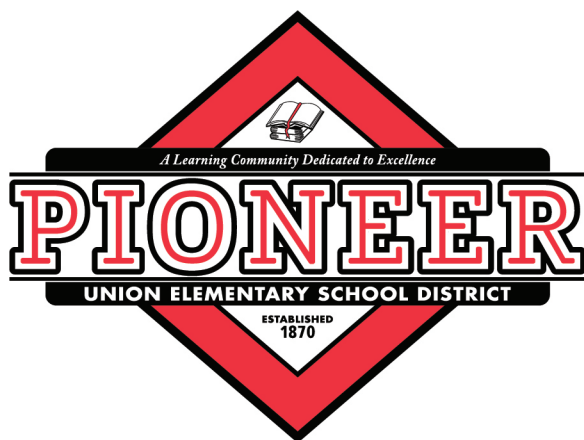


**PIONEER UNION ELEMMENTARY CHARTER  
SCHOOL DISTRICT**

**DISTRICT CHARTER RENEWAL APPLICATION  
2019-2024**



**DISTRICT CDS CODE: 1663990**

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## **RATIONALE AND MISSION STATEMENT**

The Pioneer Elementary Charter School District (1603 student enrollment) serves a growing community in northwest Hanford, California which has a population of approximately 50,000 people. Hanford is located in the Central San Joaquin Valley in Kings County and has 3 school districts within the city limits and 14 total in all of Kings County. Hanford is home of the county seat, and prides itself on the small town feel with big town services. Education and higher learning opportunities are highly valued and nurtured throughout the community.

The student population of the Pioneer District is a mixture of children of farm workers and farmers; professionals and homemakers; Naval base officers and enlisted; small and large business owners; self-employed and retirees; literally every walk of life is represented. The school district, in existence since 1870, takes pride in meeting the needs of all its students, and, as a result, the district enjoys the overwhelming support of its parents, teachers and community members. The district student population mirrors the community of Hanford with 35.2% White, 48.4% Hispanic, 4.3% African American, 3.5% Asian, and 3.5% Filipino.

The district's schools foster a secure, friendly, environment in which students experience a wide variety of learning activities through reading labs; ample access to technology; experimental science activities; music, arts and crafts; and competitive athletics, as well as the fundamentals of basic education. Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the philosophy of high expectations for all.

In 1993, Pioneer Union Elementary School District became the FIRST charter school district in the state. Since its inception, as the Pioneer Elementary Charter School District, the district has experienced growth in ADA; built two additional schools; has consistently been one of the highest performing schools in the county; expanded programs, services, and offerings for students; and has seen an enhanced enthusiasm for "thinking out of the box" about public education. Additionally, all three schools in the district have been recognized by the California Department of Education as California Distinguished schools and California Gold Ribbon Schools.

The following charter petition renewal proposal is a reflection of the constant efforts of the district to prepare students to become productive citizens in the 21<sup>st</sup> century. The district motto, "A learning community dedicated to excellence" is lived daily in taking to heart the challenge of preparing children as 21<sup>st</sup> century learners to communicate effectively; collaborate with others; gather, use, and produce information; apply critical thinking skills; make informed, responsible decisions; become life-long learners; and enthusiastically embrace challenges and responsibilities.

Placed in the context of creating a learning community, these over-riding concepts are encouraged by the support of parents and families, drawing its standards from the initial strategic planning in the early 1990's and encompassing the rapidly growing and changing needs to stay competitive in today's global society.

The belief that becoming a charter would allow the school district to better serve our students and community as well as distinguish itself in the education profession prompted the stakeholders to pursue the original charter petition. That belief is just as strong today as when the original charter was established. The opportunity to have more flexibility with programs and staffing; embracing technology as a powerful tool; ensuring students would have an opportunity to explore arts, music, and the sciences have become not only motivators in meeting the needs of students and parents—but expectations for a complete educational program in developing our citizens of tomorrow. Through this charter, the district becomes partners with parents in the education of their students. The individual responsibilities of each group – parents, district, and students are enumerated in the charter district/parent/ student compact, making it everyone’s responsibility to ensure student growth and achievement. This five-year charter petition renewal challenges the district to evaluate, improve, and to be accountable.

#### Mission Statement:

In order to challenge all students to learn, achieve and act with purpose and compassion, the Pioneer Union Charter Elementary School District will develop and produce motivated and confident students who will:

- Meet or exceed grade level academic standards.
- Become life-long learners.
- Effectively communicate.
- Become contributing citizens of the community
- Be prepared for a successful future.

#### Vision Statement:

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success.

#### Core Values

- We Believe in Excellence: We exist to help each of our students develop his or her intellectual and physical potential, and assist in the social, moral, and emotional development of the student.
- We Care about the Individual: We respect the individual needs of our children and our families and work to find ways to meet those needs.
- We Strive to Improve: We believe that life is an ongoing process of learning and improvement. As we grow in stature, we will continue to grow in our understanding of others and ourselves.

### **ELEMENT A: Educational Philosophy and Program**

#### Educational Philosophy

The Pioneer Charter creates a “learning community” which provides support to parents and families, while holding high expectations and standards. The district curriculum is

founded in California Common Core State Standards and instructional practices on current researched based methodologies. The District believes that a well-educated person in the 21<sup>st</sup> century is one that meets or exceeds grade level academic standards; are life-long learners; can effectively communicate; is creative, can think critically and problem solve; possess the skills and knowledge to be college or career ready; and are contributing citizens of the community.

The Charter will continue to promote a sense of family and provide support regardless of family means or circumstances to ensure student success. In short, the Charter seeks to provide students with maximized opportunities for all to not only learn, but thrive!

The Pioneer Charter is based on the following tenets and beliefs:

1. The strength of the partnership between parents and the schools is a primary determinant of student success.
2. Teachers, parents, students, administration, the board, and the broader community all should participate and contribute to the governance of the school district.
3. Students will rise to meet our expectations.
4. Students learn more and retain more when the curriculum is integrated and meaning centered.
5. Challenging curriculum and corresponding high learning expectations for all students will maximize academic outcomes. "The curriculum for the best is the best curriculum for all."
6. Students learn better and teachers teach better in an environment where students are self-motivated, self-disciplined and where behavior unfavorable to the learning process is minimized.

The philosophy of the Charter incorporates these tenets. It is based heavily on research of effective schools, the recommendations of the district's original strategic planning team and the values of the local community.

#### The Program Elements:

The essential elements of the Charter are:

1. A strengthened partnership with parents including:
  - a) A Parent/Student/District Compact to define the respective responsibilities of the school and home.
  - b) A strong parent role in advisory on program and services.
  - c) Parent education based on identified needs and parental input.
  - d) Parent engagement through multiple venues such as classroom volunteer opportunities, District Parent Advisory Council, English Language Advisory Council, Parent clubs, etc.

2. An academic, social and conduct contract for students that defines the student's responsibility for learning, his/her responsibility to the school and the community.
3. The development of high standards for all students through a curriculum that:
  - a) Is meaning centered.
  - b) Prepares students to be college and career ready.
  - c) Is focused on the Common Core State Standards.
  - d) Is highly integrated.
  - e) Is real world based.
  - f) Implements researched supported pedagogy including the use of student engagement techniques, open-ended projects, and an emphasis on persevering, problem solving and thinking critically. Integrates technology to a high degree into the process to improve learning, strengthen teaching and prepare our students to be 21<sup>st</sup> century learners.
  - g) Develops self-motivated, competent students with an affinity for life-long learning.
  - h) Regularly uses formative and summative assessments to evaluate and inform instruction.
4. A comprehensive Multi-Tiered Systems of Support program to help students and their families including:
  - a) Academic support including diagnostic and interventions based on a self-referral, parent referral or teacher referral.
  - b) Behavior and emotional support including peer helpers, student counseling, staff psychologist and counselor.
  - c) Health services support including school nursing, staff training, student and employee wellness, and access to public health services.
5. Time allocated to Professional Learning Communities for the purpose of analyzing student performance using data, curriculum development, team meetings, grade level planning, and professional development focused on meeting our students' needs academically, behaviorally and socially. Professional Learning Communities are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The collective inquiry and action research are a product of analysis of students' achievement data in the form of Common formative assessments. The process is driven by the four guiding questions of PLCs:
  - a. What do we want our students to learn?
  - b. How will we know when they have learned it?
  - c. How will we respond if they don't learn?
  - d. How will we respond if they already know it?

6. Access to technology within all classrooms which supports teaching and learning, prepares students to find and manage information and use it appropriately.
7. Create and maintain an environment in which students, staff and parents are safe in their learning environment.
8. Enrichment through field trips (virtual and “real”), exposure to the arts, STEM and an expectation to participate in extra-curricular activities.
9. Professional agreement with the Kings County Office of Education to provide professional development in Multi-tiered Systems of Support, content areas, New Teacher Induction, and strengthen the evaluation of program effectiveness.

#### Students to Be Served

Pioneer Union Elementary Charter School District serves TK- 8 grade students who reside in the District’s boundaries and those who reside outside the district’s boundaries who wish to attend the district pursuant to the inter-district charter agreement.

Admission to the district is not determined on place of residence of the pupil.

Interdistrict-charter agreements are reviewed by the Superintendent and a recommendation is taken to the Governing Board at a regularly scheduled board meeting for action. Student openings filled by non-resident students are filled by random lottery. Historically, the percentage of students living outside the district boundaries range between 12-15% of total student enrollment.

#### Curriculum and Instructional Design

All curriculum and instruction is aligned with the California Common Core State Standards and Frameworks. Every student will have sufficient access to standards aligned text books and/or instructional materials through physical or electronic means pursuant to E.C. 60119. Every child receives a rigorous, well-balanced standards-aligned core program, consistent with the emphasis and design of our original Charter. Teachers at each grade level meet regularly to discuss curricular issues and work together to design instructional activities and lessons. They also analyze assessment data and use the results to structure and differentiate the educational program to meet the learning needs of their students. Adjustments to the instruction, employing research-based methodologies, are then implemented to remediate any areas of concern and to achieve grade level proficiency in all subject areas. Pioneer’s instructional program includes music, art, physical education, and technology in addition to the core English, math history/social science, science, and health. Teachers are knowledgeable about their grade level standards and have created instructional pacing charts to insure the coverage and depth of knowledge of those standards. Teachers regularly communicate with parents to discuss academic performance.

### Plan for Students Who Are Academically Low Achieving

The district offers a variety of programs to support students not meeting grade level standards. A well-articulated multi-tiered Response to Intervention (RTI) process is in place. Teachers meet in grade level Professional Learning Communities to review student achievement data on early release Wednesdays. Tier I interventions are then implemented in the classroom through differentiated instruction. Secondly, should a student not respond to tier I interventions, an SST is convened. A strategic plan is developed at the SST meeting to provide targeted support to the identified areas of need. Staff responsible for implementing the plan are identified and work closely together to implement procedures that ensure students' academic needs are being addressed.

At the elementary schools, teachers and Title I and/or intervention staff work closely together to progress monitor and discuss student achievement using key indicators based on the students' area of need. After school intervention provides additional support in targeted academic areas such as phonics, fluency, comprehension, English Language development and math strategies.

Additional services at the Middle School include additional Language Arts and Math support classes within the regular school day, before and/or after school support, differentiated instruction of students for reading instruction targeted at their level.

### Plan for Students Who Are Academically High Achieving

Pioneer's philosophy is that an instructional program for the best students is the best instructional program for all students. The district is known for its rigorous program and high expectations for all. High achieving students are identified through standardized assessment, grade level benchmarks and other summative assessments. High achieving students' needs are specifically met within the regular day through differentiation. Middle School students are offered a variety of elective classes such as Spanish, art, band, science technology engineering and math (STEM) and student government to extend and enrich their learning. All campuses have performing arts programs available for all students. Extra-curricular activities are offered to students at all school sites to extend their learning, provide enrichment and other opportunities for a well-rounded education promoting academics, civic responsibility, social skills, and physical well-being. These activities include but are not limited to Mileage Club, Wipe Out Waste (recycling), leadership opportunities through Panther Pals and Buddy Squad, sports, public speaking, spelling bee, peer mentoring, and clubs.

### Plan for English Learners

The District identifies English Learners (EL) through the Home Language Survey in compliance with California law. These students are assessed using the Initial English Language Proficiency Assessments for California (Initial ELPAC) within 30 calendar days of initial enrollment by trained staff. Students who score Intermediate English Learner



(370-449) or Novice English Learner (150-369) are identified as English Learners. If identified as an English Learner, students receive English Language Development instruction by teachers who have CLAD or BCLAD certification. The curriculum and instruction for English learners is aligned to the California English Language Development Standards adopted in 2012 that are aligned to The California Common Core Standards. A primary focus of the ELD standards aligned program and instruction is to address English language and literacy skills ELs need in key content areas allowing greater access to the Common Core State Standards. Instructional assistants also provide small group and individual instruction using State approved ELD materials in our Language Labs. Instruction focuses on access to the Common Core State Standards as students increase fluency in the English language, their proficiency levels are re-evaluated and instruction is adjusted to ensure continued improvement.

The school sites hold regularly scheduled English Language Advisory Committee (ELAC) meetings throughout the year. These meetings are a venue for parental input and participation in their child's education. The goal of the meetings is to gain parental input as well as an opportunity to inform and educate parents on educational issues so that they can take an increasing role in their child's education. The District also regularly holds District English Language Advisory Meetings in which parents can provide input to the District related matters, programs, and policies.

#### Reclassification Process:

The Pioneer Union Elementary School District Board and the District English Learner Advisory Committee (DELAC) have approved standard criteria and procedures for reclassification. The following criteria will be used to determine when an English learner has acquired English language skills that would enable them to access and be successful the core curriculum comparable to a native English speaker.

#### Criteria for Reclassification:

1. Grade Level
  - The student must be enrolled in grades 2-8
2. ELPAC Scores
  - Overall score of 4 or high 3 (upper expanding)
  - Level 3 or higher in Oral Language Score & Written Language Score
  - Somewhat/Moderate or Well Developed in Listening, Speaking, Reading and Writing
3. CAASPP
  - Nearly Met in ELA and Math
  - District Benchmarks can be used for 2nd & 3rd graders who do not have CAASPP scores
3. Teacher Input

- Score of 20 or higher on the Student Oral Language Observation Matrix (SOLOM) Fountas & Pinnell or Literably Score is less than a year behind grade level.
- C or above on report card at MS
- Approaching Standards on report card for 2nd - 5th

#### 5. Parent Consultation

Parents will be notified by EL Instructors or classroom teacher about the possibility of reclassification, concerns will be addressed

Explain to parents that students will still be monitored for progress for four years

Parent(s) will sign consent form for reclassification

#### Student Monitoring After Reclassification:

1. Reclassified students will receive follow-up monitoring by the principal or designee for four years after reclassification. Progress, including benchmark scores and grades, will be checked and recorded on the Reclassification Form at the end of each Trimester of the four years following reclassification. The site principal or designee will oversee follow-up monitoring of reclassified students.
2. The principal or designee will provide assessment information including ~~STAR~~ CAASPP, Fountas & Pinnell, Literably, to teachers of reclassified students at the beginning of the four school years following reclassification.
3. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include but are limited to: additional tutoring or counseling, training in test taking strategies, and support in reading, language arts, and mathematics.

#### Site Reclassification Procedures:

- The principal or designee shall review reclassification criteria and procedures with all certificated staff at the beginning of each school year.
- At the beginning of each school year, the site principal or designee will provide all teachers with test scores of students who were reclassified the previous year for the purpose of monitoring progress.
- In September, the principal or designee reviews test scores of site English Learners to determine which students have met the district reclassification criteria. Teachers of those students will receive the SOLOM evaluation form.
- The teachers complete the SOLOM for the students and returns to the principal.
- The principal or designee reviews all reclassification criteria and completes the PUESD Recommendation for Reclassification to FEP form.
- The principal or designee schedules a meeting with teacher, parent, and principal/designee to determine if reclassification is appropriate for the student.
- The reclassification process is explained to the parent or guardian and the parent or guardian's signature is obtained indicating either agreement or disagreement with the decision to reclassify.

- Reclassification documents are filed in the student's language folder; The student information system will be updated to reflect reclassification.
- The principal or designee will monitor reclassified students' grades and performance on district common assessments each trimester for a period of four years.
- If student progress remains satisfactory, monitoring will continue. If a student is experiencing difficulty, a meeting will be held with the teacher to determine appropriate strategies to support the student. The principal or the designee is responsible to coordinate services for those students who have been reclassified but may be experiencing difficulties, including appropriate before, during, and after school interventions.

#### Reclassification Process Years 2-4:

- The assessment schedule of the first year is repeated.
- On the fourth anniversary of the reclassification, student performance is assessed, and if progress is satisfactory, student performance is no longer monitored.

### Students Receiving Special Education Services

Pioneer Union Elementary Charter School District provides special education services to qualified students in full compliance with the Individuals with Disabilities Education Act (IDEA). In concert with IDEA, Pioneer supports and provides services to students receiving Special Education in the Least Restrictive Environment (LRE). Our Charter philosophy is to maintain high expectations for learning and achievement for all students including those receiving special education services.

The district uses child find procedures used to identify students for special education services. Students can be referred by teachers, parents, agencies, appropriate professional persons, and from members of the public with knowledge of the child. Referrals are also made through the Student Study Team after the resources of the regular education program have been considered, and when appropriate, utilized. This is often accomplished through the multi-tiered system of supports process. After a referral has been made, an assessment may be conducted in any and all areas of suspected disabilities. These assessments include assessments in one or more of the following areas: behavior, health, psychometric, and or academic.

Qualifying students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan by certificated special education staff and classified staff in concert and close collaboration with the general education teacher. The student's progress toward goals is reviewed and revised annually by an IEP team to ensure progress on goals, appropriate services, supports, appropriate accommodations and/or modifications are in place, and the student is receiving educational benefit.

The district is part of the Kings County Special Education Local Plan Area (SELPA), serving several County operated programs and the thirteen school districts within the

county. Through the Kings County SELPA, the district ensures a continuum of services are available to meet the needs of students with severe disabilities. One such program operated by KCOE, Shelly Baird, provides services for moderate to severely disabled students and is housed on the Pioneer Elementary School campus.

Pioneer believes that parent participation is essential to a student's success. This is especially true for students who receive special education services. Parents participate in the education and program of their special needs child by participating in the Individualized Education Plan meeting. There, they provide essential information that the team considers in providing appropriate services for their child allowing them to access the regular education program to the greatest extent possible. Additionally, regularly scheduled parent teacher conferences are held to keep parents informed of their child's academic progress. The County SELPA also holds Community Advisory Committee Meetings for parents of children with special needs.

#### Categorical Programs

Pioneer Union Elementary Charter School District will comply with all conditions of Federal categorical programs and will participate in Federal Program Monitoring as required.

#### Facilities

The district takes pride in providing a learning environment that is clean, safe, functional and conducive to learning. The district is comprised of three schools; Pioneer Elementary School which is the original school of the district; Pioneer Middle School built in 2001; and Frontier Elementary School built in 2008. The sites are maintained and are in good repair and in compliance with E.C. 17002 (d).

#### Local Control Accountability Plan - Annual Goals for all Pupils and Each Subgroup of the District

Goal 1 –Provide conditions of learning that create equitable access for all student groups to State Standards and a broad course of study. (State Priority 1, 2 and 7)

- Actions to achieve goal 1:
  - Execute routine and repair schedule.
  - Provide a safe, clean learning environment
  - Establish furniture replacement committee to identify furniture needs at the middle school and develop a prioritized list to purchase and replace furniture in phases within budget allocation.
  - Hire certificated staff with appropriate credentials/authorizations or enrolled in an intern program for the subjects and students they teach.
  - Purchase Stem Scopes and lab materials to augment current materials for the instruction of NGSS standards
  - Provide professional development on the Standards based K-5 ELA adoption.
  - Provide appropriate services and accommodations in the least restrictive environment for students with disabilities to provide access to the state standards.

- Provide professional development to teaching staff in using formative assessments during instruction.
- Provide professional development and coaching in researched based small group reading instruction
- Provide professional development for grades 5-8 in the STEM Scopes curriculum
- Purchase Mystery Science licenses K-4 to augment current science program for the instruction of NGSS standards.
- Provide professional development in grades 3-8 in the vertical articulation and implementation of the NGSS standards
- Provide professional development in ELD standards based instruction and researched based instructional practices for English Learners.
- 

Goal 2 - All students will make progress in meeting or exceeding grade level standards as defined by the California Department of Education (State Priority 4 & 8).

➤ Actions to achieve goal 2:

- Provide literacy progress monitoring tools for progress monitoring
- Provide personnel for targeted instruction and support during instructional day.
- Provide materials for Interventions supports during the instructional day.
- Provide additional instruction and support outside of instructional day
- Provide additional Instruction outside the instructional year for unduplicated elementary students
- Provide additional Instruction outside the instructional year for middle school unduplicated students
- Provide Students access to technology and related skills
- Monitor achievement data for unduplicated students
- Assess and monitor English Learner progress in gaining proficiency in English.
- Provide programs and services to English Language Learners which access the ELD standards.
- Provide additional support for unduplicated students in the acquisition of skills related to technology
- Provide Director of Student Support Services to facilitate and monitor LCAP actions targeted to and/or principally directed to unduplicated students.
- Provide universal screening reading software for grade 3-5

Goal 3 - District and each school will establish systems and venues for meaningful parental/stakeholder input (State Priority 3)

➤ Actions to achieve goal 3:

- Continue to use multiple avenues for communication to inform community and stakeholders.
- Provide parent education venues.
- Continue to provide venues for parent and stakeholder input for programs for all students and those directed at unduplicated students

- Conduct survey of students, parents and teachers.

Goal 4 - Refine practices that build positive student engagement and school climate which promote social and academic success (State Priority 5 & 6)

➤ Actions to achieve goal 4

- Continue to provide Training and professional development in Positive Behavior, Intervention and Supports at Middle School
- Provide training materials for School PBIS teams.
- Provide services to maintain attendance rates
- Continue to provide health services
- Provide School Resource Officer
- Provide Psychologist
- Provide mental health services
- Provide professional development in Classroom Organization and Management Program

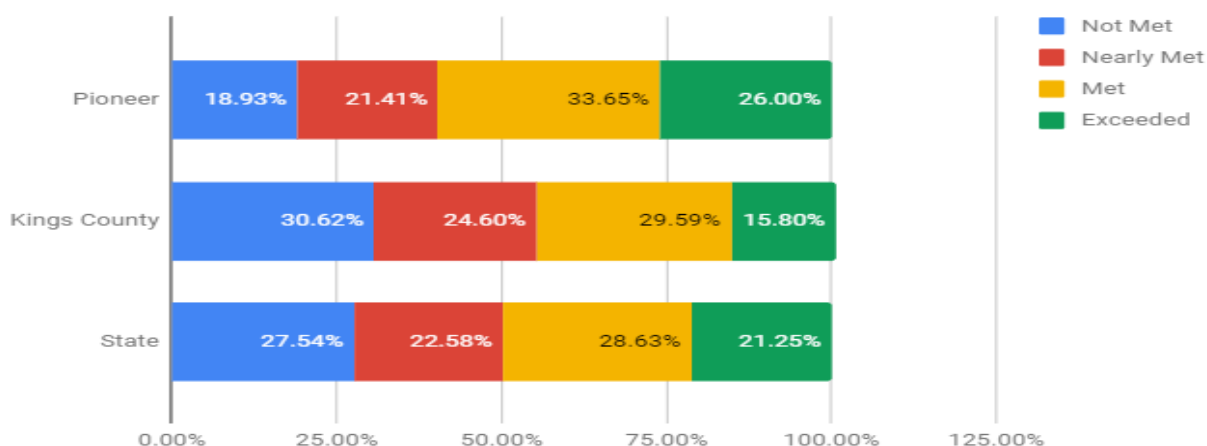
## **ELEMENT B: MEASURABLE STUDENT OUTCOMES**

Pioneer's original charter placed high expectations on both the individual students and the Pioneer staff and programs designed to achieve results in student learning and the acquisition of knowledge and skills related to the State Standards. In order to have accountability for meeting those expectations, assessment of student progress is the core to measure the effectiveness of an instructional program. That assessment should measure both the degree to which students are meeting standards and on their ability to perform favorably in relation to demographically comparable Local Education Agencies and with State. The district uses a variety of tools to measure student progress, including formative and summative assessments based on classroom instruction, district benchmark tests administered each trimester, Common Core aligned curriculum based measures, and the California Assessment of Student Performance and Progress. Our performance goals are aligned with the statewide assessments and performance indicators.

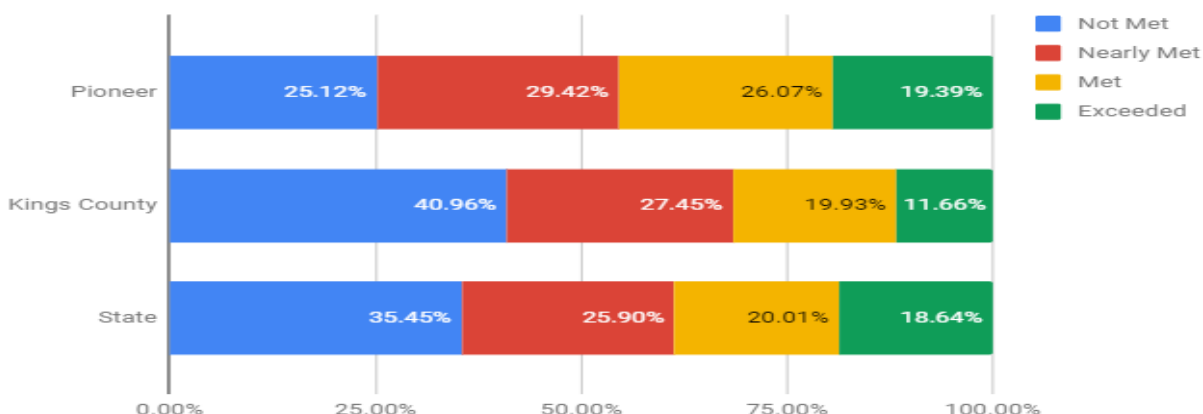
### **California Assessment of Student Performance and Progress (2018)**

Achievement results on the California Assessment of Student Performance and Progress demonstrate the strong academic program provided through the charter. The charter's performance exceeds County and State results and demonstrates benefit for all students and significant subgroups. Dist. Additionally, Pioneer's performance on State measures are among the highest in Kings County.

## English Language Arts, CAASPP 2018



## Mathematics CAASPP 2018



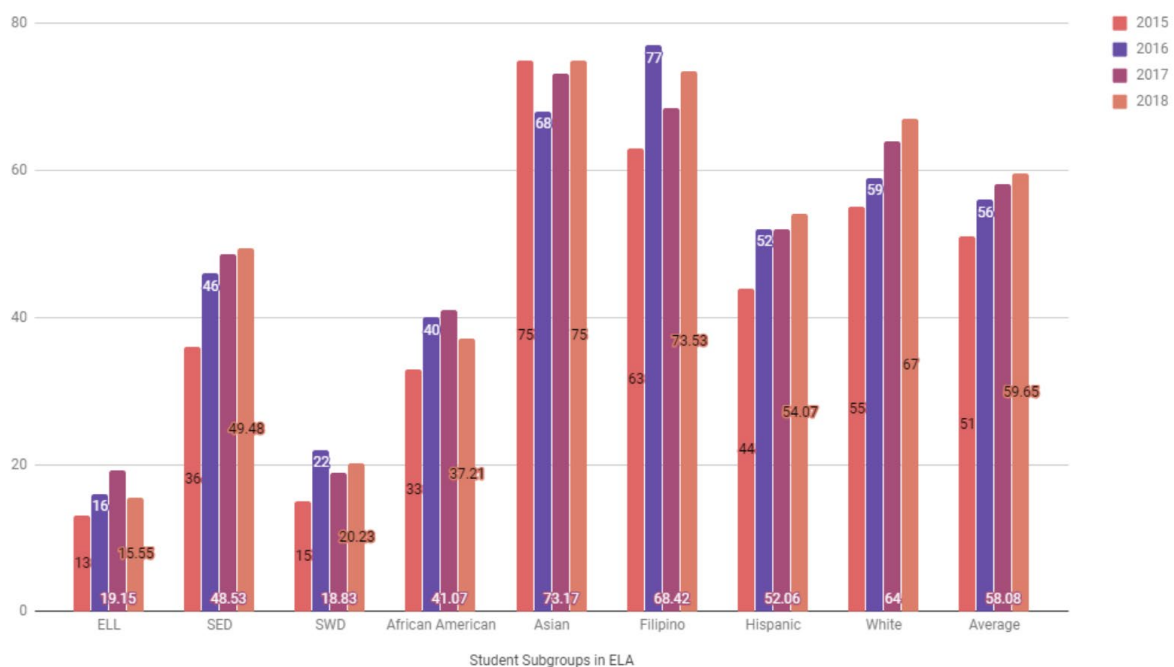
## Subgroup Performance on the Smarter Balanced Assessment (2018)

Subgroup	Achievement Level	English Language Arts/Literacy		Mathematics	
		County-Wide	District	County-Wide	District
All Students	Standard Met or Exceeded	45%	60%	22%	45%
	Students with Scores	15,230	1,046	15,225	1,047
SWD	Standard Met or Exceeded	13%	22%	10%	17%
	Students with Scores	1,470	84	1,466	84
SED	Standard Met or Exceeded	37%	49%	25%	37%
	Students with Scores	11,013	477	11,009	478
EL	Standard Met or Exceeded	11%	15%	9%	15%
	Students with Scores	2,478	45	2,490	45
RFEP	Standard Met or Exceeded	44%	60%	35%	44%
	Students with Scores	2,971	101	2,964	101

<b>White</b>	Standard Met or Exceeded	61%	67%	45%	52%
	Students with Scores	2,948	372	2,946	372
<b>Hispanic or Latino</b>	Standard Met or Exceeded	37%	55%	27%	38%
	Students with Scores	10,701	516	10,699	517
<b>Black or African American</b>	Standard Met or Exceeded	37%	37%	23%	30%
	Students with Scores	578	43	577	43
<b>Females</b>	Standard Met or Exceeded	51%	65%	32%	46%
	Students with Scores	7,574	527	7,572	527
<b>Males</b>	Standard Met or Exceeded	39%	54%	31%	45%
	Students with Scores	7,656	519	7,653	520

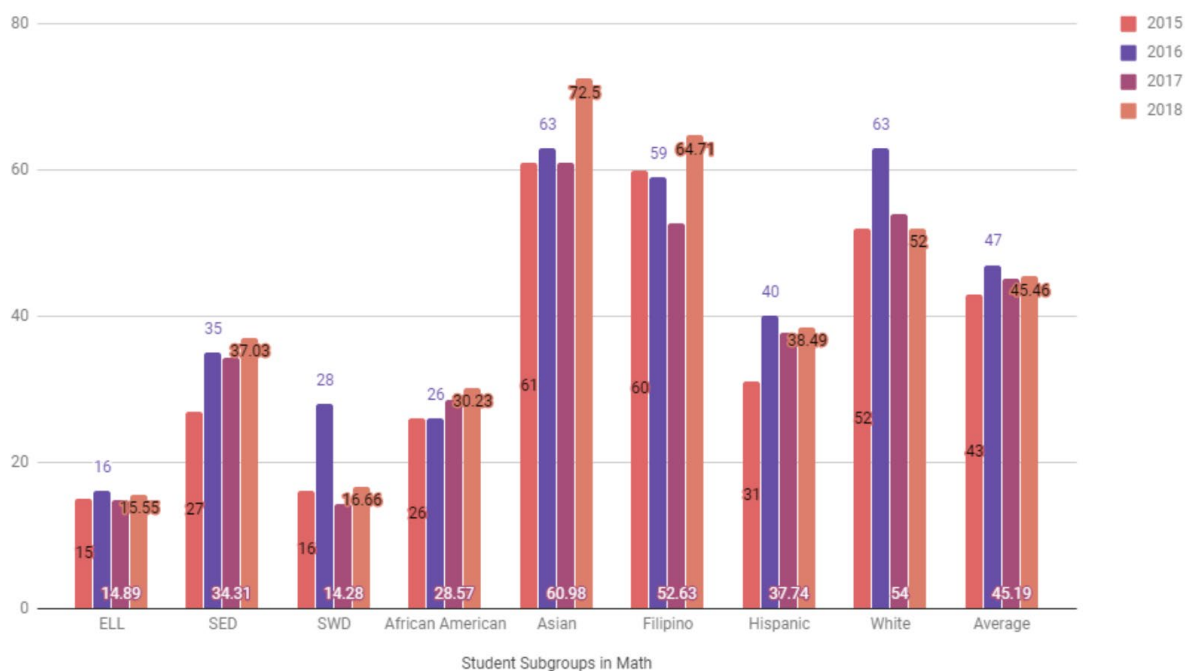
The District has demonstrated a general trend of improvement in the percentage of students meeting or exceeding standard for all subgroups on the CAASPP since the initial assessment in 2015.

% of Students by Subgroup who Met or Exceeded Standards in ELA





% of Students by Subgroup who Met or Exceeded Standards in Math



## California Dashboard

### English Language Arts

2018 ELA			
Subgroup	District		
	Dist. from Std.	Status	Change/Color
All Students	16.6	Maintained	0.8
Black A.A.	-18.2	Increased	4.8
A. Indian	Not a Significant Group		No Perform. Color
Asian	53	Maintained	2.7
Filipino	51.7	Increased	3.0
Hispanic	2.1	Maintained	0.4
Pacific Islander	Not a Significant Group		No Perform. Color
White	31.4	Maintained	1.5
2 or more Races	Not a Significant Group		No Perform. Color
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	22.2	Increased	3.4
Socio-Econ. Disadvan.	-5.3	Maintained	1.4
SWD	-55.9	Declined	-3.3

While Maintaining performance in English Language Arts, the district increased performance for three of nine subgroups; maintained performance for five of nine groups; and declined by 3.3 points for one subgroup.

## Mathematics

2018 Math			
Subgroup	District		
	Dist. from Std.	Status	Change/Color
All Students	-16.4	Maintained	-2.4
Black A.A.	-50.5	Increased	8.8
A. Indian	Not a Significant Group		No Perform. Color
Asian	32.6	Increased	17.6
Filipino	1.1	Declined	-5.9
Hispanic	-33.8	Declined	
Pacific Islander	Not a Significant Group		No Perform. Color
White	2.8	Maintained	-2.3
2 or more Races	Not a Significant Group		No Perform. Color
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	-52.6	Maintained	-1.5
Socio- Econ. Disadvan.	-38.4	Maintained	-0.3
SWD	-88.7	Declined	-18.4

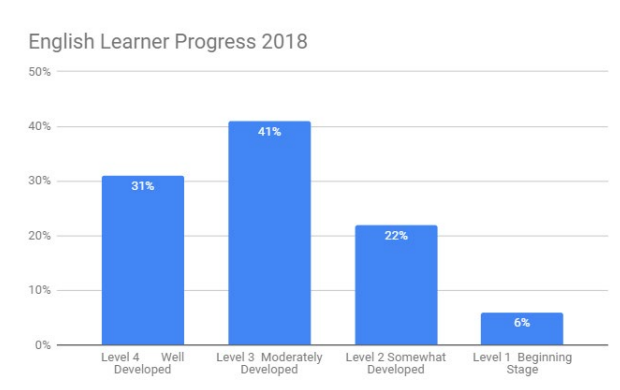
While maintaining performance of all students in mathematics, the district increased performance for two of nine subgroups; Maintained performance for four of nine subgroups; and declined in performance for three of nine subgroups.

## Chronic Absenteeism

	Suspension Rate	Status	Change/Color
All Students	5.3%	Maintained	-0.2%
Black A.A.	4.9%	Increased	4.6%
A. Indian	Not a Significant Group		No Perform. Color
Asian	3.2%	Declined	1.4%
Filipino	11.8%	Increased	6.1%
Hispanic	5.7%	Maintained	-0.1%
Pacific Islander	Not a Significant Group		No Perform. Color
White	4.5%	Declined	-0.9%
2 or more Races	6%	Declined	-0.8%
Foster	6.3%	Declined	-5.5%
Homeless	Not a Significant Group		No Perform. Color
EL	5.1%	Declined	-2.9%
Socio- Econ. Disadvan.	7.3%	Maintained	0.0%
SWD	4.1%	Declined	3.7%

While maintaining performance for all students and two of its subgroups, the district decreased chronic absentee rates of six of ten subgroups; two subgroups increased in chronic absentee rates. The two groups experiencing an increase are relatively small with an African-American subgroup of 81 students and a Filipino subgroup of 51 students. Therefore, identification a few students as a chronic absentee in each of these groups can influence the percentage significantly.

## English Learner Progress



English Learners under the charter have had high rates of progress in becoming increasingly English proficient. In 2015, the percentage of English Learners making progress toward English proficiency was 78.9%; in 2016, 80.3% percent made progress; and 82.2% made progress in 2017. English Learner Progress has been a consistent area of strength when evaluating the metrics and actions of the district's Local Control and Accountability Plan. The 2018 results show the progress of English Learners as measured by the new state assessment of English proficiency, the ELPAC. Therefore, a status, change and color designation has not been given for 2018.

## California Dashboard Local Indicators - 2018

Priority	Description	Met/Not Met
1	Basics: Teachers, Instructional Materials, Facilities	MET
2	Implementation of Academic Standards	MET
3	Parent Engagement	MET
6	School Climate Survey	MET
7	Access to a Broad Course of Study	MET

The Pioneer District develops plans and actions through the Local Control Accountability Plan to address the identified needs of all students and subgroups. The District analysis of student achievement data is ongoing and the district continually responds to the information to make positive impact on students learning. The District has not been identified for differentiated assistance for all students and any subgroup under California's school accountability system.

The relative high performance of the Pioneer district is evidence of the effectiveness of the district's charter. Offering and delivering an exceptional educational program allows students and subgroups to perform at high levels when compared to county local educational agencies. Additionally, a fundamental premise at the inception of California

Charter Act governing charter schools was the opportunity charter schools and districts offered parents when making educational decisions for their children. The Pioneer charter affords the attendance opportunity, not only to residents of the district but to families from outside the district's boundaries, allowing them to access the high quality program offered within Pioneer and, thereby, fulfilling a principle tenet of the California charter law.

## **ELEMENT C: METHODS BY WHICH STUDENT OUTCOMES AND PROGRESS IS MEASURED**

### **California Assessment of Students Performance and Progress**

The district's plan for achieving targets are defined by California State Department of Education and include:

- A review and analysis at the beginning of the school year of progress as measured by the previous year's California Assessment of Student Performance and Progress (CAASPP) scores; identification of students considered at risk of retention according to district established criteria and development of appropriate interventions/Student Action Plans.
- A school calendar with time allocated for analysis of benchmark and classroom assessment data; monitor student progress, particularly of at risk students; revise instructional strategies/interventions as appropriate.
- A review of common formative assessments to ensure they are correlated with learning expectations and have the depth of knowledge required of Common Core State standards.
- Ongoing professional development in 21<sup>st</sup> century learning and technology for all staff members which is timely and relevant.
- Purchase and continued support of standards based instructional and supplemental materials, as needed.
- Bi-weekly grade level/content area meetings to ensure continued improvement of the instructional program.

### **Methods of Assessment**

Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods:

1. California State assessments administered pursuant to Education Code Part 33, Chapter 5, Article 4, commencing with Section 60640 as certified by the state board
2. English Language Proficiency Assessment of California (ELPAC) Scores, or any subsequent assessment of English proficiency as certified by the state board.

3. Local assessments and evaluations - schools in the district will conduct local assessments and evaluations that may include:
  - a. Smarter Balanced Interim Assessment Blocks (IAB)
  - b. State adopted textbook curriculum based assessments
  - c. District benchmark tests in English Language Arts, writing, math, K-8; and science (5-8)
  - d. Teacher developed common formative and summative assessments
  - e. Daily attendance
  - f. Performance on daily work and homework
4. School Climate Assessments
  - a. California Healthy Kids Survey
  - b. Yearly totals of suspensions and expulsions related to Education Code violations reported on the Uniform Management Information System (UMIRS) shall not be greater than three and total more than one incident per 100 students enrolled or a fraction thereof.

#### Use and Reporting of Data

Student achievement data are collected, analyzed, and reported to school staff and parents through the following measures.

1. Methods of collecting data:
  - a. Illuminate data management and Illuminate software to collect data from state assessments, local benchmark assessments, and classroom formative and summative assessments.
  - b. Data reports from the California Assessment of Student Performance and Progress (CAASPP).
  - c. Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance.
2. Forums for analyzing data:
  - a. Teacher analysis of collected student data
  - b. Grade level and school-wide Professional Learning Communities
  - c. Vertical curriculum articulation
  - d. Parent-teacher conferences
  - e. Staff meetings
  - f. Intervention teams
  - g. Student Study Teams
  - h. Administrative leadership meetings
  - i. Parent Advisory Council
  - j. Labor Groups (Pioneer Teacher's Association, CSEA ch. 813)
  - k. Classified Employees
  - l. Students
  - m. Parent/community input/analysis
  - n. School Board meetings

3. Means of reporting data:
  - a. Student CAASPP Reports
  - b. Parent conferences
  - c. Student information System (Illuminate) portal allowing parental access to student grades and assignments
  - d. Teacher web pages
  - e. Media reporting
  - f. Board meetings
  - g. School Accountability Report Cards

Analysis of student performance data is an ongoing process used to improve the total educational program so all students can progress to meet the district proficiency outcomes.

#### **ELEMENT D: GOVERNANCE STRUCTURE**

The district's governing structure is somewhat modified to reflect the philosophy of creating more opportunities for faculty, parents and community to have a greater role in decision making.

##### **The role of the Board of Trustees:**

The Pioneer Governing Board, consisting of five (5) members, will continue to be selected in the present manner through the election process, as governed by state and local statute. The district contains five "trustee areas." One board member is elected from each of the five areas. The term of office for board members elected in regular elections is 4 years. Board member's terms are staggered so that as nearly as practicable, one-half of the members shall be elected in each odd numbered year. The ultimate authority for the governance of the district will remain with this elected Governing Board. Policies will continue to be introduced and enacted at public board meetings as needed for new mandates and programs. The Governing Board actively seeks and enthusiastically welcomes parent input on a wide range of topics such as curriculum and instruction, assessment and accountability, school operations, and budget and finance.

##### **The role of the Superintendent:**

The Superintendent has primary responsibility for implementing district vision, policies, and managing the day-to-day operations of the district.

##### **The role of the Director of Learning Support Services:**

The district Director of Learning Support Services is responsible for all instructional materials, curriculum implementation, board policies related to curriculum and instruction, categorical programs, coordinating district wide professional development, support for site administrators, a resource for teachers.

##### **The role of Director of Student Support Services:**

The Director of Student Support Services is responsible for services to students with special needs, implementation and monitoring of actions within the LCAP directed to

unduplicated students, monitoring progress of unduplicated students through state and local assessments, engaging site principals in analysis of student performance for all students and subgroups as defined in section 52052(a)(3) and developing cycles of inquiry.

#### The role of the Site Administration:

The day-to-day operations of schools within the district are the responsibilities of the school site principal and assistant principal in accordance with the school specific operational plan. Each site administrator is responsible for adherence to all applicable Federal and State laws, policies of the district, and implementation of adopted curriculum and programs.

#### The Administrative Cabinet:

This cabinet is composed of designated management staff and will be under the direct supervision of the superintendent. The administrative cabinet will meet regularly with the goal of positively impacting student learning and promote a safe, engaging educational environment. This will be accomplished through teamwork, collaboration, decision making, and policy implementation and changes as needed. The focus of the cabinet is to direct the resources of the district to our mission and would include coordinating services such as transportation, child nutrition, health, technology and other departments towards improving student learning and achievement.

#### The Curriculum Cabinet

This cabinet is focused on instructional and academic outcomes. It is comprised of the superintendent, site principals, Director of Learning Support Services, Director of Student Support Services, Director of Technology, Human Resource Director and the Assistant Superintendent of Fiscal Services. The cabinet assesses district-wide needs pertaining to curriculum, professional development, instructional planning, staffing and develops plans to address the identified needs. The Curriculum Cabinet considering input from other parents and other stakeholders review the actions and services in the Local Control Accountability Plan (LCAP) for effectiveness. The cabinet then makes determinations as to continuance, revisions, discontinuation or addition of any action or service within the LCAP.

#### School Site Leadership

Professional Learning Communities (PLC) provide the structure by which school site leadership is organized and site leadership business is conducted. Professional Learning Communities take on a variety of forms ranging from grade level teams, department teams to representative teams. In PLC's, teams of teachers, administrators and support personnel review and make decisions centered on student achievement measures, programmatic issues, curriculum, school climate and other organizational and educational issues that parallel and may contribute to but, do not conflict with the governance responsibility of other district governance bodies and/or falling within the scope of collective bargaining.

#### The Student Council:

The middle school has a student council composed of students selected by their peers to represent student interests. Representatives of the student council will meet with administrative staff to advise them on matters relating to student affairs and concerns. The middle school shall also have a student report monthly to the Board of Trustees as part of their duties and to give students an opportunity to address the Board. Additionally, student representatives from the council shall also serve on a variety of committees and councils as appropriate to give input and a student voice to the issues/concerns/topics addressed by the committee and/or council. (Examples include the Wellness Committee).

Additionally, the elementary schools have leadership forums for students to contribute in organizing school events and give input to the school administration on various aspects of the school.

#### The District Parent Advisory Council:

This council will represent the greater interests of the school community and advise administration on matters which impact the school and community relationship. The Council will be composed of parents representing the various demographic and programs in the district, certificated and classified school site staff, school site administration, and district office administration. The Superintendent or designee has the direct responsibility to organize and direct the Council. The Council will meet at least 6 times a year with defined bylaws, scheduled meetings, formal agendas, minutes and follow the Roberts Rules of Order in conducting meetings. The district Parent Advisory Council offers the opportunity of shared governance in that the role is to advise and make recommendations on district programs and services for consideration in the development of the district's Local Control and Accountability Plan.

#### The Kings County Office of Education

The Kings County Office of Education is charged with monitoring the Charter Program and evaluating its success and performance. Annual school and district site visits, assessment of charter compliance and review of student achievement data are conducted by the Kings County Office of Education staff and County Superintendent of Schools. Additionally, The Kings County Office of Education monitors the district's fiscal position pursuant to the reports required by Education Code.

#### Consultation with Parents and Teachers

Throughout each school year, the district consults with parents and teachers regarding the charter district's educational programs. Information gathered from these consultations are then used to inform the development or revision of the district's Local Control Accountability Plan.

Parents are encouraged to be involved in a variety of ways to ensure engagement and input on programs and services provided by the district to serve diverse population. Parents participate on the school site councils at each elementary school, may serve on the district Parent Advisory Council, participate in on the English Language Advisory Committee as well as the district English Language Advisory Committee. Additionally, the district conducts an annual survey of parents to gather input on its programs and



services for all students and those directed at unduplicated students and significant subgroups. The survey also measures the parents sense of school connectedness and safety.

The district engages teachers through discussions about student learning in School site and grade level/department PLC's. Teachers engage in professional discussion with their teams and site administrators about ways to improve upon the existing school and district programs. These discussions occur throughout the year in real-time as programs are being implemented providing timely feedback to make instructional decisions to positively impact student learning. Additionally, each year, teachers review actions within the LCAP and provide input and take annual survey to assess sense of safety and school connectedness.

## **ELEMENT E: QUALIFICATIONS OF INDIVIDUALS EMPLOYED**

In order to be creative and flexible in providing an optimal learning environment, the district has board policies and procedures for all those who work with children. These policies and procedures will be reflected in the district's hiring practices, evaluation methods, and professional development. In addition, it is expected that all employees of the district have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

### **Employee Qualifications**

- Superintendent  
The superintendent must hold a valid California administrative services credential. The superintendent is employed by and responsible to the Board of Trustees. The superintendent shall have a criminal background check performed pursuant to Education Code Section 44830.1
- Associate Superintendent of Fiscal Services  
The Assistant Superintendent of Fiscal Services must hold a Bachelor's degree in business administration or related field
- Principal  
The principal must hold a valid California administrative services credential and a valid California teaching or comparable credential along with the experience and skills required to fulfill the responsibilities of the position. The principal is employed by the Board of Trustees and is responsible to the superintendent. The principal shall have a criminal background check performed pursuant to Education Code Section 44830.1
- Teachers/ Coordinators  
Classroom teachers and coordinators must hold valid California teaching credential. All teachers and coordinators are fully credentialed for the subject and pupils they teach in accordance with E.C 44258.9. They are employed by the Board of Trustees and are responsible to the principal and superintendent. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1

- Counselors/psychologists: school counselors and psychologists will be fully qualified with the appropriate service credential for their position.
- Nurses: all nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.
- Classified Personnel  
All classified personnel must meet the qualifications and standards established for employment and are responsible to the superintendent and principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.
  - Instructional Aides: all instructional aides will also have met the State and/or Federal prerequisite requirements for paraprofessionals.

During the life of the Charter, the district will have the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, as allowed by law in non-core areas. Areas in which a non-certificated instructor may be contracted may include but not limited to computer instruction and physical education. Instructors shall demonstrate qualifications and knowledge of non-academic areas they are assigned.

The district will have the option of entering into agreements with local colleges and universities in order to become a professional development district. These agreements would allow college students in neighboring areas to do observations or student teaching in the district. This would further allow classes to be offered for student teachers and interested staff in the district. Furthermore, instructors in the district would have access to the supervisors of student teachers and to course work leading to their credentials.

### *Rights of School District Employees*

The district acknowledges that no employee can be forced to work for the charter school district; however, since this is the 25th year of the Pioneer Union Elementary Charter School District, it is also acknowledged that all current employees have agreed to work under the charter. The charter will continue to pertain to all district staff for the duration of the charter's term. The all-district charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Pioneer Union Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Pioneer Union Elementary School District.

The Pioneer Union Elementary Charter School District shall be deemed the exclusive public school employer of the employees of the district for the purposes of the Education Employment Relations Act (E.C. 47605 (b)(6)).

The district recognizes the Pioneer Teachers' Association as the collective bargaining agency for all non-management certificated employees. It agrees that any contracts and/or letters of understanding between the district and the association in existence on the effective date of the Charter and subsequent Charter Renewals, and provisions of the State of California Education Code, and Government Code 3540 et Seq. ("The Rodda Act"), pertaining to employee rights will continue to be binding on both parties until ended or modified through future bargaining agreements.

The district further recognizes the Classified School Employees Association (CSEA) as the collective bargaining agency for all classified non-confidential employees. The same agreement regarding contracts, memorandums of understandings, and collective bargaining are the same as for the certificated employees.

For purposes of conducting collective bargaining, the charter district and its employee representative units will continue to comply with board policy and applicable state codes.

#### **ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF**

Pursuant to Education Code 44237, the district will adhere to state laws regarding fingerprinting and drug testing of employees. All employees will be required to submit a valid negative test for tuberculosis. The district will adhere to existing board policy pertaining to the safety and health of all employees and students.

The district will maintain policies and procedures conducive to school safety; responses to natural disasters and emergencies; and blood-borne pathogens, as well as appropriate policies related to student behavior and the administration of prescription drugs and other medicines. District nurses are available to meet the health and safety needs of both students and staff.

The district will maintain policies as a drug, alcohol, and tobacco-free workplace. A School Resource Officer is employed by the district and supports the safe school environment in a variety of ways.

All information related to the aforementioned policies will be included in parent/student or employee handbooks and will be reviewed on an ongoing basis, as determined by the district and/or the Board of Trustees policies.

The district has a district-wide safety plan entitled, Pioneer safety plan which is updated and approved by the Governing Board annually and is available for staff and parents to review as needed.

The facilities will receive an annual inspection by the city and/or county fire marshal and a property and liability loss control specialist to assure compliance with established health and safety standards (including Federal ADA). The food services facility will be inspected by the county health department.

The district will meet all federal, state, and local requirements for water, friable asbestos, and other toxic materials.

The district will maintain liability and excess liability, as provided by the Organization of Self-Insured Schools, JPA, and Schools Excess Liability. Workers compensation will be provided pursuant to provision of the California Labor Code.

### **ELEMENT G: RACIAL AND ETHNIC BALANCE**

The existing grade-level configuration of the district ensures a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the district. Impartial admissions policies and practices ensures that racial and ethnic balance is maintained for those meeting admissions requirements.

Percentage of population		
	City of Hanford	Pioneer UESD
White	39.9	35.2
African American	4.8	4.3
Hispanic	48.7	48.4
2 or more races	4.2	3.2
American Indian	0.7	0.9
Asian	4.7	3.5
Filipino	*	3.5
Pacific Islander	0.1	0.8

\*data not  
available

Information  
taken from the  
United States  
Census Bureau

Information  
taken from  
2018  
Illuminate SIS

The schools that comprise the district are philosophically and practically treated as one school on different sites. The schools, and the grade levels they serve, are as follows:

Pioneer Elementary School: K-5

Frontier Elementary school: K-5

Pioneer Middle School: 6-8

### **ELEMENT H: Admission Requirements**

Admission is open to all schools of the district per board policy for inter-district enrollment as adopted by the Governing Board. If the number of students who wish to attend a school within the district exceeds the school's capacity, enrollment, except for existing pupils within the physical boundaries of the district, is determined by a public random lottery. Priority admission preference shall be given to pupils who reside within the district boundaries. The district shall not charge tuition.

The requirements for admissions shall be:

1. Parent and student sign a compact indicating they will adhere to the elements of the charter agreement
2. Student is not under an expulsion order from his/her former school and/or district for

violations pertaining to health and safety codes

Out-of-district attendance requests shall be subject to review by the superintendent/designee regarding expulsion/suspension and a recommendation taken to the Governing Board at a regularly scheduled board meeting.

While the philosophy of the charter is centered on a partnership with parents and parental involvement is strongly encouraged, parents and guardians of applicant students and existing students are notified that parental involvement is not a requirement of acceptance to or continued enrollment in the Pioneer Union Elementary Charter School District. This notice is provided in the district's annual parental handbook and admissions application.

#### Admission Preference for Non-Resident Students

The Governing Board has established the following as a priority for admission to the district (pending space, behavior and attendance meet the district charter guidelines).

##### Priority Classifications

1. When the parent/guardian provides escrow papers less than 45 days from closing and would like the student to start the year in their new school.
2. Dependent children of current employees.
3. Continuing inter district students (unless parents have not notified the district within the required 10 days if they have moved out of the district and are now seeking an inter-district request to continue. See Denial of Request for inter-district attendance; #4 as in these circumstances, the student would be last in the Priority for Admission).
4. Siblings of continuing inter district students.
5. A student that had his/her inter-district permit revoked due to impacted class size or program in the previous year.
6. To allow the student to complete a school year when his/her parent or guardian have moved out of the district during the school year. Parents notify district of move and student would then have to re-apply for admission for the following year.
7. To allow the student to remain with his/her 8<sup>th</sup> grade class for the last year of Pioneer Middle School.
8. To meet the child care needs of a student (child care provider resides in the district).
9. When the student will be living out of the district for one year or less due to economic uncertainties, or deployment of a parent or guardian.

The Superintendent or Designee shall review the applications and ascertain the availability of space and capacity in the classrooms providing the required grade level or other program along with the priority for admission criteria.

### Non-Discrimination

The Pioneer Union Elementary School District is nonsectarian in its programs, admission policies, employment practices, and all other operations. The district shall not discriminate against any person on the basis of disability, gender, nationality race or ethnicity, religion, sexual orientation or any actual or perceived characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code in any program or activity.

### Transportation

Pioneer Union Elementary Charter School District provides home-to-school transportation under the Pioneer Transportation Policy for those students who reside within the district's geographic boundaries. This transportation policy of the district is reviewed periodically for revision as new housing occurs in the district and student numbers change. The district transportation system functions under the guidelines of the California Department of Education's Office of School Transportation. Students who reside outside the physical boundaries of the district are responsible for transportation to and from school.

## **ELEMENT I: FINANCIAL AUDIT, FISCAL REPORTING AND ACCOUNTABILITY**

### Audits

Pioneer Union Elementary Charter School District will adhere to the Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principles, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15<sup>th</sup>.
- Copies of the audit are given to the assistant superintendent of fiscal services and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with state and local agencies as required by law.

- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

### Budget

The district's superintendent, assistant superintendent of fiscal services, principals and directors manually develop a balanced operating budget to be approved by the Board of Trustees as a part of the annual budgetary process. The district is funded under the Local Control Funding Formula (LCFF). The district's independent auditor annually conducts audits of the fiscal operation. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable office management and budget circulars. The district will comply with Kings County Office of Education audit and accountability practices, though it will retain its rights under the parameters of charter school law. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be referred to the dispute resolution process contained in step V.

### Financial Reporting

The accounting of the district's budgets, revenues, and expenditures are conducted in accordance to the district's Board of Trustees' Policies and Administrative Regulations. The district contracts an independent auditing firm to conduct the annual audit of fiscal and programmatic operations and report finding to the Board of Trustees. The district complies with state financial reporting regulations by submitting the 1<sup>st</sup> and 2<sup>nd</sup> interim report, unaudited actuals, end of year projection, and budget report. These reports are submitted to CDE through the Kings County Office of Education which monitors the fiscal health of the district in accordance with applicable provisions of state law, generally referred to as Assembly Bill 1200 (Chapter 1213, Statutes of 1991).

### Insurance

The district purchases general liability insurance, workers' compensation insurance, and other necessary coverage through carriers approved by the district's Board of Trustees.

### Administrative Services

The district is governed by the district's Board of Trustees. The superintendent and assistant superintendent of fiscal services are responsible for managing the district under policies and regulations adopted by the board of trustees. Services that are administered include but are not limited to: financial, management, personnel services, payroll, maintenance/operations, transportation, food services, special education, and curriculum and instruction.

### Facilities

Pioneer Union Elementary School District consists of 3 school sites and a district office:

- Pioneer Elementary School (CDS 16-63990-6010557) 559-584-8831  
8810 14<sup>th</sup> Avenue, Hanford, CA 93230
- Frontier Elementary School (CDS 16-63990-0116699) 559-585-2430

1854 N. Mustang Drive, Hanford, CA 93230

- Pioneer Middle School (CDS 16-63990-6110233) 559-584-0112

101 W. Pioneer Way, Hanford, CA 93230

- Pioneer Union Elementary Charter School District Office

1888 Mustang Drive, Hanford, CA 93230

559-585-2400

As the community of Hanford continues to grow, the enrollment of the school district will grow also. This charter petition will allow the district to expand its facilities through land purchases and/or building projects to meet the expansion needs, both present and future, of the Pioneer Union Elementary Charter School District.

### **ELEMENT J: SUSPENSIONS, EXPULSIONS AND/OR LEAVING THE CHARTER SCHOOL DISTRICT**

The district will maintain student discipline policies. These policies will be printed and distributed as part of the Parent/Student Handbook and will describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student will be required to verify, by signature, that they have reviewed and understand the policies. Policies and lists of offenses by which a student must or maybe suspended or expelled will be reviewed annually by the superintendent or designee and revised accordingly to conform to any changes in Education Code pertaining to suspension, expulsion and due process. Revisions will be reviewed and approved by the Pioneer Union Elementary Charter School District Board of Education.

Pioneer Union Elementary School District list of offenses, aligned with applicable Education Code, for which a student may or must be suspended and/or recommended for expulsion provides for adequate safety of students, staff and visitors to the school/s. Additionally, they serve the best interest of the students by promoting a safe learning environment.

Students may be suspended and/or expelled for violations of the California Education Code Section 48900 et seq., 48915 et seq. and other provisions of state and federal statutes regarding student safety issues. Pioneer Union Elementary Charter School District believes the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents/guardians.

A student may be suspended from school and/or recommended for expulsion if the Superintendent or principal determines that the students committed any of the following acts:

1. (a) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(b) Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the



pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

3. Unlawfully possessed, used, sold, or otherwise furnished, or under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, negotiated to sell drug paraphernalia, as defined in Section 11014. of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Except as provided in Section 48910, a pupil in kindergarten and any of grades 1 to 3, inclusive, shall not be suspended for any acts enumerated in E.C 48900 (k). Acts enumerated in this section shall not constitute grounds for expulsion of students in grades 1-12.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an

educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

19. Engaged in an act of bullying as defined by E.C 48900 (r) (1)(2)
20. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
21. The pupil has committed sexual harassment as defined in Section 212.5
22. The principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
23. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
24. The pupil has made terroristic threats against school officials or school property, or both.

The principal or the superintendent shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
  - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The Principal or Superintendent shall recommend expulsion for the following offenses:

- (1) Possessing, selling, or otherwise furnishing a firearm.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined or committing a

sexual battery  
(5) Possession of an explosive

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A pupil, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

Due process shall include the following:

- A. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- B. For suspensions of 10 days or more and all other expulsions for disciplinary reasons:
  - a. A written notice of the charges against the pupil and an explanation of the pupil's basic rights shall be provided in a timely manner.
  - b. A hearing adjudicated by a neutral officer shall be provided within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- C. All students recommended for expulsion shall will be afforded due process as outlined in Education Code Section 48918 et seq.

A student may be dis-enrolled and/or have their interdistrict enrollment revoked and/or terminated through non-compliance with the terms of their Interdistrict enrollment agreement including: being habitually truant or tardy, chronic absenteeism, suspension from school totaling more than three days or two separate occasions (BP/AR 5117)

No less than five days before action for involuntary removal, the parent, guardian, or educational rights holder in cases of homeless or foster youth, of the student shall receive written notice in their native language of the intent to involuntarily remove the student from the charter school/district. The notice shall inform them of their rights to initiate a hearing adjudicated by a neutral officer at which the student has the opportunity to present testimony, evidence, and witnesses and confront and cross examine adverse witnesses. The pupil has the right to bring legal counsel or an advocate to the hearing. The decision of the Pioneer Union Charter School District Governing Board is final and not subject to appeal to Kings County Office of Education.

Should a student be expelled or leave the charter school prior to completing the school year, Pioneer Union Elementary Charter School District will notify the Superintendent of school district of which the student is a resident within thirty days. Upon request, copy of

the student's cumulative record, transcripts and health information of the student's last shall be provided to the school district.

In cases of truancy and poor attendance, or chronic absenteeism the Student Attendance Review Board (SARB) will review the students' attendance records and circumstances causing poor attendance. The SARB will be composed of district personnel and administration, outside agencies, and may include law enforcement and the District Attorney's office. (This paragraph applies only to pupil's subject to compulsory full-time education pursuant to E.C 48200).

Policies and regulations will conform to applicable federal and state laws regarding students with exceptional needs.

#### **ELEMENT K: COMPENSATION AND BENEFITS**

All eligible new and existing employees will participate in STRS, PERS, and/or Federal Social Security, as appropriate. The Personnel Director will be responsible for ensuring that each employee is enrolled in the appropriate retirement system such as California State Teachers' Retirement System (CALSTRS), California Public Employees Retirement System (CALPERS), or federal social security, as required by EC Section 47605(b)(5) (K). The district makes all employer contributions as required by CALSTRS, CALPERS, and Federal Social Security. The district also makes contributions for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer. Tenure and accrued seniority and leaves enumerated in current employee handbooks and collective bargaining agreements shall also remain in effect.

#### **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.**

No student residing within the district shall be required to attend schools of Pioneer Union Elementary Charter School District. The district will ensure that a non-charter public school enrollment option is made available for any student residing in the Pioneer Union Elementary School District whose parents elect not to have the student attend a charter school (see addendum F, G, H, I). The option need only be for enrollment in any non-charter public school, not necessarily a specific non-charter public school that the parents may request, pursuant to Education Code Section 46600.

#### **ELEMENT M: RIGHTS OF SCHOOL DISTRICT EMPLOYEES**

The district acknowledges that no employee can be forced to work for the charter school district; however, since this is the 25th year of the Pioneer Union Elementary Charter School District, it is also acknowledged that all current employees have choose to work under the charter. The charter will continue to pertain to all district staff for the duration of the charter's term. The all-district charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the

district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Pioneer Union Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Pioneer Union Elementary School District.

#### **ELEMENT N: DISPUTE RESOLUTION**

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

- (A) Pioneer Union Elementary School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.
- (B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.
- (C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.

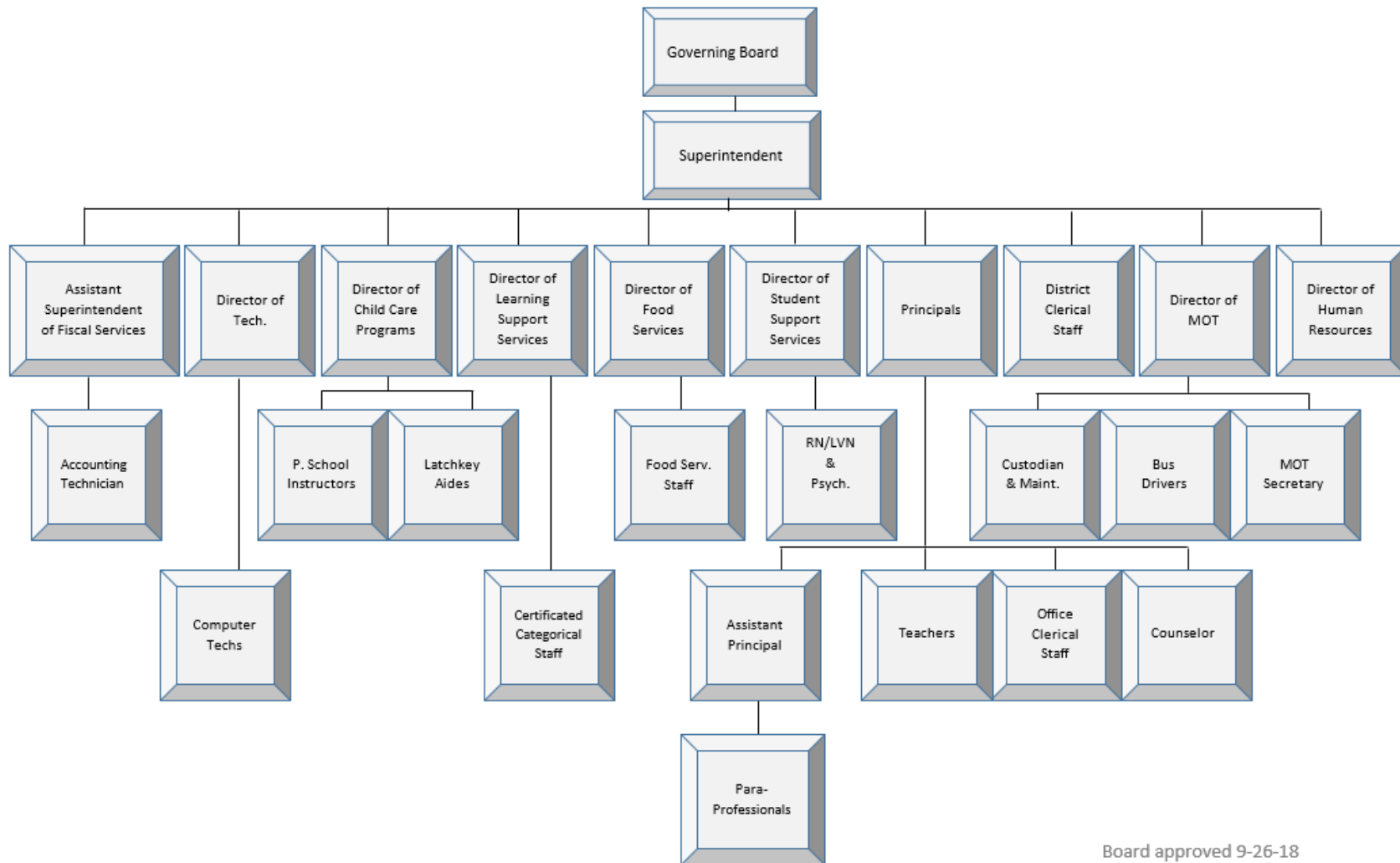
Pioneer Union Elementary School District agrees to work to accomplish all tasks necessary to fully implement this charter. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Pioneer Union Elementary Charter School District will revert back to Pioneer Union Elementary School District. Additionally, the district foresees no civil liability effects upon the district or its authorizer, the California State Board of Education, as a result of its charter status.

#### **ELEMENT O: CLOSURE PROTOCOL**

Pioneer Union Elementary School District has been a public school since 1820. If the charter becomes inoperative, the district reverts to non-charter status. Notice of the change in status will be provided to all interested and concerned parties, including but not limited to, students and their families, employees, the Kings County Office of Education, and the State Board of Education and State Superintendent of Public Instruction (through the California Department of Education). Student records will continue to be maintained on site as usual and as required by education code.

## Attachment A

Pioneer Union Elementary School District Organizational Chart



Board approved 9-26-18

## **Attachment B**

### **Pioneer Union Elementary School District Core Curriculum**

Grade	ELA	**Mathematics	Science	Social Studies
Kindergarten	Benchmark Advance 2017	enVision math 2.0 Common Core Math	Embedded in Benchmark Advance Mystery Science	Embedded in Benchmark Advance
1 <sup>st</sup> Grade	Benchmark Advance 2017	enVision math 2.0 Common Core Math	Embedded in Benchmark Advance Mystery Science	Embedded in Benchmark Advance
2 <sup>nd</sup> Grade	Benchmark Advance 2017	enVision math 2.0 Common Core Math	Embedded in Benchmark Advance Mystery Science	Embedded in Benchmark Advance
3 <sup>rd</sup> Grade	Benchmark Advance 2017	enVision math 2.0 Common Core Math	Embedded in Benchmark Advance Mystery Science	Embedded in Benchmark Advance
4 <sup>th</sup> Grade	Benchmark Advance 2017	enVision math 2.0 Common Core Math	Embedded in Benchmark Advance Mystery Science	Studies Weekly 2018
5 <sup>th</sup> Grade	Benchmark Advance 2017	enVision math 2.0 Common Core Math	STEMscopes NGSS 3D 2018	Studies Weekly 2018
6 <sup>th</sup> Grade	Expository Reading and Writing Curriculum CSU 2017	CPM Math 2013	STEMscopes NGSS 3D 2018	Discovery Education Social Studies 2018
7 <sup>th</sup> Grade	Expository Reading and Writing Curriculum CSU 2016	CPM Math 2013	STEMscopes NGSS 3D 2018	Discovery Education Social Studies 2018
8 <sup>th</sup> Grade	Expository Reading and Writing Curriculum CSU 2016	CPM Math 2013	STEMscopes NGSS 3D 2018	Discovery Education Social Studies 2018

## **Attachment C**

### **Pioneer District/ School Record of Awards and Distinctions**

<b>Year</b>	<b>School</b>	<b>Award</b>
2007	Pioneer Middle School	California Distinguished School
2012	Frontier Elementary School	California Distinguished School
2013	Pioneer Middle School	Honor Roll School by the Campaign for Business and Educational Excellence
2014	Pioneer Elementary School	California Distinguished School
2014	Pioneer Elementary	Honor Roll School by the Campaign for Business and Educational Excellence
2014	Frontier Elementary School	Honor Roll School by the Campaign for Business and Educational Excellence
2015	Pioneer Middle School	California Gold Ribbon School with additional award for its exemplary Arts program
2015	Frontier Elementary School	2015 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2015	Pioneer Elementary School	2015 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2016	Pioneer Elementary School	Award for Character and Civic Education from the Bonner center, Kreman School of Education and Human Development, California State University Fresno.
2016	Pioneer Elementary School	California Gold Ribbon School
2016	Frontier Elementary School	California Gold Ribbon School
2016	Pioneer Elementary School	Title I Academic Achievement Award School
2016	Frontier Elementary School	Title I Academic Achievement Award School
2016	Frontier Elementary School	2016 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2016	Pioneer Elementary School	2016-17 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2017	Pioneer Middle School	Award for Character and Civic Education from the Bonner center, Kreman School of Education and Human Development, California State University Fresno.
2018	Pioneer Elementary School	2017-18 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).



## **Attachment D**



### **Pioneer Union Elementary School District Parent-School-Student Compact Agreement Frontier Elementary School, Pioneer Elementary School, Pioneer Middle School**

The purpose of this compact is to strengthen the relationship between the Pioneer Union Elementary School District, parents and students. Working together we pledge that my child, \_\_\_\_\_ will receive a quality education and become a responsible community member.

#### **Pioneer Union Elementary School District Teacher Pledge:**

The classroom teacher shall carry out the following responsibilities:

- Provide periodic reports on student progress.
- Consult with parents concerning student performance and behavior.
- Respond promptly to parent communications.
- Provide a rigorous, standards-based curriculum.
- Provide a warm, safe and secure learning environment with high expectations for all students.
- Encourage parent participation in school activities and provide opportunities for parents to volunteer at school and in the classroom.

#### **Pioneer Union Elementary School District Parent Pledge:**

The parent as partner in their child's education shall carry out the following responsibilities:

- Supervise and assist in the completion of homework assignments.
- Support and reinforce the school's conduct and dress code.
- Check and read all information sent home.
- Communicate promptly with the school regarding concerns about my child's performance, instruction, attendance and behavior.
- Regularly attend, volunteer, and support school events including Back-to-School-Night, parent/teacher conferences, parent club meetings, and school programs.
- Ensure that my child attends school daily, on time, and with all the tools necessary for learning.

#### **Pioneer Union Elementary School District Student Pledge:**

The student shall carry out the following responsibilities:

- Complete all work to the best of my ability.
- Model the 6 pillars of Character every day!
- Show respect to my parents, school staff, fellow students, and my community.
- Diligently pursue my studies at school and home.
- Respect school property and the property of others.
- Follow school rules and the dress code.
- Always do my BEST!

**WE THE UNDERSIGNED PLEDGE TO FOLLOW THIS COMPACT AGREEMENT:**

Parent Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

## Attachment E



### PIONEER UNION ELEMENTARY SCHOOL DISTRICT

1888 N. Mustang Drive – Hanford Ca 93230

(559) 585-2400 – Fax (559) 585-2420

[www.puesd.k12.ca.us](http://www.puesd.k12.ca.us)

#### Board of Trustees

Phil Perkins, Chairman Denise Peters, Clerk

Jennifer Kuehn Sarah Headrick Jack Soares

Paul van Loon, Superintendent

### Memorandum of Understanding

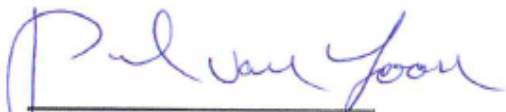
In accordance with Education Code 47605(f) and 47606(a), should the guardians of a student enrolled in the Pioneer Union Elementary School District choose not to participate in the District Charter they may choose to enroll their children in the:

#### Armona Union Elementary School District


The Armona Union Elementary School District agrees to permit said children to enroll as students upon meeting the following criteria:

- The Armona Union Elementary School District is not impacted.
- The students are in compliance with the receiving district's inter-district transfer requirements and policies.

Agreed upon by:

  
Paul van Loon, Superintendent  
Pioneer Union Elementary School District

  
Date

  
Dr. Xavier Pina, Superintendent  
Armona Union Elementary School District

  
Date

"A Learning Community Dedicated to Excellence"

## Attachment F



### PIONEER UNION ELEMENTARY SCHOOL DISTRICT

1888 N. Mustang Drive – Hanford Ca 93230

(559) 585-2400 – Fax (559) 585-2420

[www.puesd.k12.ca.us](http://www.puesd.k12.ca.us)

Board of Trustees

Phil Perkins, Chairman Denise Peters, Clerk

Jennifer Kuehn Sarah Headrick Jack Soares

Paul van Loon, Superintendent

### Memorandum of Understanding

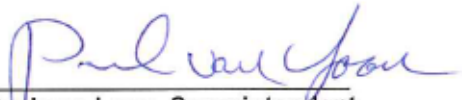
In accordance with Education Code 47605(f) and 47606(a), should the guardians of a student enrolled in the Pioneer Union Elementary School District choose not to participate in the District Charter they may choose to enroll their children in the:

Hanford Elementary School District


The Hanford Elementary School District agrees to permit said children to enroll as students upon meeting the following criteria:

- The Hanford Elementary School District is not impacted.
- The students are in compliance with the receiving district's inter-district transfer requirements and policies.

Agreed upon by:

  
Paul van Loon, Superintendent  
Pioneer Union Elementary School District

  
Date

  
Joy Gabler, Superintendent  
Hanford Elementary School District

  
Date

“A Learning Community Dedicated to Excellence”

## Attachment G



### PIONEER UNION ELEMENTARY SCHOOL DISTRICT

1888 N. Mustang Drive – Hanford Ca 93230

(559) 585-2400 – Fax (559) 585-2420

[www.puesd.k12.ca.us](http://www.puesd.k12.ca.us)

#### Board of Trustees

Phil Perkins, Chairman Denise Peters, Clerk

Jennifer Kuehn Sarah Headrick Jack Soares

Paul van Loon, Superintendent

### Memorandum of Understanding

In accordance with Education Code 47605(f) and 47606(a), should the guardians of a student enrolled in the Pioneer Union Elementary School District choose not to participate in the District Charter they may choose to enroll their children in the:

#### Island Union Elementary School District

The Island Union Elementary School District agrees to permit said children to enroll as students upon meeting the following criteria:

- The Island Union Elementary School District is not impacted.
- The students are in compliance with the receiving district's inter-district transfer requirements and policies.

Agreed upon by:

A handwritten signature in blue ink, appearing to read "Paul van Loon".

Paul van Loon, Superintendent  
Pioneer Union Elementary School District

A handwritten date "7/19/18" in blue ink.

Date

A handwritten signature in blue ink, appearing to read "Charlotte Hines".

Charlotte Hines, Superintendent  
Island Union Elementary School District

A handwritten date "7/19/18" in blue ink.

Date

"A Learning Community Dedicated to Excellence"

## Attachment H



### PIONEER UNION ELEMENTARY SCHOOL DISTRICT

1888 N. Mustang Drive – Hanford Ca 93230

(559) 585-2400 – Fax (559) 585-2420

[www.puesd.k12.ca.us](http://www.puesd.k12.ca.us)

#### Board of Trustees

Phil Perkins, President Denise Peters, Clerk

Jennifer Kuehn Sarah Headrick Jack Soares

Paul van Loon, Superintendent

### Memorandum of Understanding

In accordance with Education Code 47605(f) and 47606(a), should the guardians of a student enrolled in the Pioneer Union Elementary School District choose not to participate in the District Charter they may choose to enroll their children in the:

#### Lemoore Union Elementary School District


The Lemoore Union Elementary School District agrees to permit said children to enroll as students upon meeting the following criteria:

- The Lemoore Union Elementary School District is not impacted.
- The students are in compliance with the receiving district's inter-district transfer requirements and policies.

Agreed upon by:

  
Paul van Loon, Superintendent  
Pioneer Union Elementary School District

7-10-18  
Date

  
Cheryl Hunt, Superintendent  
Lemoore Union Elementary School District

7-10-18  
Date

“A Learning Community Dedicated to Excellence”



## **Attachment I – Public Hearing Governing Board Approval**

### **MISSION STATEMENT**

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support and intervention in an enriching environment.

**Regular Governing Board Meeting  
Professional Development Building, Boardroom  
1888 N. Mustang Drive, Hanford California**

### **AGENDA**

**Wednesday, January 23, 2019**

**5:30 p.m. – Closed Session Board Meeting**

**6:00 p.m. – Open Session Board Meeting**

1. **Call to Order**
2. **Roll Call**
3. **Public Comments:** Fifteen minutes of this portion of the meeting are reserved for members of the public to address the Board on Closed Session items. Speakers seeking to comment on other items are requested to make those comments during the Public Comment portion of the meeting at 6:00 p.m. Speakers are limited to three (3) minutes. The School Board is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the School Board does not respond to the public comment at this time. If you wish to address the Board, come to the podium and state your name and address.
4. **Adjourn to Closed Session**
  - 4.1 Conference with Labor Negotiator: District Designated Representative: Superintendent; Unrepresented, Employee: Management and Unrepresented Staff - §54957.6
  - 4.2 Conference with Labor Negotiator: District Designated Representative: Superintendent; Unrepresented, Employee: Assistant Superintendent of Fiscal Services §54957.6
  - 4.3 Conference with Labor Negotiator: District Designated Representative: Board President; Unrepresented, Employee: Superintendent §54957.6
  - 4.4 Confidential Student Discipline/Hearing/Expulsion §35146, 48900, 48918 (c)
5. **Reconvene Open Session**
  - 5.1 Report Closed Session Action
6. **Pledge of Allegiance**
7. **Public Hearing: Pioneer Union Elementary School District Charter Renewal**
8. **Public Comments:** In order to ensure that members of the public are provided a meaningful opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, visitors are requested to fill out a "Comments from the Public" form prior to the meeting. Presentations are limited to 3 minutes per person and 20 minutes per topic. The School Board is prohibited by law from

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Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 1888 N. Mustang Drive during normal business hours.

For information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation to participate in the public meeting, please contact the district office at 585-2400. Information pursuant to the Government Code § 54954.2; Americans with Disabilities Act of 1990; § 202(42 U.S.C. § 12132).



taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the School Board does not respond to public comments at this time. If you wish to address the Board, come to the podium and state your name and address.

- |     |   |                      |
|-----|---|----------------------|
| 9.  | <b>Board Adoption of Agenda</b>   | Action               |
| 10. | <b>Consent Agenda</b>   |                      |
|     | 10.1 Accept Minutes   | Action               |
|     | 10.2 Accept Donations   | Action               |
|     | 10.3 Accept Disposable Items  | Action               |
|     | 10.4 Accept Recommendation of Stipulated Expulsion Agreement for Student #5299          | Action               |
| 11. | <b>Superintendent</b>   |                      |
|     | 11.1 Consider Recommendations for Inter-district Requests 2018/2019                     | Action               |
|     | 11.2 Consider Inter-district Request Out for 2018/2019                                  | Action               |
|     | 11.3 Consider Board Policy Updates/Changes December 2018                                | 1 <sup>st</sup> Read |
|     | 11.4 Consider School Accountability Reports Card (SARC) Reports                         | Action               |
|     | 11.5 Consider Comprehensive School Safety Plan  | 1 <sup>st</sup> Read |
|     | 11.6 Consider Proposal for Management/Administration/Non-Represented - 2018/2019        | Action               |
|     | 11.7 Consider Salary Schedule for Management/Administration/Non-Represented – 2018/2019 | Action               |
|     | 11.8 Consider Charter Renewal Petition  | Action               |
|     | 11.9 Consider Declaring and Removal of Surplus Portable Classrooms                      | Action               |
| 12. | <b>Finance</b>  |                      |
|     | 12.1 Consider AB 1200 for Management/Administration/Non-Represented Staff               | Action               |
|     | 12.2 Consider Statement of Investment Policy by Resolution 012319A                      | Action               |
| 13. | <b>Personnel</b>  |                      |
|     | 13.1 Consider New Hires   | Action               |
|     | 13.2 Consider Classified Reduction in Force by Resolution 012319B                       | Action               |
| 14. | <b>Superintendent Reports – California Dashboard</b>                                    |                      |
| 15. | <b>Board Reports</b>  |                      |
| 16. | <b>Adjourn</b>  |                      |

## **Attachment- J – LCAP and Budget Approval**



September 14, 2018

Mr. Phil Perkins, Board President  
Pioneer Union School District  
1888 N. Mustang Drive  
Hanford, CA 93230

Re: Approval of Budget and LCAP Review

Dear Mr. Phil Perkins,

Requirements of the Kings County Office of Education

In accordance with Education Code Sections 52070 and 42127, the Kings County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and adopted budget of the school district for fiscal year 2018-2019.

Education Code requires the County Superintendent to approve the LCAP or annual update for each school district after determining all of the following:

- The LCAP adheres to template adopted by the State Board of Education.
- The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.
- The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students pursuant to Sections 42238.02 and 42238.03.

Education Code requires the County Superintendent to approve, conditionally approve, or disapprove the adopted final budget for each school district after doing the following:

- Examine the adopted budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria.
- Determine whether the adopted budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.
- Determine whether the adopted budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.





# Kings County Office of Education

Todd Barlow - County Superintendent of Schools

Our analysis must also include, under AB 2756, any reports or studies that show signs of fiscal distress.

## LCAP Review

Since the district is a charter, the County Superintendent of Schools does not have authority to provide an approval of the charter district LCAP. We have received a copy of the LCAP and we have reviewed it under the same standards as a non-charter districts.

Based upon our review standards, ***the 2018-2019 Charter District LCAP meets KCOE's review standards for approval.*** Clarifying questions were sent to district management. The district has provided responses to the LCAP clarifications answering KCOE's questions. We have requested the district to submit the LCAP reflecting the clarifications to the Governing Board for informational purposes.

## Budget Approval

Since the district is a charter, the County Superintendent can approve the budget without approving the LCAP. From our analysis, based on the district budget reports and projections provided, we conclude that:

- The district has met the criteria and standards
- The district will meet its financial obligations in the current year based on the district's multi-year projection.

***Based on our analysis and review, KCOE approves the 2018-2019 District Adopted Budget.***

## Further Information

We have noted from information provided to the County Office of Education that negotiations have not been settled for your certificated and classified bargaining units for the 2018-2019 fiscal year. State regulations require a school district to determine the cost of salary settlements with certificated and/or classified bargaining units and provide County Offices of Education with an analysis of the costs when negotiations are completed. The Governing Board must certify as to the validity of the analysis. The Superintendent and Chief Business Official are required to certify the district's ability to fund the agreement. We ask that your business office submit the analysis, disclosures, and certifications as required.

Assembly Bill (AB) 2756 requires school districts to submit copies of any study or report that indicate signs or symptoms of fiscal distress to the county office of education. Should the district acquire any such reports or studies during the fiscal year, please submit them to District Business Services as soon as they are available.



## Kings County Office of Education

Todd Barlow - County Superintendent of Schools

In our review of the Pioneer Union School District LCAP, the Review Team noted that charts, tables, info-graphs, or other non-textual items were included in the plan. Unless specifically designed to do so, they may not meet the requirements of Section 508 of the Rehabilitation Act of 1973, which requires electronic and information technology (EIT) to be accessible to people with disabilities. California Government Code 11135 requires all state governmental agencies to comply with the Section 508 requirements.

While graphic representations that are not accessible to people with disabilities do not constitute grounds for not approving the LCAP, they may provide grounds for any individual with a disability to file a complaint of non-compliance against the district.

If you have any questions about the LCAP, please contact Andrea Perez, Educational Learning Coordinator at 584-7078. If you have any questions about the adopted budget, please contact Sarah Smigiera, Director of District Business Services, at 584-7043.

Sincerely,

Todd Barlow  
Kings County Superintendent of Schools

cc: Pioneer Union School District, Paul van Loon, Julie Semus-Tellian  
KCOE: Tammy Airheart, Sarah Smigiera, Andrea Perez, Carmen Barnhart

## **Attachment K – Assurances**

### **ASSURANCES**

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Pioneer Union Elementary School District is true to the best of my knowledge and belief. I understand that, if awarded a renewal charter, the school district:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
6. Will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. *[Ref. California Education Code §47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Ed. Code §47605(l)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school district.



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Paul van Loon, M.A., Superintendent

November 6, 2018

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Date