.* Teachers in grades TK-5 collaborated twice weekly to review pacing guides, common formative assessments, and instructional strategies. |
| <p>3. Next Steps:</p> <ul style="list-style-type: none">-Twice weekly grade-level collaborations to review student data and develop appropriate grade-level interventions.-Continued professional staff development in the implementation of Math small/large group intervention strategies such as: differentiated instruction, Number Talks and counting collections to ensure all students gain a greater knowledge of the depth and complexity in Math analysis as determined by the CCSS.-Teachers in grades K-5 implemented the Cognitively Guided Instruction model of instruction.-Professional Development in the use of technology to increase student achievement in Mathematics through the use of iReady.-Professional Development will be provided to deepen teacher understanding of CGI. |

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1381.3	1370.4	1365.3	1389.5	1384.7	1376.7	1361.8	1336.5	1338.4	25	26	20
1	1429.4	1395.3	1436.6	1452.5	1411.8	1447.7	1405.8	1378.4	1425.3	17	13	13
2	1457.2	1458.2	1447.5	1467.3	1481.8	1456.5	1446.6	1434.1	1437.7	18	12	11
3	1472.1	1471.4	1477.9	1487.5	1470.0	1488.3	1456.1	1472.6	1467.1	18	20	12
4	1497.3	1489.7	1528.4	1502.3	1500.5	1519.3	1491.9	1478.3	1537.0	21	15	13
5	1522.1	1518.7	1478.4	1545.8	1534.8	1472.9	1498.0	1502.2	1483.2	14	18	13
All Grades										113	104	82

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.00	7.69	0.00	24.00	23.08	15.00	28.00	26.92	45.00	32.00	42.31	40.00	25	26	20
1	0.00	0.00	7.69	41.18	23.08	15.38	41.18	30.77	46.15	17.65	46.15	30.77	17	13	13
2	5.56	16.67	0.00	44.44	0.00	45.45	33.33	58.33	18.18	16.67	25.00	36.36	18	12	11
3	5.56	10.00	0.00	33.33	50.00	41.67	44.44	20.00	50.00	16.67	20.00	8.33	18	20	12
4	4.76	26.67	30.77	38.10	26.67	46.15	42.86	13.33	23.08	14.29	33.33	0.00	21	15	13
5	35.71	16.67	0.00	28.57	33.33	23.08	28.57	33.33	46.15	7.14	16.67	30.77	14	18	13
All Grades	10.62	12.50	6.10	34.51	27.88	29.27	36.28	28.85	39.02	18.58	30.77	25.61	113	104	82

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.00	11.54	0.00	40.00	26.92	35.00	20.00	23.08	25.00	24.00	38.46	40.00	25	26	20
1	5.88	7.69	7.69	64.71	30.77	46.15	11.76	30.77	30.77	17.65	30.77	15.38	17	13	13
2	27.78	25.00	0.00	33.33	50.00	63.64	27.78	16.67	18.18	11.11	8.33	18.18	18	12	11
3	22.22	40.00	33.33	61.11	30.00	50.00	11.11	5.00	8.33	5.56	25.00	8.33	18	20	12
4	23.81	40.00	38.46	57.14	40.00	46.15	19.05	6.67	15.38	0.00	13.33	0.00	21	15	13
5	50.00	27.78	7.69	42.86	55.56	53.85	0.00	16.67	23.08	7.14	0.00	15.38	14	18	13
All Grades	23.01	25.00	13.41	49.56	37.50	47.56	15.93	16.35	20.73	11.50	21.15	18.29	113	104	82

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.63	3.85	0.00	25.93	19.23	0.00	25.93	30.77	60.00	18.52	46.15	40.00	27	26	20
1	0.00	7.69	15.38	23.53	0.00	7.69	17.65	30.77	38.46	58.82	61.54	38.46	17	13	13
2	0.00	8.33	0.00	37.93	8.33	27.27	27.59	16.67	27.27	34.48	66.67	45.45	29	12	11
3	0.00	5.00	0.00	7.14	25.00	8.33	57.14	40.00	41.67	35.71	30.00	50.00	14	20	12
4	0.00	20.00	23.08	7.69	13.33	38.46	53.85	20.00	23.08	38.46	46.67	15.38	13	15	13
5	0.00	0.00	0.00	4.00	22.22	0.00	68.00	50.00	46.15	28.00	27.78	53.85	25	18	13
All Grades	6.19	6.73	6.10	16.81	16.35	12.20	34.51	32.69	41.46	42.48	44.23	40.24	113	104	82

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	11.54	5.00	56.00	46.15	70.00	24.00	42.31	25.00	25	26	20
1	29.41	15.38	46.15	52.94	61.54	46.15	17.65	23.08	7.69	17	13	13
2	16.67	25.00	18.18	61.11	75.00	63.64	22.22	0.00	18.18	18	12	11
3	5.56	15.00	25.00	66.67	65.00	66.67	27.78	20.00	8.33	18	20	12
4	19.05	40.00	30.77	57.14	40.00	61.54	23.81	20.00	7.69	21	15	13
5	28.57	22.22	0.00	57.14	61.11	69.23	14.29	16.67	30.77	14	18	13
All Grades	19.47	20.19	19.51	58.41	56.73	63.41	22.12	23.08	17.07	113	104	82

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.00	23.08	5.00	52.00	34.62	45.00	36.00	42.31	50.00	25	26	20
1	29.41	0.00	0.00	58.82	84.62	76.92	11.76	15.38	23.08	17	13	13
2	38.89	25.00	0.00	55.56	66.67	81.82	5.56	8.33	18.18	18	12	11
3	38.89	50.00	50.00	55.56	25.00	41.67	5.56	25.00	8.33	18	20	12
4	61.90	53.33	46.15	38.10	33.33	53.85	0.00	13.33	0.00	21	15	13
5	92.86	77.78	53.85	0.00	16.67	30.77	7.14	5.56	15.38	14	18	13
All Grades	42.48	39.42	24.39	45.13	39.42	53.66	12.39	21.15	21.95	113	104	82

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.00	3.85	0.00	56.00	57.69	65.00	32.00	38.46	35.00	25	26	20
1	11.76	7.69	15.38	23.53	15.38	23.08	64.71	76.92	61.54	17	13	13
2	5.56	8.33	18.18	55.56	25.00	36.36	38.89	66.67	45.45	18	12	11
3	0.00	5.00	0.00	38.89	50.00	16.67	61.11	45.00	83.33	18	20	12
4	9.52	6.67	7.69	42.86	40.00	76.92	47.62	53.33	15.38	21	15	13
5	14.29	0.00	0.00	50.00	61.11	38.46	35.71	38.89	61.54	14	18	13
All Grades	8.85	4.81	6.10	45.13	45.19	45.12	46.02	50.00	48.78	113	104	82

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	3.85	5.00	36.00	53.85	50.00	44.00	42.31	45.00	25	26	20
1	0.00	7.69	7.69	58.82	46.15	53.85	41.18	46.15	38.46	17	13	13
2	16.67	8.33	0.00	55.56	66.67	54.55	27.78	25.00	45.45	18	12	11
3	5.56	5.00	0.00	61.11	70.00	91.67	33.33	25.00	8.33	18	20	12
4	9.52	26.67	23.08	61.90	33.33	76.92	28.57	40.00	0.00	21	15	13
5	14.29	11.11	0.00	57.14	50.00	61.54	28.57	38.89	38.46	14	18	13
All Grades	11.50	9.62	6.10	53.98	53.85	63.41	34.51	36.54	30.49	113	104	82

Conclusions based on this data:

- Current Data:
 * 82 students in grades K-5 were tested on the ELPAC Summative.
 * 7.69% more 1st graders scored level 4 in 2024-2025 than in 2023-2024 in overall language.
 * 4.1% more 4th graders scored level 4 in 2024-2025 than in 2023-2024 in overall language.
 * 1.39% more K - 5th graders scored level 3 in 2024-2025 than in 2023-2024 in overall language.
 * 45.45% more 2nd graders scored level 3 in 2024-2025 than in 2023-2024 in overall language.

- * 19.48% more 4th graders scored level 3 in 2024-2025 than in 2023-2024 in overall language.
- * 10.06% more students overall scored level 3 in 2024-2025 than in 2023-2024 in oral language.
- * 8.08% more Kindergarteners scored level 3 in 2024-2025 than in 2023-2024 in oral language.
- * 15.38% more 1st graders scored level 3 in 2024-2025 than in 2023-2024 in oral language.
- * 13.64% more 2nd graders scored level 3 in 2024-2025 than in 2023-2024 in oral language.
- * 20% more 3rd graders scored level 3 in 2024-2025 than in 2023-2024 in oral language.
- * 6.15% more 4th graders scored level 3 in 2024-2025 than in 2023-2024 in oral language.
- * 7.69% more 1st graders scored level 4 in 2024-2025 than in 2023-2024 in written language.
- * 3.08% more 4th graders scored level 4 in 2024-2025 than in 2023-2024 in written language.
- * 7.69% more 1st graders scored level 3 in 2024-2025 than in 2023-2024 in written language.
- * 18.94% more 2nd graders scored level 3 in 2024-2025 than in 2023-2024 in written language.
- * 25.13% more 4th graders scored level 3 in 2024-2025 than in 2023-2024 in written language.
- * 30.77% more 1st graders scored well developed in 2024-2025 than in 2023-2024 in the listening domain.
- * 10% more 3rd graders scored well developed in 2024-2025 than in 2023-2024 in the listening domain.
- * 6.68% more students overall scored somewhat/moderately in 2024-2025 than in 2023-2024 in the listening domain.
- * 23.85% more Kindergarteners scored somewhat/moderately in 2024-2025 than in 2023-2024 in the listening domain.
- * 1.67% more 3rd graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the listening domain.
- * 21.54% more 4th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the listening domain.
- * 8.12% more 5th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the listening domain.
- * 14.24% more students overall scored somewhat/moderately in 2024-2025 than in 2023-2024 in the speaking domain.
- * 10.38% more Kindergarteners scored somewhat/moderately in 2024-2025 than in 2023-2024 in the speaking domain.
- * 15.15% more 2nd graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the speaking domain.
- * 16.67% more 3rd graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the speaking domain.
- * 20.52% more 4th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the speaking domain.
- * 14.10% more 5th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the speaking domain.
- * 1.29% more students overall scored well developed in 2024-2025 than in 2023-2024 in the reading domain.
- * 7.69% more 1st graders scored well developed in 2024-2025 than in 2023-2024 in the reading domain.
- * 9.85% more 2nd graders scored well developed in 2024-2025 than in 2023-2024 in the reading domain.
- * 1.02% more 4th graders scored well developed in 2024-2025 than in 2023-2024 in the reading domain.
- * 7.31% more Kindergarteners scored somewhat/moderately in 2024-2025 than in 2023-2024 in the reading domain.
- * 7.7% more 1st graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the reading domain.
- * 11.36% more 2nd graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the reading domain.
- * 36.92% more 4th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the reading domain.
- * 9.56% more students overall scored somewhat/moderately in 2024-2025 than in 2023-2024 in the writing domain.
- * 7.7% more 1st graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the writing domain.
- * 21.67% more 3rd graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the writing domain.
- * 43.59% more 4th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the writing domain.
- * 11.54% more 5th graders scored somewhat/moderately in 2024-2025 than in 2023-2024 in the writing domain.

2. Trend Data:
More students in grades 1st and 4th grade scored a level 4 in 2024-2025 than in 2023-2024.

3. Next Steps:
-Twice weekly grade-level collaborations to review student data and develop appropriate grade-level ELD interventions.
-Utilize collaboration time to look at Practice ELPAC tests by grade level to guide instruction.
-Continue schoolwide Professional Development sessions.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
365	87.9%	28.5%	2.5%
Total Number of Students enrolled in Mabel L. Pendleton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	104	28.5%
Foster Youth	9	2.5%
Homeless	39	10.7%
Socioeconomically Disadvantaged	321	87.9%
Students with Disabilities	97	26.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.6%
American Indian	1	0.3%
Asian	17	4.7%
Filipino	20	5.5%
Hispanic	285	78.1%
Two or More Races	10	2.7%
Pacific Islander	3	0.8%
White	12	3.3%

Conclusions based on this data:

- 87.9% of students are Socioeconomically Disadvantaged.

2. 28.5% of students are English learners.

3. 2.5% of students are Foster Youth.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. Current Data: Based on the Fall 2025 Dashboard data above, the chronic absenteeism rate is in the orange.
2. Trend: Based on the Fall 2025 Dashboard data above, the academic performance data is yellow in English Language Arts, orange in Mathematics and orange in English Learner Progress.

3. Next steps: The Pendleton staff will continue to monitor all state indicators and modify programs and interventions as needed. In order to address the chronic absenteeism rate, we will implement proactive measures and work towards building stronger relationships with families to help reduce barriers and encourage consistent attendance.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 38.1 points below standard Increased 13.6 points 147 Students	English Learners Yellow 49.6 points below standard Increased 18.6 points 53 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Yellow 39.9 points below standard Increased 14.4 points 133 Students

Students with Disabilities  Red 85.2 points below standard Declined 8.4 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 43.3 points below standard Increased 10.2 points 118 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Current Data: According to this Dashboard data, our status was red for Students with Disabilities. Our status was yellow for English Learners, Hispanic and Socioeconomically Disadvantaged students.
2. Trend: Students with disabilities scored red.
3. Next steps: Continue to work with English Learners and Hispanic students during Integrated and Designated ELD, and Socioeconomically Disadvantaged students during small group intervention. Students with disabilities will continue to have their individual needs addressed through their individualized goals written within their IEPs.

School and Student Performance Data

Academic Performance Mathematics

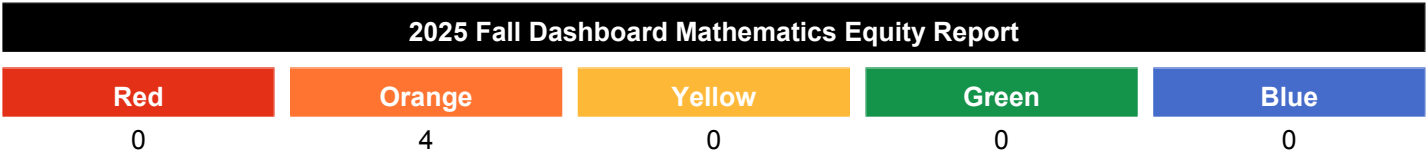
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 45.7 points below standard Declined 13.5 points 147 Students	English Learners  Orange 49.2 points below standard Declined 5.1 points 53 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 48.3 points below standard Declined 14.2 points 133 Students

Students with Disabilities  Orange 89.8 points below standard Declined 19.3 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 49 points below standard Declined 13.2 points 118 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Current Data: On the state indicator for mathematics, English Learners, Students with Disabilities, Hispanic, and socioeconomically disadvantaged scored orange.
2. Trend: Students with disabilities and English Learners scored orange.
3. Next Steps: Continue to provide high quality math instruction using CGI and iReady curriculums. Monitor student progress on Common Formative Assessments and Interim Assessment Blocks, and plan interventions accordingly. Students with disabilities will continue to have their individual needs addressed through their individualized goals written within their IEPs.

School and Student Performance Data

Academic Performance Science

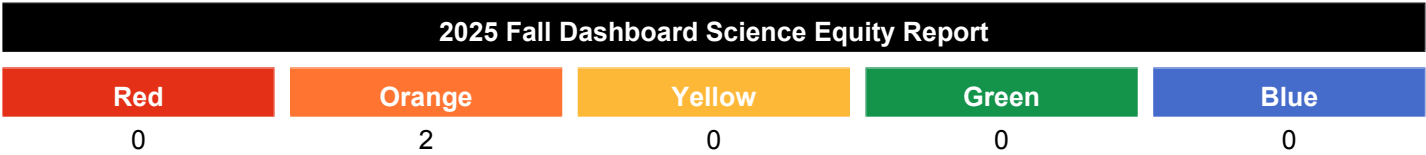
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 41.6 science points Maintained -0.5 points 47 Students	English Learners  No Performance Color 37.9 science points Increased 3.1 points 16 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 41.6 science points Maintained -1 points 45 Students

Students with Disabilities  No Performance Color 39.7 science points Increased 4.3 points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 42.2 science points Maintained -0.5 points 38 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Current Data: All students scored orange.
2. Trend: Socioeconomically disadvantaged and Hispanic students scored orange.
3. Next Steps: Continue to provide high quality science instruction using district adopted science curriculum. Monitor student progress on Interim Assessment Blocks, and plan interventions accordingly. Reading comprehension will be an area of focus to ensure that students understand the questions asked.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange 40 making progress. Number Students: 65 Students	 No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20%	40%	0%	40%

Conclusions based on this data:

1. Current Data: 40% progressed at least one ELPI level.
2. Trend: English Learners continue to need support with ELA.
3. Next steps: Continue to provide integrated and designated ELD to give specific language instruction to all English Learners. Focus collaboration on the ELA/ELD Framework and ELD Standards.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 20.5% Chronically Absent Declined 1.6 385 Students	English Learners  Yellow 19.3% Chronically Absent Declined 2.4 114 Students	Long-Term English Learners
Foster Youth  No Performance Color 20% Chronically Absent Declined 5 15 Students	Homeless  Red 40% Chronically Absent Increased 0.9 30 Students	Socioeconomically Disadvantaged  Orange 20.4% Chronically Absent Declined 1.4 343 Students

Students with Disabilities  Orange 27.2% Chronically Absent Declined 3.1 114 Students	African American  No Performance Color 46.2% Chronically Absent Increased 26.2 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 23.5% Chronically Absent Increased 1.3 17 Students	Filipino  No Performance Color 13.6% Chronically Absent Increased 7.8 22 Students	Hispanic  Orange 20.8% Chronically Absent Declined 2.6 303 Students
Two or More Races  No Performance Color 0% Chronically Absent Declined 15.4 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 8.3% Chronically Absent Increased 1.2 12 Students

Conclusions based on this data:

1. Current Data: Based on the Dashboard data above, chronic absenteeism rate declined for all students.
2. Trend Data: The highest subgroup was African American with a 46.2% chronic absenteeism rate.
3. Next steps: The Pendleton staff will continue to monitor chronic absenteeism rate, send out attendance letters, meet with parents, and utilize the SART and SARB process in order to improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. NA

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Develop critical competencies in ELA, math and language proficiency

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the current data, English Language Arts an area of need with the largest distance from standard being in 4th grade. Grade level teams will continue to analyze data from common formative assessments, local assessments, as well as CAASPP data to determine how to best target the standards students are struggling with the most. Students requiring targeted intervention will be supported through the CARE Roadmap with strategic, tiered interventions and supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Source: DTS Section: Student Performance Data - CAASPP (English Language Arts) CAASPP Distance from Standard	BASLINE 24-25 Spring CAASPP ELA 35.04% of students met or exceeded standard	25-26 Spring CAASPP ELA - Minimum of 3% Increase 38.04% of students will meet or exceed standard
CAASPP Math Source: DTS Section: Student Performance Data - CAASPP (Math) CAASPP Distance from Standard	BASLINE 24-25 Spring CAASPP Math 34.78% of students met or exceeded standard	25-26 Spring CAASPP Math- Minimum of 3% Increase 37.78% of students met or exceeded standard
iReady - ELA Source: CERS, BPSD Data slides	BASLINE 24-25 D2 Progress: 33% of students scored in Met/Above or Early On Grade Level in D2 25-26 D2 Data - Expected Minimum of 3% Increase 36% of students scored in Met/Above or Early On Grade Level (GOAL MET)	26-27 D2 Expected Outcome: Expected Minimum of 3% Increase 39% of students scored in Met/Above or Early On Grade Level

iReady - Mathematics Source: CERS, BPSD Data slides	BASELINE 24-25 D2 Progress: 24% of students scored in Met/Above or Early On Grade Level in D2 25-26 D2 Data - Expected Minimum of 3% Increase 27% of students scored in Met/Above or Early On Grade Level (GOAL MET)	26-27 D2 Expected Outcome: Expected Minimum of 3% Increase 30% of students scored in Met/Above or Early On Grade Level
Reclassification Rate Source: Ellevation Data	BASELINE 24-25 Progress: 11% of EL students reclassified	25-26 Data - Minimum of 3% Increase 14% of EI students reclassified

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Staff utilizes best practices to meet state standards by delivering BPSD core curriculum and instruction in English Language Arts, Math, Science, Social Studies, PE, and the Arts. Emphases for the 2024-2025 school year include: Balanced Literacy, Reading/Writing Workshop, Cognitively Guided Instruction, Twig Science and Social Emotional Learning. The expenditures to meet this goal will include: - additional instructional materials: PRIDE Reading to serve as a reading intervention, Heggerty Bridge to Reading to support Phonics and Phonemic Awareness instruction for all, Heggerty Bridge to Writing to support grammar concepts with writing process and Heggerty Phonemic Awareness to serve as intervention support. - supplemental materials: books, handwriting materials, student planners - supplemental science supplies and consumables - supplemental math materials - supplemental art supplies	All Students	6473.40 Title I 4000-4999: Books And Supplies Instructional materials including PRIDE reading books, Heggerty Bridge to Reading books, handwriting materials, student planners, supplemental science supplies and consumables, supplemental math materials, supplemental art supplies, Heggerty Bridge to Writing and Heggerty Phonemic Awareness. 6702 Title I 4000-4999: Books And Supplies Supplemental instructional materials and supplies 5000 Title I 5000-5999: Services And Other Operating Expenditures Subscriptions for supplemental curriculum alignment.
1.2	Staff frequently analyzes student assessment data to monitor student progress in order to provide interventions	All Students	11490 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to enhance student outcomes to address the achievement gap within subgroups such as English Learners, low income and foster youth. The expenditures to meet this goal will include: • cost of substitute teachers for school planning, conferences and coaching • instructional materials to support interventions		Substitutes for school planning, conferences and coaching 5000 Title I 1000-1999: Certificated Personnel Salaries Substitutes for lab days and interventions - teacher hourly salary.
1.3	Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement. The expenditures to meet this goal will include: • instructional materials for Reading/Writing Workshop and Balanced Literacy • supplemental books for classroom libraries and guided reading	All Students	1500 Title I 4000-4999: Books And Supplies Instructional Materials for Reading/Writing Workshop and Balanced Literacy. 1500 Title I 4000-4999: Books And Supplies Supplemental books for Guided Reading with a variety of reading levels.
1.4	Using the ELD Standards and the ELA/ELD Framework provide integrated and designated ELD instruction to support the language needs of all English Learners that incorporates research-based strategies. Maximize learning time with strategy groups during Reading and Writing Workshop for specific interventions. The expenditures to meet this goal will include: • supplemental instructional materials of integrated and designated ELD	English Learners	1400 Title I 4000-4999: Books And Supplies Instructional Materials for integrated and designated ELD

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In order to increase student achievement through state standards-based instruction and assessments to prepare for college and career, the Pendleton staff taught BPSD Core Curriculum to address the Common Core State Standards in ELA, Math, Science, Social Studies and PE. We continue to focus on Balanced Literacy, Reading/Writing Workshop, Math and NGSS. To support curriculum and instruction, materials were purchased for Science experiments, manipulatives for Math, and instructional supplies to teach all subject areas. Teachers used their weekly LASW/PLC time to analyze student work and assessments on a weekly basis. In addition, three minimum days were utilized to analyze benchmarks and other district assessments. Teachers collaborated with their colleagues to modify and improve balanced literacy. In cases where student achievement is below standard, students were referred to the CARE team for intervention support. Teachers continue to work with strategy groups to support student needs in ELD. Professional Development is on-going with support from our site EL Lead Teachers.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional Instructional Materials (PRIDE Reading and Heggerty) were replenished and additionally purchased to support growth in reading for all scholars. Strategy one supports the purchase of these materials.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Highly qualified staff

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintaining our school facilities to include specific safety measures continues to be an area of focus for Pendleton. Based upon feedback shared during SSC and ELAC, privacy screens and additional safety measures were implemented to increase safety for all students, but especially so for our most vulnerable students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Questions Related to Basic Services Source: LCAP Parent Survey	BASELINE 24-25 LCAP Parent Survey Actual Outcome 100% of parents agree that school facilities and school grounds are kept neat and clean. 100% of parents agree that school facilities and school grounds are maintained in good repair. ACTUAL 25-26 LCAP Parent Survey- Maintenance of Scores 100% of parents agree that school facilities and school grounds are kept neat and clean (GOAL MET) 100% of parents agree that school facilities and school grounds are maintained in good repair. (GOAL MET)	26-27 LCAP Parent Survey- Maintenance of Scores 100% of parents agree that school facilities and school grounds are kept neat and clean. 100% of parents agree that school facilities and school grounds are maintained in good repair.
Questions Related to Academic Student Support Source: LCAP Student Survey	BASELINE 24-25 LCAP Student Survey Actual Outcome	26-27 LCAP Student Survey- Maintenance/3% Minimum increase of Scores

	100% of students agree that they can get help during class time when they need it. 95.7% of students agree that they can get help with assignments outside of class when they need it. ACTUAL 25-26 LCAP Student Survey-Maintenance/3% Minimum increase of Scores 100% of students agree that they can get help during class time when they need it. (GOAL MET) 100% of students agree that they can get help with assignments outside of class when they need it. (GOAL MET)	100% of students agree that they can get help during class time when they need it. 100% of students agree that they can get help with assignments outside of class when they need it.
Questions Related to Professional Learning and Teacher Needs Source: LCAP Staff Survey	BASELINE 24-25 LCAP Staff Survey Actual Outcome 86% of staff feel that the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice. 90% of staff feel that the professional learning opportunities to implement the State standards in Math that are provided to me has been useful in my practice. ACTUAL 25-26 LCAP Staff Survey-Minimum of 3% increase 85% of staff feel that the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice. (GOAL NOT MET) 79% of staff feel that the professional learning opportunities to implement the State standards in Math that are provided to me has been useful in my practice. (GOAL NOT MET)	26-27 LCAP Staff Survey-Minimum of 3% increase 88% of staff feel that the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice. 82% of staff feel that the professional learning opportunities to implement the State standards in Math that are provided to me has been useful in my practice.
Professional Development Source: Professional Development Calendar	BASELINE 24-25 PD data 100% of staff completed professional development in the areas of inquiry based instruction, IB PYP and CGI	25-26 PD data - Maintenance of Score 100% of staff completed professional development in the areas of inquiry based instruction, IB PYP and CGI

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Build positive culture and improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on	All Students	2500 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	growth and achievement (MTSS). The expenditures to meet this goal will include: - materials to support classroom lessons that focus on teaching behavior expectations, the core ethical values and social skills - support materials for PBIS		Materials to support classroom lessons that focus on teaching behavior and SPOT of Emotions supplemental curriculum. 500 Title I 4000-4999: Books And Supplies Purchase support materials as needed for Red Ribbon Week activities and incentives for PBIS.
2.2	Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures dedicated to the security of students, staff, and others approved to be on campus. The expenditures to meet this goal will include: * Items such as privacy screens, etc.	All Students	1500 Title I 4000-4999: Books And Supplies Items such as Privacy screens, etc.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The school expectations were taught school-wide at the beginning of the year and revisited midyear. Support was also provided to students on an individual basis as needed. SEL lessons were taught in all grades by the Community Schools Program Specialist. Materials to assist with sensory needs were purchased and utilized when necessary. In addition, staff supervision was provided before, during and after school. In the area of technology, additional supplies were purchased to support classroom instruction and assessments.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A system revamp of PBIS was again implemented at the beginning of the school year to ensure all staff understand the PBIS matrix and are utilizing the rewards system with fidelity.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Impactful instruction of core subjects and expansion of college and career pathways programs

Increase student outcomes through impactful instruction of core subjects and expand college and career pathways programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathways programs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An area of need continues to be how to best inform our families about our passion program (International Baccalaureate Primary Years Programme). We have held virtual sessions, in person sessions, recorded and shared videos and shared newsletters both digitally and through hard copies sent home. This will continue to be an area of focus for Pendleton, as it is imperative that our families are aware of the IB PYP and how our scholars are progressing through the our Programme of Inquiry.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST Science (5th grade only) Source: CERS, BPSD Data slides (July 2024) *Note: Numbers may change slightly from Summer to December Dashboard release as current numbers reflect 97-99% reporting.	24-25 CAST Science (5th grade only): 10.87% of students met or exceeded standard	25-26 CAST Science (5th grade only) A minimum of 3% increase: 13.87% of students will meet or exceed standard
Passion Programs (VAPA, STEM, AVID, IB) Source: LCAP Parent Survey	25-26 LCAP Parent Survey Actual Outcome 100% of parents agree that they are provided adequate information on Passion Programs to help them understand what their child is learning in school.	25-26 LCAP Parent Survey-Maintain or Minimum of 3% increase 100% of parents agree that they are provided adequate information on Passion Programs to help them understand what their child is learning in school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide continued professional development opportunities for new teachers to understand and improve understanding of International Baccalaureate Primary Years Programme implementation, which includes understanding inquiry based instruction to improve student outcomes. The expenditures to meet this goal will include: * teacher hourly pay for orientation * conference registration	All Students	1500 Title I 1000-1999: Certificated Personnel Salaries Cost of substitute teachers for collaborative planning and data analysis. 4000 Title I 5000-5999: Services And Other Operating Expenditures Cost of conference registration and associated fees.
3.2	Provide opportunities for student engagement and extracurricular activities that support student learning, social emotional development and growth towards college and career pathways. Encourage students to participate in activities that build upon academic achievements and personal interests. The expenditures to meet this goal will include: * grade level events * speech team * art contests * district sponsored events	All Students	2200 Title I 1000-1999: Certificated Personnel Salaries Extra hours for teachers to support students in extra curricular activities.
3.3	Provide opportunities for engagement through college and career activities, which includes the support of community partners. The expenditures to meet this goal will include: * teacher planning for college and career week * materials and supplies for college and career week	All Students	2500 Title I 1000-1999: Certificated Personnel Salaries Substitute coverage for orientation, conferences and SST meetings. 500 Title I 4000-4999: Books And Supplies Materials and supplies for college and career week.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure impactful instruction of core subjects and expansion of college and career pathways, Pendleton continues to focus on our units of inquiry through IB PYP authorization. This allows for teachers to take an inquiry based approach to instruction, which increases student agency, supporting alignment with college and career preparation.

Further, college and career activities are expanded to increase student exposure to a variety of college programs and career pathways.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional conferences will continue to be attended, but the specific conference and specific attendees will vary each year to meet the requirements of the IB PYP. Strategy one supports this need.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Emotional engagement and connectedness

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our data informs us that many of our scholars are struggling to regulate their emotions and often find it challenging to identify the emotion they are feeling. As such, it is necessary to implement a schoolwide program that will increase their knowledge and provide them with the appropriate language and skills to articulate their emotions and help them with coping strategies.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate Source: CA Dashboard	23-24: 36.6% chronically absent on 2023 CA Dashboard 24-25: 22.2% chronically absent on 2024 CA Dashboard (YELLOW for all students) 25-26: 20.5% chronically absent on 2025 CA Dashboard (ORANGE for all students)	26-27 Minimum of 3% improvement
Suspension rate Source: CA Dashboard	23-24: 0.9% suspended at least one day on 2023 CA Dashboard 24-25: 1.2% suspended at least one day on 2024 CA Dashboard (ORANGE for all students) 25-26: 0.8% suspended at least one day on 2025 CA Dashboard (GREEN for all students)	26-27 Minimum of 0.5% improvement

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide translation support for our families to keep them informed about how their scholars are doing, keep them informed about school activities and connecting them to resources. The expenditures to meet this goal will include: * Translation stipend for qualified classified staff per CSEA Contract.	All Students	750 Title I 2000-2999: Classified Personnel Salaries Translation stipend for qualified classified staff per CSEA Contract
4.2	Parent involvement funds - the expenditures to meet this goal will include: * Materials cost * Training/support for parents to increase parent/family involvement	All Students	1107 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Materials to support parent groups.
4.3	Provide extra hours and materials for family engagement, family communication and school/family activities. The expenditures to meet this goal will include: * Hourly pay for parent orientation and Good Start for TK/Kindergarten * Extra hours for aides to assist with family engagement * Materials for school/family activities	All Students	1500 Title I 1000-1999: Certificated Personnel Salaries Teacher hourly pay for parent orientation and Summer Operation Good Start for TK/Kindergarten. 1500 Title I 2000-2999: Classified Personnel Salaries Extra hours for aides to assist with parent/community engagement. 534.60 Title I 4000-4999: Books And Supplies Materials for school/family activities
4.4	Utilize various forms of communication to keep families informed about school activities, important dates, and necessary information that supports student success and parent involvement. Provide school communication in multiple languages to ensure that expectations of growth and student progress are transparent for students and their parents, report cards will be completed at the trimester and parent conferences will be held in October for all students. The expenditures to meet this goal will include: * weekly newsletter	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Cost of substitute teachers for collaborative planning and data analysis.
4.5	Support and maintain active SSC, ELAC and other parent advisory committees and update the Parent	All Students	6000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Involvement Policy annually to meet the needs of the stakeholders. Work with the teachers and PTA to increase parent involvement. The expenditures to meet this goal will include: * materials for parent and family engagement activities * extra hours for aides to assist with parent/community engagement		4000-4999: Books And Supplies Parent training, family engagement materials and books and translations/staffing support for family engagement events.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Many opportunities are in place for parents to be involved in their child's education. This goal includes methods to keep parents informed about school activities and important information. We continue to seek parent input through the LCAP survey.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional training is being implemented for teachers to better support students that may be presenting with challenging behaviors. Additionally, parent involvement is an area of focus and Pendleton continues to prioritize making calls home to increase the connection with parents by 25%. Strategies 1, 2, 3 and 5 support these efforts.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$66,437
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,657.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$65,550.00
Title I Part A: Parent Involvement	\$1,107.00

Subtotal of additional federal funds included for this school: \$66,657.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$66,657.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	65,550	0.00
Title I Part A: Parent Involvement	1,107	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	65,550.00
Title I Part A: Parent Involvement	1,107.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,190.00
2000-2999: Classified Personnel Salaries	2,250.00
4000-4999: Books And Supplies	29,110.00
5000-5999: Services And Other Operating Expenditures	10,107.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	25,190.00
2000-2999: Classified Personnel Salaries	Title I	2,250.00
4000-4999: Books And Supplies	Title I	29,110.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,107.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,065.40
Goal 2	4,500.00

Goal 3
Goal 4

10,700.00
12,391.60

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/7/2026..

Attested:



Principal, Dr. Loriann Leota on 4/7/2026



SSC Chairperson, Cheryl Hill on 4/7/2026