



REGULAR GOVERNING BOARD MEETING

AGENDA

Wednesday, January 21, 2026
5:30 p.m. Closed Session
6:00 p.m. – Open Session Board Meeting

Meeting Location:

Pioneer Union Elementary School District Office, Boardroom
1888 N. Mustang Drive
Hanford CA. 93230

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.

1. Call to Order
2. Roll Call
3. **Public Comments on Closed Session Items:** 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 Governing 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 Governing 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 Real Property Negotiator; Agency Negotiator: Superintendent, John Raven (Government Code section 54956.8)
 - 4.2 Conference with Legal Council - Potential Litigation. Initiation of Litigation Pursuant to paragraph (4) of subdivision (d) of section 54956.9 of the Government Code.
5. **Reconvene to Open Session**
 - 5.1 Report Closed Session Action
6. **Pledge of Allegiance**
7. **Board Adoption of the Agenda**
8. **Superintendent Report**
9. **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. Public comments are limited to 3 minutes per person and twenty minutes per topic. The Governing 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 Governing Board does not respond to

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).

public comment at this time. If you wish to address the Board, please come to the podium and state your name and address.

10. Consent Agenda		
10.1 Minutes		Action
10.2 Employee Resignation(s)		Action
10.3 New Hire(s)		Action
10.4 Warrants		Action
11. Curriculum and Instruction		
11.1 Disposal of Obsolete Books for MS		Action
11.2 School Accountability Report Cards		Action
11.3 Agreement with KCOE for PASE Program for 26-27		Action
12. Superintendent		
12.1 Board Policy Updates		1st Read
12.2 2nd Quarter William Report		Action
12.3 Comprehensive Safe Schools Plan		Action
13. Finance		
13.1 Consider Statement of Investment Policy for 2026 by Resolution #012126		Action
13.2 5% increase Board Remuneration, Reimbursement and Other Benefits		Action
13.3 Consider AB1200 CSEA Bargaining Unit 2025-26		Action
14. Human Resources		
14.1 Tentative Agreement with CSEA 2025-26		Action
14.2 Updated Salary Schedule - Classified 2025-2026		Action
15. Board Reports		
16. Adjourn		

**ORGANIZATIONAL MEETING
REGULAR GOVERNING BOARD MEETING**
MINUTES
Wednesday, December 17, 2025

1. **Call to Order** - Mr. Avila called the meeting to order at 5:32 p.m.
2. **Roll Call**
 - 2.1 Board Members Present - Mrs. Avila, Mr. Woods, Mrs. Kuehn, Mrs. Darpli, Mr. Sippel
 - 2.2 Board Members Absent - None
3. **Elections of Officers**
 - 3.1 President - Mrs. Avila motioned to nominate Mr. Woods for president. Mrs. Darpli seconded the motion. Vote: Mrs. Avila - yes, Mrs. Darpli - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
 - 3.2 Clerk - Mrs. Darpli motioned to nominate Mrs. Avila for Clerk. Mr. Woods seconded the motion. Vote: Mrs. Darpli - yes, Mr. Woods - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mrs. Avila - yes Passed/Unan.
4. **Board Committee**
 - 4.1 Kings County School Board Association (KCSBA) Representative - Mrs. Avila motioned to nominate herself to remain as KCSBA Representative. Mr. Woods seconded the motion. Vote: Mrs. Avila - yes, Mr. Woods - yes, Mrs. Darpli - yes, Mrs. Kuehn - yes, Mr. Sippel - yes Passed/Unan.
5. **Adopt Board Meeting Calendar** - Mr. Raven presented the board meeting calendar requesting to reduce board meetings to once a month. Mrs. Darpli motioned to approve the calendar as presented. Mr. Woods seconded the motion. Vote: Mrs. Darpli - yes, Mr. Woods - yes, Mrs. Kuehn - yes, Mrs. Avila - yes, Mr. Woods - yes Passed/Unan.
6. **Public Comments on Closed Session Items** - No comments
7. **Adjourn to Closed Session** - Mr. Woods adjourned to close session at 5:35 p.m.
 - 7.1 Conference With Labor Negotiator; District Representative: Superintendent John Raven ; Employee Organization: CSEA and its Chapter 813 (Government Code 54957.6)
 - 7.2 Employee Discipline/Dismissal/Release (Government code 54957)
8. **Reconvene to Open Session** - Mr. Woods reconvened to open session at 6:04 p.m.
 - 8.1 Report Closed Session Action - Mr. Woods reported no action was taken during closed session.
9. **Pledge of Allegiance**
10. **Board Adoption of the Agenda** - Mrs. Avila motioned to approve the agenda. Mrs. Darpli seconded the motion. Vote: Mrs. Avila - yes, Mrs. Darpli - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
11. **Report: Middle School Student Representative** - Mrs. Anderson reported that the Middle School Representative was not available for the report, but she wanted to use the time to honor the Middle School Yearbook Program. Acyen Garmen-Ramirez shared that Pioneer Middle School Yearbook has received a Gold Level recognition for the past three years. To receive this level of recognition, we must meet a level of sales, there must be multiple pictures of all students in the yearbook, and meet challenging deadlines. We produce a high quality yearbook that students want to buy and have a great team of students that are dedicated and work hard in order to receive this recognition.
12. **Superintendent Report** - Mr. Raven reported that our current enrollment is at 1684. We had our Annual Charter visit today with KCOE that went very well. Child Care and Latchkey remain at full capacity. Preschool recently held their annual holiday program and seasonal celebration. Both programs will shut down for two weeks for the holidays. The MOT Department will be replacing all our water heaters and dishwashers in each kitchen that are all being funded by grants. The grounds crew has been tackling and keeping up with weed control and Bus Boss is up and running smoothly. Middle School recently presented athletic awards, held a parent meeting and will be hold a winter concert. Frontier Elementary has Santa visits, dress up days and a TK/K winter program. Pioneer Elementary has had seasonal activities, dress up days and a can food drive. He closed by wishing everyone a restful

winter break.

13. **Public Comments** - Mrs. Van Nest shared that recently ELD students were allowed to interview staff members, which provided a good experience in speaking skills and opportunity to talk with peers and others that are in direct line with the ELPAC. Mrs. Hoskins and Mrs. McCaslin highlighted the arts at Middle School. Theater students are rehearsing for a play that will be presented in April. Winter Guard has been busy participating in holiday events. Mrs. McCaslin has had a goal and is working on a virtual art gallery for everyone to enjoy.
14. **Consent Agenda** - Mrs. Avila motioned to approve the consent agenda. Mrs. Kuehn seconded the motion. Vote: Mrs. Avila - yes, Mrs. Kuehn - yes, Mrs. Darpli - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
15. **Curriculum and Instruction**
 - 15.1 Disposal of Obsolete Library Books - Mrs. Kuehn motioned to approve the disposal of obsolete books. Mr. Sippel seconded the motion. Vote: Mrs. Kuehn - yes, Mr. Sippel - yes, Mrs. Darpli - yes, Mrs. Avila - yes, Mr. Woods - yes Passed/Unan.
16. **Superintendent**
 - 16.1 Comprehensive Safe Schools Plan - Mrs. Cronk shared the Safe Schools Plan and reviewed the changes that were made. 1st Read
 - 16.2 Board Policy Revisions - Mrs. Darpli motioned to approve the board policies and revisions. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
 - 16.3 Ratification of Phase 1 ESA Proposal - Mrs. Darpli motioned to approved the proposal. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
17. **Finance**
 - 17.1 2025-26 First Interim Report - Mrs. Leal presented the report. Mrs. Avila motioned to approve the report. Mrs. Darpli seconded the motion. Vote: Mrs. Avila - yes, Mrs. Darpli - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
 - 17.2 Adoption of Budget Revisions by Resolution #121725 - Mrs. Darpli motioned to approve the budget revisions by resolution 121725. Mrs. Avila seconded the motion. Roll call vote: Mrs. Darpli - yes Mrs. Avila - yes Mrs. Kuehn - yes Mr. Sippel - yes Mr. Woods - yes Passed/Unan.
 - 17.3 2024-25 Developer Fee Report - Mrs. Avila motioned to approve the report. Mrs. Kuehn seconded the motion. Vote: Mrs. Avila - yes, Mrs. Kuehn - yes, Mrs. Darpli - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
 - 17.4 Certification of Signatures - Mrs. Darpli motioned to approve the certificate of signatures. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes Passed/Unan.
18. **Board Reports** - The board members thanked everyone for their works and wished everyone happy holidays. Mr. Woods thanked Mr. Gelsi and Mrs. McCaslin, your works have not gone unnoticed.
19. **Adjourn** - Mr. Woods adjourned the meeting at 6:55 p.m.

Respectfully submitted,

John Raven
Secretary to the Board

PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 10.2

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Employee Resignations

Purpose:

<u>Employee Name</u>	<u>Position</u>	<u>Last Day</u>
Adriana Rocha	Food Services Worker/Clerk	January 5, 2026
David Jaques	Inst. Aide II - SDC	January 12, 2026

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 10.3

To: Pioneer School Board Members

Board Date: January 21, 2026

For: Board Meeting Action
 Information First Reading

Recommendation: Approve Deny

Fiscal Impact:

Item: New Hire(s)

Purpose:

Employee Name

Galen Dominguez
Jacqueline Martinez

Position

Custodian - Evening
Secretary II

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 10.4

To: Pioneer School Board Members

Date: January 21, 2026

For: Approve Warrant Register

- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: Various

Purpose:

To inform the Board of the expenditures related to the conduct of district business.

21 Pioneer Union Elementary School District

Requested By: brookshiera

Comments =

Accounts Payable Final Prelist

For Payments Due By 1/2/2026

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12/29/2025 4:18:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
3210 AMAZON CAPITAL SERVICES INC								
PO - 260027		12/12/2025	1VNX-7L9R-JHGC	0100-03320-0-1110-2130-430000-100-0000	P	\$14.27	\$0.00	\$0.00
PO - 260027		12/12/2025	1VNX-7L9F-JHGC	0100-03320-0-0000-2495-430000-000-0000	P	\$14.27	\$0.00	\$0.00
PO - 260209		12/18/2025	1DR3-VFL6-HJ7D	0100-67700-0-1133-1000-430000-300-0000	P	\$91.81	\$0.00	\$0.00
PO - 260388		12/01/2025	1CYK-CW33-LDLC	0100-90100-0-1135-4200-580000-500-0000	P	\$190.60	\$0.00	\$0.00
PO - 260388		11/19/2025	1PQP-DWW1-W9W	0100-90100-0-1135-4200-580000-500-0000	F	\$1,594.98	\$0.00	\$0.00
PO - 260410		11/17/2025	1YH6-PWRV-KYM	0100-00000-0-0000-8200-430000-000-0000	F	\$227.94	\$0.00	\$0.00
PO - 260423		12/02/2025	1GK4-9Q3T-9DCD	0100-00000-0-0000-8200-430000-000-0000	F	\$1,120.60	\$0.00	\$0.00
PO - 260441		12/15/2025	1T4N-V3KN-YL1K	0100-11000-0-1110-2700-430000-500-0000	F	\$139.71	\$0.00	\$0.00
PO - 260467		12/19/2025	1196-T6LK-D9VM	0100-11000-0-1110-3140-430000-500-0000	F	\$25.84	\$0.00	\$0.00
PO - 260474		12/19/2025	1TMY-J7XG-CRN7	0100-00000-0-0000-7200-430000-100-0000	F	\$20.44	\$0.00	\$0.00
PV - 260493		12/11/2025	1FVQ-M6R4-MCW	0100-11000-0-1110-1000-430000-247-0000		\$94.78	\$0.00	\$0.00
PV - 260493		12/10/2025	1TMT-YNC1-KF NJ	0100-11000-0-1110-1000-430000-311-0000		\$12.04	\$0.00	\$0.00
PV - 260493		12/15/2025	1QY6-GD74-3Y9D	0100-11000-0-1110-1000-430000-264-0000		\$3.23	\$0.00	\$0.00
PV - 260504		12/19/2025	1JJG-67NX-D1CL	0100-11000-0-1110-1000-430000-225-0000		\$44.31	\$0.00	\$0.00
Total Amount for Warrant						\$3,594.82	\$0.00	\$0.00
Total Amount Per Vendor						\$3,594.82	\$0.00	\$0.00
4575 AMERGIS HEALTHCARE STAFFING INC								
PO - 260442		12/18/2025	E18156670436	0100-11000-0-1110-1000-580009-200-0000	P	\$2,314.50	\$0.00	\$0.00
Total Amount for Warrant						\$2,314.50	\$0.00	\$0.00
Total Amount Per Vendor						\$2,314.50	\$0.00	\$0.00
106 CITY OF HANFORD								
PV - 260505		12/25/2025	12104755 DEC FES	0100-00000-0-0000-8200-550030-300-0000		\$1,665.69	\$0.00	\$0.00
PV - 260505		12/25/2025	12104750 DEC FES	0100-00000-0-0000-8200-550030-300-0000		\$287.09	\$0.00	\$0.00
PV - 260505		12/25/2025	12104750 DEC FES	0100-00000-0-0000-8200-550050-300-0000		\$893.10	\$0.00	\$0.00
PV - 260505		12/25/2025	11395000 DEC MS	0100-00000-0-0000-8200-550030-500-0000		\$3,054.05	\$0.00	\$0.00
PV - 260505		12/25/2025	11395000 DEC MS	0100-00000-0-0000-8200-550050-500-0000		\$847.13	\$0.00	\$0.00
Total Amount for Warrant						\$6,747.06	\$0.00	\$0.00
Total Amount Per Vendor						\$6,747.06	\$0.00	\$0.00
2604 GOLD STAR FOODS INC								
PV - 260502		12/19/2025	9774422	1300-53100-0-0000-3700-470000-000-0000		\$247.80	\$0.00	\$0.00

* = Credit Card Payment

21 Pioneer Union Elementary School District

Requested By: brookshiera

Comments =

Accounts Payable Final Prelist

For Payments Due By 1/2/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
2604 GOLD STAR FOODS INC								
						Total Amount for Warrant	\$247.80	\$0.00 \$0.00
						Total Amount Per Vendor	\$247.80	\$0.00 \$0.00
1190 HANFORD EQUIPMENT CO INC								
PO - 260233	12/18/2025	28167		0100-81500-0-0000-8110-430000-000-0000	F	\$248.91	\$0.00	\$0.00
						Total Amount for Warrant	\$248.91	\$0.00 \$0.00
						Total Amount Per Vendor	\$248.91	\$0.00 \$0.00
676 HOME DEPOT								
PO - 260362	12/10/2025	7520890		0100-81500-0-0000-8110-430000-000-0000	P	\$65.62	\$0.00	\$0.00
PO - 260362	12/11/2025	6312917		0100-81500-0-0000-8110-430000-000-0000	P	\$90.37	\$0.00	\$0.00
PO - 260362	12/11/2025	6613168		0100-81500-0-0000-8110-430000-000-0000	P	\$164.02	\$0.00	\$0.00
						Total Amount for Warrant	\$320.01	\$0.00 \$0.00
						Total Amount Per Vendor	\$320.01	\$0.00 \$0.00
4618 JANELL JACINTO								
PV - 260501	12/18/2025	Mileage Nov 2025		0100-03330-0-0000-3600-580000-029-0000		\$157.50	\$0.00	\$0.00
						Total Amount for Warrant	\$157.50	\$0.00 \$0.00
						Total Amount Per Vendor	\$157.50	\$0.00 \$0.00
2607 JOYCE AISPURO								
PV - 260495	12/18/2025	Reim classrm 12/18		0100-11000-0-1110-1000-430000-258-0000		\$12.76	\$0.00	\$0.00
						Total Amount for Warrant	\$12.76	\$0.00 \$0.00
						Total Amount Per Vendor	\$12.76	\$0.00 \$0.00
2995 KINGS COUNTY MOBILE LOCKSMITH SERVICE								
PV - 260496	12/12/2025	10946		0100-81500-0-0000-8110-430000-000-0000		\$30.16	\$0.00	\$0.00
						Total Amount for Warrant	\$30.16	\$0.00 \$0.00
						Total Amount Per Vendor	\$30.16	\$0.00 \$0.00
2587 LAWRENCE TRACTOR CO INC								
PV - 260497	12/12/2025	779317		0100-81500-0-0000-8400-430000-200-0000		\$100.57	\$0.00	\$0.00
						Total Amount for Warrant	\$100.57	\$0.00 \$0.00

*= Credit Card Payment

21 Pioneer Union Elementary School District

Accounts Payable Final Prelist

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Requested By: brookshiera

For Payments Due By 1/2/2026

12/29/2025 4:18:31PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax	Amount
					Total Amount Per Vendor		\$100.57	\$0.00
1810 MAKEMUSIC INC								
*	PO - 260288	09 / 11 / 2025	INV-MM6876661	0100-67700-0-1156-1000-580008-500-0000	F	\$860.14	\$0.00	\$0.00
					Total Amount of Payment		\$860.14	\$0.00
					Total Amount Per Vendor		\$860.14	\$0.00
330 MORGAN & SLATES INC.								
PO - 260235	12 / 12 / 2025	1855177		0100-81500-0-0000-8110-430000-000-0000	P	\$0.64	\$0.00	\$0.00
PO - 260235	12 / 17 / 2025	1855607		0100-81500-0-0000-8110-430000-000-0000	P	\$110.77	\$0.00	\$0.00
					Total Amount for Warrant		\$111.41	\$0.00
					Total Amount Per Vendor		\$111.41	\$0.00
377 PRODUCERS DAIRY FOODS INC.								
PV - 260500	12 / 19 / 2025	59449122		0100-00380-0-0000-3700-430000-818-0000		\$202.28	\$0.00	\$0.00
PV - 260500	12 / 19 / 2025	59449122		1300-53100-0-0000-3700-470000-000-0000		\$46.16	\$0.00	\$0.00
PV - 260500	12 / 12 / 2025	59440547		1300-53100-0-0000-3700-470000-000-0000		\$236.76	\$0.00	\$0.00
PV - 260500	12 / 16 / 2025	59449121		1300-53100-0-0000-3700-470000-000-0000		\$164.54	\$0.00	\$0.00
PV - 260500	12 / 19 / 2025	3422535374		1300-53100-0-0000-3700-470000-000-0000		\$22.48	\$0.00	\$0.00
PV - 260500	12 / 19 / 2025	3422535375		1300-53100-0-0000-3700-470000-000-0000		\$47.35	\$0.00	\$0.00
PV - 260500	12 / 09 / 2025	59440566		1300-53100-0-0000-3700-470000-000-0000		\$281.71	\$0.00	\$0.00
PV - 260500	12 / 09 / 2025	59440546		1300-53100-0-0000-3700-470000-000-0000		\$396.49	\$0.00	\$0.00
					Total Amount for Warrant		\$1,397.77	\$0.00
					Total Amount Per Vendor		\$1,397.77	\$0.00
2364 QUALITY MACHINERY CENTER								
*	PO - 260436	12 / 16 / 2025	95900A	0100-81500-0-0000-8400-430000-000-0000	P	\$75.88	\$0.00	\$0.00
*	PO - 260436	12 / 10 / 2025	95837A	0100-81500-0-0000-8400-430000-000-0000	F	\$784.88	\$0.00	\$0.00
					Total Amount of Payment		\$860.76	\$0.00
					Total Amount Per Vendor		\$860.76	\$0.00
3094 SMITH SIGN AND DECAL INC								
PV - 260498	12 / 15 / 2025	6757 MS		0100-90100-0-1135-4200-580000-500-0000		\$280.00	\$0.00	\$0.00
					Total Amount for Warrant		\$280.00	\$0.00

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21 Pioneer Union Elementary School District

Requested By: brookshiera

Comments =

Accounts Payable Final Prelist

For Payments Due By 1/2/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
Total Amount Per Vendor							\$280.00	\$0.00
4447 SOUTHWEST TRANSPORTATION AGENCY								
PV - 260494		12/12/2025	260143	0100-03330-0-0000-3600-580020-000-0000		\$750.00	\$0.00	\$0.00
PV - 260494		12/12/2025	260143	0100-03330-0-0000-3600-560001-000-0000		\$7,796.88	\$0.00	\$0.00
						Total Amount for Warrant	\$8,546.88	\$0.00
						Total Amount Per Vendor	\$8,546.88	\$0.00
462 SYSCO FOOD SERVICE								
CM - 260031		12/22/2025	484790717	1300-53100-0-0000-3700-470000-000-0000		-\$38.43	\$0.00	\$0.00
PV - 260503		12/18/2025	484786700	1300-53100-0-0000-3700-430000-000-0000		\$183.90	\$0.00	\$0.00
PV - 260503		12/18/2025	484786700	1300-53100-0-0000-3700-470000-000-0000		\$3,332.16	\$0.00	\$0.00
PV - 260503		12/18/2025	484786699	1300-53100-0-0000-3700-430000-000-0000		\$188.23	\$0.00	\$0.00
PV - 260503		12/18/2025	484786699	1300-53100-0-0000-3700-470000-000-0000		\$1,856.07	\$0.00	\$0.00
						Total Amount for Warrant	\$5,521.93	\$0.00
						Total Amount Per Vendor	\$5,521.93	\$0.00
2485 ULINE INC								
* PO - 260435		12/10/2025	201658627	0100-00000-0-0000-8200-430000-000-0000	P	\$568.38	\$0.00	\$0.00
* PO - 260435		12/10/2025	201658625	0100-00000-0-0000-8200-430000-000-0000	P	\$527.73	\$0.00	\$0.00
* PO - 260435		12/10/2025	201658626	0100-00000-0-0000-8200-430000-000-0000	F	\$573.73	\$0.00	\$0.00
						Total Amount of Payment	\$1,669.84	\$0.00
						Total Amount Per Vendor	\$1,669.84	\$0.00
4583 VALLEY SECURITY AND ALARM								
PV - 260499		01/01/2026	472941	0100-00000-0-0000-8200-580016-100-0000		\$213.00	\$0.00	\$0.00
PV - 260499		01/01/2026	472943	0100-00000-0-0000-8200-580016-200-0000		\$639.00	\$0.00	\$0.00
PV - 260499		01/01/2026	472940	0100-00000-0-0000-8200-580016-300-0000		\$261.00	\$0.00	\$0.00
PV - 260499		01/01/2026	472942	0100-00000-0-0000-8200-580016-500-0000		\$426.00	\$0.00	\$0.00
						Total Amount for Warrant	\$1,539.00	\$0.00
						Total Amount Per Vendor	\$1,539.00	\$0.00

* = Credit Card Payment

21 Pioneer Union Elementary School District

Requested By: brookshiera

Comments =

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-CO---FN---OB---SI---L2	P/F	Amount	Use Tax Amount Taxable	Use Tax Amount Taxable	Use Tax Amount Taxable
								Total Amount of all Payments	\$34,561.82
Total Number of Checks to print:								Use Tax	
Total Number of Credit Card Payments:								Taxable Amount	Tax Amount
								Total Transfer for Use Tax	\$0.00
									\$0.00

21 Pioneer Union Elementary School District

Requested By: brookshiera

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
4515 101VOICE								
PV - 260509		01/01/2026	IN82979	0100-00000-0-0000-8200-590010-000-0000		\$1,760.42	\$0.00	\$0.00
					Total Amount for Warrant	\$1,760.42	\$0.00	\$0.00
					Total Amount Per Vendor	\$1,760.42	\$0.00	\$0.00
2815 AMERICAN INC								
PV - 260513		12/29/2025	5338298	1300-53100-0-0000-3700-560000-000-0000		\$1,602.60	\$0.00	\$0.00
					Total Amount for Warrant	\$1,602.60	\$0.00	\$0.00
					Total Amount Per Vendor	\$1,602.60	\$0.00	\$0.00
36 AUTOMATED OFFICE SYSTEMS								
PV - 260511		12/29/2025	AR176176 MSL	0100-00000-0-0000-7200-430003-500-0000		\$45.04	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 MSSS	0100-00000-0-1110-2700-430003-500-0000		\$41.50	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 DO	0100-00000-0-0000-7200-430003-100-0000		\$45.80	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 PESL	0100-00000-0-0000-7200-430003-200-0000		\$210.88	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 PESO	0100-00000-0-1110-2700-430003-200-0000		\$165.05	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 PESL	0100-00000-0-0000-7200-430003-200-0000		\$191.81	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 BO	0100-00000-0-0000-7300-430003-100-0000		\$28.72	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 MSO	0100-00000-0-1110-2700-430003-500-0000		\$5.56	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 MSL	0100-00000-0-0000-7200-430003-500-0000		\$208.51	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 FESO	0100-00000-0-1110-2700-430003-300-0000		\$155.14	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 FESL	0100-00000-0-0000-7200-430003-300-0000		\$162.82	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 FESL	0100-00000-0-0000-7200-430003-300-0000		\$140.06	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 CHILDC	1200-05300-0-0001-6000-430003-000-0000		\$6.53	\$0.00	\$0.00
PV - 260511		12/29/2025	AR176176 CHILDC	1200-00370-0-8500-6000-430003-000-0000		\$6.54	\$0.00	\$0.00
					Total Amount for Warrant	\$1,413.96	\$0.00	\$0.00
					Total Amount Per Vendor	\$1,413.96	\$0.00	\$0.00
45 BILLINGSLEY TIRE INC.								
PO - 260136		12/15/2025	496376	0100-03330-0-0000-3600-560001-000-0000	F	\$1,442.95	\$0.00	\$0.00
					Total Amount for Warrant	\$1,442.95	\$0.00	\$0.00
					Total Amount Per Vendor	\$1,442.95	\$0.00	\$0.00
3431 BRAD'S HANFORD SMOG N TUNE								

* = Credit Card Payment

21 Pioneer Union Elementary School District

Requested By: brookshiera

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
3431 BRAD'S HANFORD SMOG N TUNE								
PV - 260524		12/09/2025	94363	0100-00000-0-0000-8200-580000-000-0000		\$41.75	\$0.00	\$0.00
					Total Amount for Warrant	\$41.75	\$0.00	\$0.00
					Total Amount Per Vendor	\$41.75	\$0.00	\$0.00
57 BUFORD OIL CO INC								
PO - 260353		12/12/2025	19630	0100-03330-0-0000-3600-430010-000-0000	P	\$1,602.32	\$0.00	\$0.00
PO - 260353		12/03/2025	19627	0100-03330-0-0000-3600-430010-000-0000	F	\$1,650.58	\$0.00	\$0.00
					Total Amount for Warrant	\$3,252.90	\$0.00	\$0.00
					Total Amount Per Vendor	\$3,252.90	\$0.00	\$0.00
2232 CALIFORNIA SCHOOL NURSES ORGANIZATION								
PO - 260391		11/05/2025	D-CSN026-112025-3	0100-11000-0-1110-3140-520000-100-0000	F	\$620.00	\$0.00	\$0.00
					Total Amount for Warrant	\$620.00	\$0.00	\$0.00
					Total Amount Per Vendor	\$620.00	\$0.00	\$0.00
788 CDW-G								
PO - 260105		12/17/2025	AH3XA2L	0100-00240-0-1110-1000-580008-500-0000	F	\$2,494.44	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-00240-0-1110-1000-580008-300-0000	F	\$2,430.48	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-00240-0-1110-1000-580008-200-0000	F	\$2,366.52	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-00240-0-0000-7200-580008-100-0000	F	\$703.56	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-00240-0-1110-3140-580008-000-0000	F	\$127.92	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-00240-0-1110-2420-580008-999-0000	F	\$191.88	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-03330-0-0000-3600-580008-000-0000	F	\$63.96	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	0100-81500-0-0000-8110-580008-000-0000	F	\$63.96	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	1200-05300-0-0001-6000-580008-000-0000	F	\$63.96	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	1200-00370-0-8500-6000-580008-000-0000	F	\$63.96	\$0.00	\$0.00
PO - 260105		12/17/2025	AH3XA2L	1300-53100-0-0000-3700-580008-000-0000	F	\$63.96	\$0.00	\$0.00
					Total Amount for Warrant	\$8,634.60	\$0.00	\$0.00
					Total Amount Per Vendor	\$8,634.60	\$0.00	\$0.00
4216 CENCAL AUTO & TRUCK PARTS INC								
CM - 260032		12/11/2025	502066	0100-03330-0-0000-3600-430050-000-0000		-\$162.31	\$0.00	\$0.00
PO - 260376		12/03/2025	501306	0100-03330-0-0000-3600-430050-000-0000	F	\$231.17	\$0.00	\$0.00

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21 Pioneer Union Elementary School District

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
4216 CENCAL AUTO & TRUCK PARTS INC								
						Total Amount for Warrant	\$68.86	\$0.00 \$0.00
						Total Amount Per Vendor	\$68.86	\$0.00 \$0.00
4386 CHAD CUNHA								
PV - 260523		01/05/2026	Reim. cleaning suppl	0100-81500-0-0000-8110-430000-000-0000		\$32.96	\$0.00	\$0.00
						Total Amount for Warrant	\$32.96	\$0.00 \$0.00
						Total Amount Per Vendor	\$32.96	\$0.00 \$0.00
4233 CLASS LEASING LLC								
PV - 260507		12/11/2025	439347	2500-90100-0-0000-9100-743900-300-0035		\$7,215.30	\$0.00	\$0.00
PV - 260507		12/11/2025	439347	2500-90100-0-0000-9100-743800-300-0035		\$1,361.61	\$0.00	\$0.00
						Total Amount for Warrant	\$8,576.91	\$0.00 \$0.00
						Total Amount Per Vendor	\$8,576.91	\$0.00 \$0.00
2050 DIGITECH INTEGRATION INC								
PV - 260525		12/17/2025	8750 FES	0100-81500-0-0000-8110-560000-300-0000		\$467.61	\$0.00	\$0.00
						Total Amount for Warrant	\$467.61	\$0.00 \$0.00
						Total Amount Per Vendor	\$467.61	\$0.00 \$0.00
4285 EMPIRE SUPPLY CO INC								
PO - 260377		12/19/2025	2033119	0100-81500-0-0000-8110-430000-000-0000	F	\$17.05	\$0.00	\$0.00
						Total Amount for Warrant	\$17.05	\$0.00 \$0.00
						Total Amount Per Vendor	\$17.05	\$0.00 \$0.00
1545 FAST CU								
PO - 260103		01/01/2026	EasyTimeClk Jan	0100-00240-0-0000-7200-580008-999-0000	P	\$224.50	\$0.00	\$0.00
PO - 260106		01/01/2026	JETPACK JAN	0100-00240-0-0000-7700-580008-999-0000	P	\$20.17	\$0.00	\$0.00
PO - 260131		01/01/2026	CLOUDFLARE JA	0100-03330-0-0000-3600-580008-000-0000	P	\$10.00	\$0.00	\$0.00
PO - 260480		12/22/2025	HOTEL CASBO 3/3	0100-11000-0-0000-7300-520000-100-0000	P	\$1,321.14	\$0.00	\$0.00
PO - 260481		12/19/2025	CASBO CBO lunche	0100-11000-0-0000-7300-520000-100-0000	F	\$85.00	\$0.00	\$0.00
PV - 260521		12/18/2025	DO - ZENYS CUISI	0100-00000-0-0000-7200-430000-100-0000		\$189.24	\$0.00	\$0.00
						Total Amount for Warrant	\$1,850.05	\$0.00 \$0.00

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21 Pioneer Union Elementary School District

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
							Total Amount Per Vendor	\$1,850.05
2529 FOLLETT SCHOOL SOLUTIONS LLC								\$0.00
PO - 260406	12/05/2025	1601264		0100-11000-0-1110-2420-520000-200-0000	P	\$66.33	\$0.00	\$0.00
PO - 260406	12/05/2025	1601264		0100-11000-0-1110-2420-520000-300-0000	P	\$66.33	\$0.00	\$0.00
PO - 260406	12/05/2025	1601264		0100-11000-0-1110-2420-520000-500-0000	P	\$66.34	\$0.00	\$0.00
							Total Amount for Warrant	\$199.00
							Total Amount Per Vendor	\$199.00
2203 FRESNO MOBILE RADIO INC								\$0.00
PO - 260099	12/31/2025	71263		0100-03330-0-0000-3600-580000-000-0000	P	\$224.00	\$0.00	\$0.00
PO - 260099	12/31/2025	71263		0100-11000-0-1110-2700-580000-500-0000	P	\$14.00	\$0.00	\$0.00
							Total Amount for Warrant	\$238.00
							Total Amount Per Vendor	\$238.00
2604 GOLD STAR FOODS INC								\$0.00
PV - 260518	12/29/2025	9809492		1300-53100-0-0000-3700-580000-000-0000		\$171.25	\$0.00	\$0.00
							Total Amount for Warrant	\$171.25
							Total Amount Per Vendor	\$171.25
4618 JANELL JACINTO								\$0.00
PV - 260506	01/06/2026	Mileage for Decemb		0100-03330-0-0000-3600-580000-029-0000		\$157.50	\$0.00	\$0.00
							Total Amount for Warrant	\$157.50
							Total Amount Per Vendor	\$157.50
243 JOHNSTONE SUPPLY								\$0.00
*	PO - 260368	12/08/2025	S2958464.002	0100-81500-0-0000-8110-430000-300-0000	P	\$51.53	\$0.00	\$0.00
*	PO - 260368	12/11/2025	S2962511.001	0100-81500-0-0000-8110-430000-300-0000	P	\$45.86	\$0.00	\$0.00
*	PO - 260368	12/23/2025	S2969343.001	0100-81500-0-0000-8110-430000-300-0000	F	\$281.36	\$0.00	\$0.00
*	PO - 260368	12/08/2025	S2958464.001	0100-81500-0-0000-8110-430000-500-0000	P	\$315.31	\$0.00	\$0.00
*	PO - 260368	12/08/2025	S2959378.001	0100-81500-0-0000-8110-430000-500-0000	F	\$739.57	\$0.00	\$0.00
*	PV - 260527	01/02/2026	S2975136.002	0100-81500-0-0000-8110-430000-000-0000		\$36.13	\$0.00	\$0.00
*	PV - 260527	01/05/2026	S2975136.001	0100-81500-0-0000-8110-430000-000-0000		\$27.57	\$0.00	\$0.00
*	PV - 260527	12/10/2025	S2961616.001	0100-81500-0-0000-8110-430000-000-0000		\$281.44	\$0.00	\$0.00
*	PV - 260527	12/11/2025	S2962300.001	0100-81500-0-0000-8110-430000-000-0000		\$430.32	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---EN---OB---SI---L2	P/F	Amount	Use Taxable	Amount Tax
243 JOHNSTONE SUPPLY								
*	PV - 260527	12/11/2025	S2963762.001	0100-81500-0-0000-8110-430000-000-0000		\$123.65	\$0.00	\$0.00
*	PV - 260527	12/16/2025	S2965375.001	0100-81500-0-0000-8110-430000-000-0000		\$98.19	\$0.00	\$0.00
*	PV - 260527	12/16/2025	S2965375.002	0100-81500-0-0000-8110-430000-000-0000		\$421.74	\$0.00	\$0.00
*	PV - 260527	12/18/2025	S2967698.001	0100-81500-0-0000-8110-430000-000-0000		\$135.07	\$0.00	\$0.00
Total Amount of Payment						\$2,987.74	\$0.00	\$0.00
Total Amount Per Vendor						\$2,987.74	\$0.00	\$0.00
2613 KINGS INDUSTRIAL OCC. MED. CTR INC								
PV - 260517		01/02/2026	321818 DOT THens	0100-03330-0-0000-3600-580000-000-0000		\$100.00	\$0.00	\$0.00
Total Amount for Warrant						\$100.00	\$0.00	\$0.00
Total Amount Per Vendor						\$100.00	\$0.00	\$0.00
2318 MEDALLION SUPPLY INC								
*	PV - 260526	12/22/2025	2877-1051478	0100-81500-0-0000-8110-430000-000-0000		\$1,717.90	\$0.00	\$0.00
Total Amount of Payment						\$1,717.90	\$0.00	\$0.00
Total Amount Per Vendor						\$1,717.90	\$0.00	\$0.00
3403 RES COM PEST CONTROL								
PO - 260057		01/03/2026	283704853 PES	0100-00000-0-0000-8200-550070-200-0000	P	\$80.00	\$0.00	\$0.00
PO - 260057		01/03/2026	283703133	0100-00000-0-0000-8200-550070-300-0000	P	\$80.00	\$0.00	\$0.00
PO - 260057		01/03/2026	283705670	0100-00000-0-0000-8200-550070-500-0000	P	\$80.00	\$0.00	\$0.00
Total Amount for Warrant						\$240.00	\$0.00	\$0.00
Total Amount Per Vendor						\$240.00	\$0.00	\$0.00
403 ROTARY CLUB OF HANFORD								
PV - 260508		01/01/2026	5213842 JAN 26	0100-11000-0-0000-7150-530000-100-0000		\$85.00	\$0.00	\$0.00
Total Amount for Warrant						\$85.00	\$0.00	\$0.00
Total Amount Per Vendor						\$85.00	\$0.00	\$0.00
441 SMART & FINAL								
PV - 260512		12/08/2025	3760161158602 CAF	1300-53100-0-0000-3700-470000-000-0000		\$30.61	\$0.00	\$0.00
Total Amount for Warrant						\$30.61	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---EN---OB---SI---L2	P/F	Total Amount Per Vendor	Use Tax Amount Taxable	Amount Tax
3051 SoCal Gas						\$30.61	\$0.00	\$0.00
PV - 260520	12/30/2025 05221744005	DEC P	0100-00000-0-0000-8200-550010-200-0000			\$797.24	\$0.00	\$0.00
PV - 260520	12/30/2025 07951744007	DEC P	0100-00000-0-0000-8200-550010-200-0000			\$246.13	\$0.00	\$0.00
PV - 260520	12/30/2025 05431744001	DEC P	0100-00000-0-0000-8200-550010-200-0000			\$2,176.68	\$0.00	\$0.00
					Total Amount for Warrant	\$3,220.05	\$0.00	\$0.00
					Total Amount Per Vendor	\$3,220.05	\$0.00	\$0.00
446 SOUTHERN CALIF EDISON CO								
PV - 260519	12/31/2025 700099325923	DEC	0100-00000-0-0000-8200-550020-500-0000			\$5,317.64	\$0.00	\$0.00
					Total Amount for Warrant	\$5,317.64	\$0.00	\$0.00
					Total Amount Per Vendor	\$5,317.64	\$0.00	\$0.00
462 SYSCO FOOD SERVICE								
PV - 260522	12/18/2025 484786701		0100-26000-0-0000-3700-470000-000-0000			\$381.36	\$0.00	\$0.00
PV - 260522	12/18/2025 484786701		1300-53100-0-0000-3700-430000-000-0000			\$186.49	\$0.00	\$0.00
PV - 260522	12/18/2025 484786701		1300-53100-0-0000-3700-470000-000-0000			\$2,214.68	\$0.00	\$0.00
					Total Amount for Warrant	\$2,782.53	\$0.00	\$0.00
					Total Amount Per Vendor	\$2,782.53	\$0.00	\$0.00
1355 TCM INVESTMENTS LP								
PV - 260510	01/01/2026 175906 PESO		0100-00000-0-1110-9100-743900-200-0000			\$398.48	\$0.00	\$0.00
PV - 260510	01/01/2026 175885 PESL		0100-00000-0-1110-9100-743900-200-0000			\$248.98	\$0.00	\$0.00
PV - 260510	01/01/2026 175908 PESL		0100-00000-0-1110-9100-743900-200-0000			\$286.56	\$0.00	\$0.00
PV - 260510	01/01/2026 175897 FESO		0100-00000-0-1110-9100-743900-300-0000			\$309.80	\$0.00	\$0.00
PV - 260510	01/01/2026 175907 FESL		0100-00000-0-1110-9100-743900-300-0000			\$317.25	\$0.00	\$0.00
PV - 260510	01/01/2026 175901 FESL		0100-00000-0-1110-9100-743900-300-0000			\$289.94	\$0.00	\$0.00
PV - 260510	01/01/2026 175899 MSO		0100-00000-0-1110-9100-743900-500-0000			\$87.18	\$0.00	\$0.00
PV - 260510	01/01/2026 175905 MSSS		0100-00000-0-1110-9100-743900-500-0000			\$280.89	\$0.00	\$0.00
PV - 260510	01/01/2026 175904 MSL		0100-00000-0-1110-9100-743900-500-0000			\$272.55	\$0.00	\$0.00
PV - 260510	01/01/2026 175900 MSL		0100-00000-0-1110-9100-743900-500-0000			\$289.94	\$0.00	\$0.00
PV - 260510	01/01/2026 175898 BO		0100-00000-0-0000-9100-743900-100-0000			\$140.49	\$0.00	\$0.00
PV - 260510	01/01/2026 175903 DO		0100-00000-0-0000-9100-743900-100-0000			\$374.55	\$0.00	\$0.00
PV - 260510	01/01/2026 175902 CHILDCAR		1200-00370-0-8500-9100-743900-000-0000			\$96.91	\$0.00	\$0.00

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax Taxable	Amount Tax
1355 TCM INVESTMENTS LP								
PV - 260510		01/01/2026	175902 CHILDCAR	1200-05300-0-0001-9100-743900-000-0000		\$96.91	\$0.00	\$0.00
						Total Amount for Warrant	\$3,490.43	\$0.00
						Total Amount Per Vendor	\$3,490.43	\$0.00
869 USI INC								
PO - 260440		12/11/2025	0400734101019	0100-11000-0-1110-1000-430000-500-0000	F	\$174.40	\$0.00	\$0.00
						Total Amount for Warrant	\$174.40	\$0.00
						Total Amount Per Vendor	\$174.40	\$0.00
4570 VERIZON WIRELESS								
PO - 260187		12/23/2025	6131805671	0100-03330-0-0000-3600-590010-000-0000	P	\$100.10	\$0.00	\$0.00
PV - 260528		12/23/2025	6131805671 D.P.	0100-03330-0-0000-3600-430000-000-0000		\$110.21	\$0.00	\$0.00
PV - 260528		12/23/2025	6131805671 O.R.	0100-81500-0-0000-8110-430000-000-0000		\$49.50	\$0.00	\$0.00
PV - 260528		12/23/2025	6131805671 J.R.	0100-00000-0-0000-7150-430000-100-0000		\$110.21	\$0.00	\$0.00
PV - 260529		12/23/2025	6131805671	0100-00000-0-0000-8200-590010-000-0000		\$574.06	\$0.00	\$0.00
						Total Amount for Warrant	\$944.08	\$0.00
						Total Amount Per Vendor	\$944.08	\$0.00
4450 VESTIS SERVICES LLC								
PV - 260514		12/19/2025	2580644026	0100-00000-0-0000-8200-550060-000-0000		\$140.52	\$0.00	\$0.00
PV - 260514		12/19/2025	2580644022	0100-00000-0-0000-8200-550060-000-0000		\$133.72	\$0.00	\$0.00
PV - 260514		12/19/2025	2580644014	0100-00000-0-0000-8200-550060-000-0000		\$165.92	\$0.00	\$0.00
PV - 260514		12/19/2025	2580644023	1300-53100-0-0000-3700-580075-000-0000		\$64.82	\$0.00	\$0.00
PV - 260514		12/19/2025	2580644015	1300-53100-0-0000-3700-580075-000-0000		\$79.39	\$0.00	\$0.00
PV - 260514		12/19/2025	2580644011	1300-53100-0-0000-3700-580075-000-0000		\$51.12	\$0.00	\$0.00
PV - 260515		12/26/2025	2580647600	0100-00000-0-0000-8200-550060-000-0000		\$140.52	\$0.00	\$0.00
PV - 260515		12/26/2025	2580647598	0100-00000-0-0000-8200-550060-000-0000		\$133.72	\$0.00	\$0.00
PV - 260515		12/26/2025	2580647596	0100-00000-0-0000-8200-550060-000-0000		\$165.92	\$0.00	\$0.00
PV - 260515		12/26/2025	2580647599	1300-53100-0-0000-3700-580075-000-0000		\$64.82	\$0.00	\$0.00
PV - 260515		12/26/2025	2580647597	1300-53100-0-0000-3700-580075-000-0000		\$79.39	\$0.00	\$0.00
PV - 260515		12/26/2025	2580647595	1300-53100-0-0000-3700-580075-000-0000		\$51.12	\$0.00	\$0.00
PV - 260516		01/02/2026	2580650256	0100-00000-0-0000-8200-550060-000-0000		\$140.52	\$0.00	\$0.00
PV - 260516		01/02/2026	2580650254	0100-00000-0-0000-8200-550060-000-0000		\$133.72	\$0.00	\$0.00

* = Credit Card Payment

21 Pioneer Union Elementary School District

Requested By: brookshiera

Comments =

Accounts Payable Final Prelist

For Payments Due By 1/9/2026

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01/08/2026 4:22:58PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI---L2	P/F	Amount	Use Tax Amount Taxable	Use Tax Amount Tax
4450 VESTIS SERVICES LLC								
PV - 260516		01/02/2026	2580650252	0100-00000-0-0000-8200-550060-000-0000		\$165.92	\$0.00	\$0.00
PV - 260516		01/02/2026	2580650255	1300-53100-0-0000-3700-580075-000-0000		\$64.82	\$0.00	\$0.00
PV - 260516		01/02/2026	2580650253	1300-53100-0-0000-3700-580075-000-0000		\$79.39	\$0.00	\$0.00
PV - 260516		01/02/2026	2580650251	1300-53100-0-0000-3700-580075-000-0000		\$51.12	\$0.00	\$0.00
						Total Amount for Warrant	\$1,906.47	\$0.00
						Total Amount Per Vendor	\$1,906.47	\$0.00
Total Number of Checks to print: 29 \$48,839.58								
Total Number of Credit Card Payments: 2 \$4,705.64								
Total Amount of all Payments \$53,545.22								
Use Tax								
Taxable Amount								
Total Transfer for Use Tax \$0.00								

* = Credit Card Payment

quested By: brookshiera

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For Payments Due By 1/16/2026

01/16/2026 8:21:45AM

endor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
3210 AMAZON CAPITAL SERVICES INC								
PO - 260120		12/25/2025	11KY-N7PX-QKM4	0100-00240-0-0000-7700-430000-999-0000	P	\$398.48	\$0.00	\$0.00
PO - 260209		12/22/2025	1V49-TMV3-M7MC	0100-67700-0-1133-1000-430000-200-0000	P	\$240.27	\$0.00	\$0.00
PO - 260253		12/16/2025	1XQM-FH74-PC4R	0100-11000-0-1110-1000-430000-300-0000	P	\$319.20	\$0.00	\$0.00
PV - 260530		12/18/2025	1HYP-WJKL-DXVX	0100-11000-0-1110-1000-430000-225-0000		\$87.68	\$0.00	\$0.00
PV - 260530		12/16/2025	1FVX-CVQC-LK66	0100-11000-0-1110-1000-430000-500-0000		\$41.12	\$0.00	\$0.00
PV - 260530		01/05/2026	1FKD-XCWT-K9YF	0100-67620-0-1156-1000-430000-200-0000		\$86.58	\$0.00	\$0.00
PV - 260530		12/12/2025	1RQR-LW4L-QKVP	0100-26000-0-1110-1000-430000-500-0000		\$102.43	\$0.00	\$0.00
PV - 260530		12/15/2025	1RY4-RDRK-YHFD	0100-11000-0-1110-1000-440000-200-0000		\$541.22	\$0.00	\$0.00
Total Amount for Warrant						\$1,816.98	\$0.00	\$0.00
Total Amount Per Vendor						\$1,816.98	\$0.00	\$0.00
3916 BICC CENTRAL CALIFORNIA								
PV - 260538		12/31/2025	21332	0100-11000-0-1110-1000-580009-100-0000		\$1,750.00	\$0.00	\$0.00
Total Amount for Warrant						\$1,750.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,750.00	\$0.00	\$0.00
788 CDW-G								
PO - 260299		09/09/2025	ZR00808575	0100-00240-0-1110-1000-580011-200-0000	F	\$2,043.91	\$0.00	\$0.00
PO - 260299		09/09/2025	ZR00808575	0100-00240-0-1110-1000-580011-300-0000	F	\$2,043.91	\$0.00	\$0.00
PO - 260299		09/09/2025	ZR00808575	0100-00240-0-1110-1000-580011-500-0000	F	\$2,043.90	\$0.00	\$0.00
Total Amount for Warrant						\$6,131.72	\$0.00	\$0.00
Total Amount Per Vendor						\$6,131.72	\$0.00	\$0.00
4233 CLASS LEASING LLC								
PV - 260532		01/08/2026	441652 #36	2500-90100-0-0000-9100-743900-300-0035		\$7,263.43	\$0.00	\$0.00
PV - 260532		01/08/2026	441652 #36	2500-90100-0-0000-9100-743800-300-0035		\$1,313.48	\$0.00	\$0.00
Total Amount for Warrant						\$8,576.91	\$0.00	\$0.00
Total Amount Per Vendor						\$8,576.91	\$0.00	\$0.00
604 CLASSIC CHARTER INC								
PO - 260294		12/16/2025	180731 12/16 Mont.I	0100-00380-0-1110-1000-580000-838-0000	F	\$4,908.00	\$0.00	\$0.00
Total Amount for Warrant						\$4,908.00	\$0.00	\$0.00

quested By: brookshiera

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For Payments Due By 1/16/2026

01/16/2026 8:21:45AM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
Total Amount Per Vendor							\$4,908.00	\$0.00 \$0.00
1613 FRESNO CHAFFEE ZOO								
PO - 260309	11/22/2025	10904474		0100-00380-0-1110-1000-580000-818-0000	F	\$810.00	\$0.00	\$0.00
Total Amount for Warrant							\$810.00	\$0.00 \$0.00
Total Amount Per Vendor							\$810.00	\$0.00 \$0.00
2168 MARDOM LLC								
PV - 260535	01/09/2026	INV00017878 DEC	I	0100-00000-0-0000-8200-550020-200-0000		\$1,368.23	\$0.00	\$0.00
PV - 260535	01/09/2026	INV00017877 DEC	I	0100-00000-0-0000-8200-550020-300-0000		\$178.78	\$0.00	\$0.00
PV - 260535	01/09/2026	INV00017879 DEC	I	0100-00000-0-0000-8200-550020-500-0000		\$2,100.46	\$0.00	\$0.00
Total Amount for Warrant							\$3,647.47	\$0.00 \$0.00
Total Amount Per Vendor							\$3,647.47	\$0.00 \$0.00
4317 MAXIM HEALTHCARE SERVICES INC								
PO - 260443	01/02/2026	V29123829		0100-74350-0-1110-3110-580009-300-0000	P	\$6,617.16	\$0.00	\$0.00
Total Amount for Warrant							\$6,617.16	\$0.00 \$0.00
Total Amount Per Vendor							\$6,617.16	\$0.00 \$0.00
2614 MID VALLEY DISPOSAL INC								
PV - 260531	01/01/2026	3412650 JAN		0100-00000-0-0000-8200-550050-200-0000		\$785.00	\$0.00	\$0.00
Total Amount for Warrant							\$785.00	\$0.00 \$0.00
Total Amount Per Vendor							\$785.00	\$0.00 \$0.00
366 PITNEY BOWES GLOBAL FINANCIAL SVCS LLC								
PO - 260468	12/19/2025	1028673326		0100-11000-0-1110-2700-430000-200-0000	F	\$210.22	\$0.00	\$0.00
Total Amount for Warrant							\$210.22	\$0.00 \$0.00
Total Amount Per Vendor							\$210.22	\$0.00 \$0.00
4609 PROVOST & PRITCHARD O & M SERVICES LLC								
PO - 260320	01/07/2026	1189 DEC		0100-81500-0-0000-8110-580000-200-0000	P	\$500.00	\$0.00	\$0.00
Total Amount for Warrant							\$500.00	\$0.00 \$0.00
Total Amount Per Vendor							\$500.00	\$0.00 \$0.00

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For Payments Due By 1/16/2026

01/16/2026 8:21:45AM

endor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax Amount	Taxable	Tax
4231 SIGLER WHOLESALE DISTRIBUTORS									
	PO - 260475	12/19/2025	INV-FRS25011393	0100-81500-0-0000-8110-440000-000-0000	F	\$667.50	\$0.00	\$0.00	\$0.00
	PO - 260475	12/19/2025	INV-FRS25011393	0100-81500-0-0000-8110-430000-000-0000	F	\$3.29	\$0.00	\$0.00	\$0.00
Total Amount for Warrant									
Total Amount Per Vendor									
439 SISC III-HEALTH BENEFITS									
	CM - 260033	01/01/2026	Chennault Interface	0100-00000-0-1110-1000-370100-004-0000		-\$1,573.80	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	January 2026	0100-00000-0-0000-0000-951400-000-0000		\$173,756.50	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Allein	0100-00000-0-1110-2420-370200-002-0000		\$1,493.50	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Johnson	0100-00000-0-1110-1000-370100-005-0000		\$1,573.80	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Rice	0100-00000-0-1110-1000-370100-028-0000		\$1,349.80	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Semas-Tellian	0100-00000-0-0000-7300-370200-019-0000		\$1,485.50	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Webster	0100-00000-0-0000-7100-370100-001-0000		\$1,485.50	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Williams	0100-00000-0-1110-1000-370100-005-0000		\$1,573.80	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Yarr	0100-00000-0-1110-1000-370100-009-0000		\$1,349.80	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Child Care	1200-00000-0-0000-0000-951400-000-0000		\$3,689.25	\$0.00	\$0.00	\$0.00
	PV - 260537	01/01/2026	Cafe	1300-00000-0-0000-0000-951400-000-0000		\$2,805.50	\$0.00	\$0.00	\$0.00
Total Amount for Warrant									
Total Amount Per Vendor									
3051 SoCal Gas									
	PV - 260533	01/12/2026	12447476800 DEC F	0100-00000-0-0000-8200-550010-300-0000		\$2,008.71	\$0.00	\$0.00	\$0.00
Total Amount for Warrant									
Total Amount Per Vendor									
446 SOUTHERN CALIF EDISON CO									
	PV - 260534	01/06/2026	700034281763 DEC	0100-00000-0-0000-8200-550020-200-0000		\$972.18	\$0.00	\$0.00	\$0.00
	PV - 260534	01/06/2026	700148971432 DEC	0100-00000-0-0000-8200-550020-200-0000		\$3,167.11	\$0.00	\$0.00	\$0.00
	PV - 260534	01/06/2026	700522779221 DEC	0100-00000-0-0000-8200-550020-200-0000		\$926.61	\$0.00	\$0.00	\$0.00
	PV - 260534	01/06/2026	700025295119 DEC	0100-00000-0-0000-8200-550020-300-0000		\$5,442.88	\$0.00	\$0.00	\$0.00
	PV - 260534	01/08/2026	700066676834 DEC I	0100-00000-0-0000-8200-550020-200-0000		\$1,599.21	\$0.00	\$0.00	\$0.00
	PV - 260534	01/08/2026	700066676834 DEC J	0100-00000-0-0000-8200-550020-200-0000		\$102.30	\$0.00	\$0.00	\$0.00
	PV - 260534	01/08/2026	700066676834 DEC K	0100-00000-0-0000-8200-550020-200-0000		\$472.66	\$0.00	\$0.00	\$0.00

= Credit Card Payment

quested By: brookshiera

For Payments Due By 1/16/2026

01/16/2026 8:21:45AM

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endor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB----SI--L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
446 SOUTHERN CALIF EDISON CO								
	PV - 260534	01/06/2026	700088135860 DEC	1200-05300-0-0001-6000-550020-000-0000		\$123.51	\$0.00	\$0.00
					Total Amount for Warrant	\$12,806.46	\$0.00	\$0.00
					Total Amount Per Vendor	\$12,806.46	\$0.00	\$0.00
2485 ULINE INC								
*	PO - 260334	01/06/2026	202448412	0100-11000-0-1110-1000-430000-500-0000	F	\$422.18	\$0.00	\$0.00
*	PO - 260334	01/06/2026	202448412	0100-11000-0-1110-1000-440000-500-0000	F	\$1,705.48	\$0.00	\$0.00
					Total Amount of Payment	\$2,127.66	\$0.00	\$0.00
					Total Amount Per Vendor	\$2,127.66	\$0.00	\$0.00
3677 VALLEY TONER SUPPLY								
	PO - 260180	01/14/2026	4748	0100-00240-0-1110-1000-580000-500-0000	P	\$197.02	\$0.00	\$0.00
	PO - 260180	12/01/2025	4722	0100-00240-0-0000-7200-580000-100-0000	P	\$90.00	\$0.00	\$0.00
					Total Amount for Warrant	\$287.02	\$0.00	\$0.00
					Total Amount Per Vendor	\$287.02	\$0.00	\$0.00
4450 VESTIS SERVICES LLC								
	PV - 260536	01/09/2026	2580653803	0100-00000-0-0000-8200-550060-000-0000		\$140.52	\$0.00	\$0.00
	PV - 260536	01/09/2026	2580653801	0100-00000-0-0000-8200-550060-000-0000		\$133.72	\$0.00	\$0.00
	PV - 260536	01/09/2026	2580653799	0100-00000-0-0000-8200-550060-000-0000		\$165.92	\$0.00	\$0.00
	PV - 260536	01/09/2026	2580653800	1300-53100-0-0000-3700-580075-000-0000		\$79.39	\$0.00	\$0.00
	PV - 260536	01/09/2026	2580653802	1300-53100-0-0000-3700-580075-000-0000		\$64.82	\$0.00	\$0.00
	PV - 260536	01/09/2026	2580653798	1300-53100-0-0000-3700-580075-000-0000		\$51.12	\$0.00	\$0.00
					Total Amount for Warrant	\$635.49	\$0.00	\$0.00
					Total Amount Per Vendor	\$635.49	\$0.00	\$0.00
					Total Amount of all Payments			\$243,478.74
Total Number of Checks to print:	17	\$241,351.08					Use Tax	
Total Number of Credit Card Payments:	1	\$2,127.66					Taxable Amount	
							Total Transfer for Use Tax	
							\$0.00	
								\$0.00

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 11.1

To: Pioneer School Board Members

Board Date: January 21, 2026

For: Board Meeting Action
 Information First Reading

Recommendation: Approve Deny

Fiscal Impact: \$0

Item: Disposal of Declared Obsolete Library Books

Purpose:

Pioneer Middle School library requests the disposal of the attached list of obsolete library books.

Title/Subtitle	ISBN	Barcode	Date Acquired	Purchase Category
A Million Ways Home	978-0-545-79176- T 6502353		10/7/2014	5.99 Waiting for Approval to Weed
Across Five Aprils	978-0-425-10241- T 6503506		5/11/2021	6.99 Waiting for Approval to Weed
Adolf Hitler	0-531-04477-7	T 104137	5/30/2008	Waiting for Approval to Weed
Am I the princess or the frog? : by Jamie Kelly	0-329-42884-5	T 4505299	10/19/2005	4.99 Waiting for Approval to Weed
Animal experimentation : opposing viewpoints	0-7377-0902-2 (pt T 4503936		1/14/2004	0.00 Waiting for Approval to Weed
The austere academy	0-439-40203-4	T 4502804	4/26/2002	3.99 Waiting for Approval to Weed
The bad beginnng	0-06-028312-2 (lit T 4501997		11/1/2001	9.95 Waiting for Approval to Weed
Basketball		T 101390	5/30/2008	Waiting for Approval to Weed
Beautiful chaos : [a beautiful creatures novel]	978-0-316-12352- T 6502145		10/18/2012	9.99 Waiting for Approval to Weed
Beautiful chaos : [a beautiful creatures novel]	978-0-316-12352- T 6502410		11/13/2014	8.99 Waiting for Approval to Weed
Beautiful chaos : [a beautiful creatures novel]	978-0-316-12352- T 6502411		11/13/2014	8.99 Waiting for Approval to Weed
Beautiful darkness	978-0-316-07704- T 6501838		4/19/2012	8.99 Waiting for Approval to Weed
Beautiful redemption	978-0-316-12353- T 6502355		10/7/2014	9.99 Waiting for Approval to Weed
The big field	978-0-399-24625- T 6500976		4/7/2010	5.99 Waiting for Approval to Weed
Blg Nate goes bananas	978-1-44948995- T 6503130		2/6/2020	9.99 Waiting for Approval to Weed
Blg Nate : In a Class By Himself	978-0-06-194434- T 6501137		9/1/2010	6.99 Waiting for Approval to Weed
Blg Nate : payback timel	978-1-44949774- T 6503132		2/6/2020	9.99 Waiting for Approval to Weed
Blg Nate : what's a little noogle between friends?	978-1-44946229- T 6502870		9/25/2018	8.99 Waiting for Approval to Weed
Blg Nate : what's a little noogle between friends?	978-1-44946229- T 6502921		1/15/2019	8.99 Waiting for Approval to Weed
The Boy Who Owned the School,	0-440-70694-7	T 278365	1/11/2001	Waiting for Approval to Weed
Bylines : Profiles In Investigative Journalism.	0-590-10297-4	T 108304	2/7/1998	1.25 Waiting for Approval to Weed
The campaign for Guadalcanal; a battle that made histc	0-385-04354-6	T 101816	5/30/2008	Waiting for Approval to Weed
Casey at the bat	0-87923-722-8	T 101581	5/30/2008	Waiting for Approval to Weed
Civil War ghosts	0-329-20451-3	T 4500164	12/22/2000	4.50 Waiting for Approval to Weed
The collector	978-1-33821224- T 6502959		1/16/2019	6.99 Waiting for Approval to Weed
Cortés of Mexico.		T 104069	5/30/2008	Waiting for Approval to Weed
Cowboy ghost	0-06-028168-5	T 25230	10/8/1998	Waiting for Approval to Weed
The death penalty	0-7377-0458-6 (lit T 4501925		12/12/2001	0.00 Waiting for Approval to Weed
Demon slayer = Kilmetsu no yaiba. 8, The strength of th	978-1-974704-42- T 6504209		9/23/2022	9.99 Waiting for Approval to Weed
Diary of a Wimpy Kid : The Last Straw (#3)	978-0-8109-7068- T 6501742		2/8/2012	5.99 Waiting for Approval to Weed
Diary of a wimpy kid : wrecking ball	978-1-41973903- T 6503123		2/6/2020	8.99 Waiting for Approval to Weed
A dog called Kitty	0-8234-0376-9	T 2000040	11/6/2000	9.49 Waiting for Approval to Weed
Double down	978-1-41972344- T 6502633		3/29/2017	8.99 Waiting for Approval to Weed
Gameblrds; a guide to North American species and the	0-307-63513-9	T 100944	5/30/2008	Waiting for Approval to Weed
Gardner's photographic sketch book of the Civil War	0-486-22731-6	T 102034	5/30/2008	Waiting for Approval to Weed
Ghosts of war : the true story of a 19-year-old GI	978-0-06-166470- T 6501176		9/1/2010	8.99 Waiting for Approval to Weed
Great tales and poems of Edgar Allan Poe.	0-329-10341-5	T 4505492	9/15/2006	8.95 Waiting for Approval to Weed
Guinness World Records 2015	978-1-908843-63- T 6502376		10/8/2014	28.95 Waiting for Approval to Weed
Harry Potter and the Chamber of Secrets	0-329-20974-4	T 278351	12/7/1999	10.39 Waiting for Approval to Weed
Harry Potter and the goblet of fire	978-0-439-13959- T 4500026		10/9/2000	25.95 Waiting for Approval to Weed
Harry Potter and the goblet of fire	978-0-439-13959- T 4500468		5/30/2008	25.95 Waiting for Approval to Weed
Harry Potter and the Order of the Phoenix	978-0-439-35806- T 4503848		10/15/2003	29.99 Waiting for Approval to Weed
Harry Potter and the sorcerer's stone	978-0-590-35340- T 4500464		5/30/2008	17.95 Waiting for Approval to Weed
Hatchet	0-14-034371-7	T 6503284	5/11/2021	8.99 Waiting for Approval to Weed
History of Art for Young People.		T 70230	2/8/2000	20.00 Waiting for Approval to Weed
Holes	0-374-33265-7	T 4500146	12/22/2000	4.99 Waiting for Approval to Weed
Honus & me : a baseball card adventure	0-380-78878-0	T 6500797	9/25/2009	4.95 Waiting for Approval to Weed
The house on Hackman's Hill	978-0-329-23206- T 4502584		2/25/2002	4.50 Waiting for Approval to Weed
How do you spell geek?	0-329-10117-X	T 1500095	1/11/2001	3.99 Waiting for Approval to Weed
How to draw Spider-Man	0-329-35842-1	T 4504428	5/26/2004	4.99 Waiting for Approval to Weed
The Hunger Games	0-439-02348-3	T 6503848	11/8/2021	8.99 Waiting for Approval to Weed
Illustrated history of World War I in the air	0-668-01768-6	T 101811	5/30/2008	Waiting for Approval to Weed
Interstellar plg	0-14-037595-3	T 42038	3/6/1999	4.99 Waiting for Approval to Weed
Interstellar pig	0-14-037595-3	T 42051	3/6/1999	4.99 Waiting for Approval to Weed
Interstellar plg	0-8446-6898-2	T 42038	3/6/1999	4.99 Waiting for Approval to Weed
Interstellar plg	0-8446-6898-2	T 42051	3/6/1999	4.99 Waiting for Approval to Weed
Just listen : a novel	978-1-41567117- T 4505595		3/28/2007	17.99 Waiting for Approval to Weed

Title/Subtitle	ISBN	Barcode	Date Acquired	Purchase	Category
Killer whales	0-397-31792-1	T 100991	5/30/2008		Waiting for Approval to Weed
Musket to M14 : pistols, rifles, and machine guns throu	0-698-30246-X	T 101085	5/30/2008		Waiting for Approval to Weed
My hero academia. Vol. 1, Izuku Midoriya: OrigIn	978-1-42158269-6	T 6504196	9/13/2022	9.99	Waiting for Approval to Weed
Night world. No. 1	978-1-41697450-1	T 6500201	1/6/2009	8.99	Waiting for Approval to Weed
No dogs allowed!	0-329-42198-0	T 4505349	11/17/2005	4.99	Waiting for Approval to Weed
October sky	0-440-23550-2 (pl T 70182		1/21/2000	6.99	Waiting for Approval to Weed
Of mice and men	0-14-017739-6	T 26063	4/23/1999	4.95	Waiting for Approval to Weed
The old man and the sea	0-329-09959-0	T 25972	4/22/1999	10.00	Waiting for Approval to Weed
Old School	1-41971961-0	T 6502555	12/8/2015	16.31	Waiting for Approval to Weed
On the mound with-- Randy Johnson	0-316-75167-7 (pl T 4505197		5/17/2005	4.99	Waiting for Approval to Weed
The outsiders	0-14-038572-X	T 6503630	6/11/2021	10.99	Waiting for Approval to Weed
The outsiders	0-14-038572-X	T 6503639	6/11/2021	10.99	Waiting for Approval to Weed
The outsiders	0-14-038572-X	T 6503709	6/11/2021	10.99	Waiting for Approval to Weed
The outsiders	0-14-038572-X	T 6503771	6/11/2021	10.99	Waiting for Approval to Weed
Pride and prejudice	0-329-06419-3	T 4505457	9/14/2006	2.99	Waiting for Approval to Weed
The princess plot	0-545-24051-4	T 6500999	4/7/2010	5.99	Waiting for Approval to Weed
The princess trap	978-0-545-22261-7	T 6501115	8/31/2010	5.99	Waiting for Approval to Weed
READER'S DIGEST ILLUSTRATED STORY OF WORLD WAR	0-89577-029-6	T 26985	6/4/1999	22.00	Waiting for Approval to Weed
The reptile room	0-06-440767-5	T 1009398	11/29/2022		Waiting for Approval to Weed
The reptile room	0-06-440767-5	T 4505185	5/12/2005	11.99	Waiting for Approval to Weed
The reptiles,		T 100899	5/30/2008		Waiting for Approval to Weed
The river	1-41563310-X	T 4504364	5/5/2004	5.50	Waiting for Approval to Weed
The road to Memphis	0-7587-0393-7 (B1T 25992		4/22/1999	4.99	Waiting for Approval to Weed
The Schwa Was Here.	0-439-90810-8	T 4505518	10/26/2006	3.99	Waiting for Approval to Weed
The sea of monsters	978-0-329-50782-7	T 6502379	10/8/2014	6.99	Waiting for Approval to Weed
She said yes : the unlikely martyrdom of Cassie Bernall	0-329-55547-2	T 4502409	1/13/2002	9.99	Waiting for Approval to Weed
She said yes : the unlikely martyrdom of Cassie Bernall	0-329-55547-2	T 4502959	5/17/2002	5.99	Waiting for Approval to Weed
Sister of the bride	0-440-97596-4	T 102495	5/30/2008		Waiting for Approval to Weed
Slavery	0-7377-0632-5 (pl T 4501933		12/12/2001	0.00	Waiting for Approval to Weed
Socks	0-440-48256-9	T 4501648	9/6/2001	3.25	Waiting for Approval to Weed
The story of my life	0-89375-368-8	T 27299	4/21/1998		Waiting for Approval to Weed
Sunny Side Up	0-545-89934-6	T 6502558	12/16/2015	8.99	Waiting for Approval to Weed
Tom Sawyer abroad.	0-89375-712-8	T 108176	12/12/1997	2.95	Waiting for Approval to Weed
Tom Sawyer ; and Huckleberry Finn	0-679-40584-4	T 103839	5/30/2008		Waiting for Approval to Weed
Touch the Moon.		T 2000312	2/16/2001	10.99	Waiting for Approval to Weed
Trees; a guide to familiar American trees,		T 100739	5/30/2008		Waiting for Approval to Weed
U-Boat War.		T 70234	2/8/2000	30.00	Waiting for Approval to Weed
Watership Down	0-380-00293-0	T 26043	3/24/2000	6.99	Waiting for Approval to Weed
The well : David's story	0-14-038642-4 (pl T 26022		4/22/1999	4.99	Waiting for Approval to Weed
The white separatist movement	0-7377-1053-5 (pl T 4504015		11/25/2002	0.00	Waiting for Approval to Weed
The wish list	0-439-44336-9 (pl T 4505179		5/9/2005	6.99	Waiting for Approval to Weed
Zoo animals,	0-307-63538-4	T 100764	5/30/2008		Waiting for Approval to Weed
Zoology; an Introduction to the animal kingdom,	0-307-63503-1	T 100756	1/4/2000		Waiting for Approval to Weed

Title	Barcode	Reason
Gods, goddesses, and monsters : an encyclopedia of world mythology	#4500514	Lost
Painless grammar	#6500606	Lost
Punctuation power : punctuation and how to use it	#4502719	Lost
The human lifecycle	#4504981	Lost
Hot Rods	#6500807	Lost
Good Dog!	#6503109	Lost
Night world No. 2	#6500173	Lost
Ancient Egypt	#101778	Lost
Aquaman : the King of Atlantis	#6503103	Lost
The summer before boys	#6501799	Lost
The official handbook of the Marvel universe : the Avengers, part one	#6501891	Lost
The official handbook of the Marvel universe : the Avengers, part one	#6501892	Lost
Captain Marvel: Mighty Origins	#6503102	Lost
Deltora quest	#6500312	Lost
The Presence	#6501192	Lost
The Last Kids on Earth : Quint and Dirk's Hero Quest	#6504335	Lost
Stranger Things and Dungeons & Dragons.	#6504268	Lost
Nightmare	#4505000	Lost
Stranger Things : The Bully	#6504265	Lost
The Transall Saga.	#4500010	Lost
Big Nate : in the zone	#6504042	Lost
How I survived being a girl	#4501699	Lost
Diary of a wimpy kid : the third wheel	#6502177	Lost
Diary of a wimpy kid : the third wheel	#6502179	Lost
The witch of Fourth Street : and other stories	#4501043	Lost
Freak the Mighty	#6500744	Lost

Titles: 1 - 6 of 6

Big Ideas Math a Common Core Curriculum {Ca} Course 1

[Book] Larson & Boswell ISBN: 1-60840-669-5 \$79.75
Big Ideas Learning
Grades:06-06

1 of 13 available locally

No off-site copies

Inside - Language, Literacy, and Content Student Edition (Resource Kit)

[Book] Moore, Short, Tatum & Tinajero ISBN: 0-7362-5347-5 \$66.98
HAMPTON-BROWN 2009
Grades:04-08

1 of 10 available locally

No off-site copies

Mathematics Core Connections Course 1

[Book] Dietiker, Baldinger, Shreve, Kassarjian, Nikula ISBN: 1-60328-077-4 \$69.00
COLLEGE PREPARATORY MATHEMATIC 2013 2nd
Grades:06-06

179 of 185 available locally

No off-site copies

Mathematics Core Connections Course 2

[Book] Dietiker, Baldinger, Shreve, Kassarjian, Nikula ISBN: 1-60328-084-7 \$69.00
COLLEGE PREPARATORY MATHEMATIC 2013 2nd
Grades:07-07

175 of 182 available locally

No off-site copies

Mathematics Core Connections Course 3

[Book] Dietiker, Baldinger, Shreve, Kassarjian, Nikula ISBN: 1-60328-091-X \$69.00
COLLEGE PREPARATORY MATHEMATIC 2013 2nd
Grades:08-08

168 of 176 available locally

No off-site copies

Ven Conmigo.

[Book] Hiltibrand, Chris, ed. ISBN: 0-03-056589-8 \$62.05
Holt, Rinehart and Winston, 2000
Grades:8-8

24 of 27 available locally

No off-site copies

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 11.2

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: School Accountability Report Cards

Purpose:

Education Code Section 35256 states:

(c) The governing board of each school district annually shall issue a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008-09 school year, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

Pioneer Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Pioneer Elementary School
Street	8810 14th Avenue
City, State, Zip	Hanford, CA 93230
Phone Number	(559) 584-8831
Principal	Sharon Cronk
Email Address	cronks@puesd.net
School Website	pioneerunion.org
Grade Span	K-5
County-District-School (CDS) Code	16-63990-6010557

2025-26 District Contact Information

District Name	Pioneer Union Elementary School District
Phone Number	(559) 585-2400
Superintendent	John Raven
Email Address	ravenj@puesd.net
District Website	pioneerunion.org

2025-26 School Description and Mission Statement

Dear Parents,

It is with pleasure to present Pioneer Elementary School's School Accountability Report Card (SARC). The purpose of the SARC document is to provide our community and parents with information about our school's instructional programs, academic achievement, curriculum and instruction materials, facilities, and staff. Parents and the community play a valuable role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in pursuing ongoing program improvement.

The Pioneer Elementary staff has made a commitment to provide the very best educational program for our students. The excellent quality of our program is a reflection of our highly committed staff, the involvement of our parents, and our hard working students. We are dedicated to ensuring that our school provides a welcoming and stimulating learning environment where students are actively involved in learning academics as well as exemplifying positive character.

Together through our hard work, our students will be challenged to reach their maximum potential socially and academically. I believe that the information provided in this SARC document will be helpful to you.

Sincerely,

Sharon Cronk
Pioneer Elementary Principal

Pioneer Union Elementary School District Mission

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

2025-26 School Description and Mission Statement

enriching environment.

Pioneer Union Elementary School District Vision

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

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

Our Pioneer Elementary School vision is aligned with the District vision and mission. Pioneer Elementary School will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success.

District and School Profile

Pioneer Union Elementary School District (PUESD) is the oldest school district in Kings County. In 1993, Pioneer Union Elementary School District became the first charter school district in the state. Since its inception as the Pioneer Union Elementary Charter School District, the district has experienced growth in ADA; increased test scores; expansion of programs, services, and offerings for students; and has seen an enhanced enthusiasm for "thinking out of the box" about public education. 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 student population of the Pioneer Elementary is a mixture of children of farm workers and farmers; professionals and homemakers; naval base officers and enlisted service personnel; small and large business owners; self-employed; and retirees.

To be more specific about demographics, the current enrollment for Pioneer Elementary School (2024-2025) is approximately 518 students (CALPADS Certified). The student population is made up of the following: White (27%), Hispanic/Latino (62.7%), African American (1.4%), Asian (3.9%), American Indian (.97%), and other or multiple ethnicities (4%). Of the 518 students at Pioneer during the 2024-2025 school year, 50.6% were socio-economically disadvantaged (SED), 7.1% students were English Learners (EL), 0.4% were Foster Youth, and 0.07 % of students received special education services (SPED). Pioneer's English Learners reportedly speak several different languages including Spanish, Arabic, Cambodian, Portuguese, and Tagalog. Furthermore, our suspension rate is currently lower than the state average but we have seen an increase in suspensions over the last two years. Our school Met state standards for our Parent and Family Engagement, Local Climate Survey, and in the area of Teachers, Instructional Materials, and Facilities.

Pioneer Elementary promotes a secure and friendly environment that serves the students and community in a variety of ways. The district core program provides rigorous instruction with high expectations for both staff and students and is focused on the acquisition of knowledge and skills of the State Academic Standards. Enrichment opportunities are offered through athletics, STEM, and leadership opportunities. Academic supports through differentiated instruction within the classroom, reading labs, intervention staff, after school programs, and summer school programs provide safety nets for students needing additional and focused instruction.

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 high expectations for all philosophy. Pioneer Elementary School has established a shared vision that assures we will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success. Staff members are highly qualified and support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and emotional needs are met.

In order to achieve this vision, we offer a strong core academic program with current curricula that is State Board of Education approved. Our curriculum is supported by high quality instruction. Our highly qualified teachers receive ongoing training to ensure knowledge of the standards, subject matter pedagogy, and strategies to engage all students in rigorous learning. We use both formative and summative assessments to inform teaching, monitor student progress, and to identify the needs of our students. A multi-tiered instructional intervention system is in place to provide the appropriate amount of support to each

2025-26 School Description and Mission Statement

student. This system includes programs to meet the needs of special populations of students. Our Title I, Special Education, Section 504, English Learner, and Migrant programs are all critical parts of our intervention system. Additional strategic interventions are provided to students who are not achieving grade-level standards that includes differentiated small group instruction and after school intervention opportunities in the areas of Mathematics.

During the 2024-2025 school year, Pioneer Elementary participated in the statewide CAASPP testing for Common Core. In English Language Arts, 59% of students met or exceeded standards in third through fifth grades which is a GREEN on the California Dashboard. In Mathematics, 48% of students met or exceeded standards in third through fifth grades which is a YELLOW on the California Dashboard. Pioneer Elementary maintained growth in ELA and Math during the 2024-2025 school year. One area needing improvement is in Chronic Absenteeism. This past year, our absenteeism rate increased by 3.9% placing in the RED on the California Dashboard.

Pioneer Elementary was awarded the California Honor Roll presented by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for the last ten years. We are proud of this accomplishment and are confident that with our continued strong academic focus, safe and supportive climate, and innovative technology our students will continue to perform well.

A full range of technological tools are provided in every classroom to enhance instruction and prepare our students to learn in a 21st century environment. Teachers utilize a variety of technology for teaching lessons across content areas such as document cameras, interactive monitors, educational software programs, and Google Classroom. Technology tools for students also include one to one Chromebooks for all students school-wide. Students utilize Google Classroom and incorporate technology across all curricular areas.

Character education is another deeply embedded element of our curriculum. This includes a focus on the Character Counts pillars of Citizenship, Caring, Responsibility, Fairness, Respect, and Trustworthiness. We have a monthly pillar focus. During each month's focus we highlight that pillar and educate students on what the pillar means and ways they can exhibit that pillar. We also have incentives that award students when they are demonstrating these character traits. We integrate a bully awareness and prevention program as an important part of our character education and highlight these programs with our positive behavior initiatives. This year we continue with our sixth year of implementing PBIS, Positive Behavioral Interventions and Supports. The PBIS approach helps to sustain our positive collaborative school culture and keep our staff and students focused on academic achievement. One focus of PBIS is to promote our school-wide expectations, PAWS, as a means to promote positive behaviors in both classroom and non-classroom settings. PAWS stands for Be Proud, Be Aware, Be Wise, and Be Safe. Student training for PBIS consists of a full training where students rotate around the campus to learn about how to put their best PAWS forward in non-classroom settings. In addition, there are follow up trimester assemblies and incentives when students show their "PAWS." We are pleased to announce that Pioneer has been awarded the Bronze, Silver, and Gold Medals in the Champion Model System. Since then, Pioneer Elementary has worked to maintain its Gold Medal status. In addition, Pioneer was awarded the Bonner Center Character and Civic Education Award during the 2015-2016, 2019-2020, and 2023-2024 school years for our outstanding school-wide Character and Civic Education Programs. In 2021, Pioneer was certified as a Kindness Certified School. Our school participates annually in the national Great Kindness Challenge. Another way Pioneer Elementary builds character and leadership skills in students is through our Student Council and Panther Pals Program. Such opportunities are available for 4th and 5th grade students. Student Council is responsible for planning and running all of our character and spirit rallies and hosts many school-wide events. Panther Pals is a student ambassador program that is designed to train students in conflict resolution and tutoring younger students in the classroom setting both in general and special education classes. Panther Pals apply their learned skills on the younger students' playground by helping them solve minor problems by taking them through the conflict-resolution steps. In the classroom setting, teachers train and mentor students to tutor struggling students and be their mentor.

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and social emotional learning and adopted the Morning Meetings SEL Program. Furthermore, we have a certified school counselor on our campus offering counseling, social skills groups, SEL Lessons in class for all grades, and is a liaison for parents to help link community services for parents and students. Pioneer offers physical education with a credentialed PE Teacher.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	83
Grade 2	65
Grade 3	75
Grade 4	84
Grade 5	91
Total Enrollment	518

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	1
Asian	1.9
Black or African American	1.4
Filipino	2.1
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.7
White	26.8
English Learners	7.1
Foster Youth	0.4
Socioeconomically Disadvantaged	50.6
Students with Disabilities	7.7

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.8	100	64.3	89.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	2.79	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.8	1.16	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.5	3.49	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	2.79	15831.9	5.67
Total Teaching Positions	25.8	100	71.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.3	96.05	65.5	88.51	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3	4.05	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.95	3.1	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	3.15	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	25.3	100	74	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.4	91.26	62.7	83.62	230039.4	100
Intern Credential Holders Properly Assigned	1.1	4.63	5.8	7.81	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.07	1.7	2.28	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.5	3.43	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.1	2.85	13705.8	4.91
Total Teaching Positions	24.6	100	74.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adopted Instructional Materials

All textbooks used in the core curriculum at Pioneer Elementary School are aligned to the Common Core State Standards. Instructional materials for grades TK/K-5 are selected from the state's most recent list of standards-based materials adopted by the State Board of Education. The elementary school follows the State Board of Education's adoption cycle for core content materials. A committee consisting of district and school administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final approval. Textbooks and instructional materials are provided to each student, including English learners, in math, science, history/social science, and English/language arts, including the English language development component of an adopted program in the English Language Arts. Our teachers have participated in professional development on the California Common Core Standards. Pioneer Elementary School is fully implementing the Common Core standards in English Language Arts and Mathematics at this time.

Year and month in which the data were collected

November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts: Benchmark Advanced Curriculum Kinder= Writing Through the Year (Writer's Workshop Model)	0
Mathematics	Pearson Math (TK/K-5)	0
Science	Mystery Science TK/K-2; 3rd-5th TWIG Science	0
History-Social Science	4th & 5th- Weekly Studies (2018);TK/ K-3 Benchmark Advanced (embedded)	0
Foreign Language	Not applicable.	
Health	SPARK Physical Education Program- whole group lessons; Dairy Council CA Nutrition Program	0
Visual and Performing Arts	Meet the Masters	0
Science Laboratory Equipment (grades 9-12)	Not applicable.	

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

School Facility Conditions and Planned Improvements

School Facilities

Pioneer Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff. All classrooms are on a five-year rotation schedule for replacement of flooring.

Campus Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district's maintenance department manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

An informal work order process is used to forward requests for unscheduled repairs and maintenance projects. Teachers and Administrative staff forward unscheduled projects to the district maintenance department for resolution. The district's maintenance department prioritizes each request and assigns projects to either the school custodians or district maintenance staff. For urgent requests when verbal communication is required, principals contact the maintenance staff directly. Emergency situations are given high priority and resolved immediately by school or district custodial staff, based upon the nature of the situation.

Pioneer Union Elementary School District is proud of its high standards regarding campus maintenance and general housekeeping practices. The Board of Trustees along with district administration has approved and adopted specific cleaning standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The district's policies and standards are available for review by contacting the school principal. The custodial supervisor follows-up regularly each week to ensure custodians are following established cleaning standards and to survey campus facilities to identify deficiencies that should be corrected to maintain high safety and cleanliness standards. Custodians are provided a detailed cleaning schedule that ensures learning areas are kept clean and safe throughout the school day. A 'Campus Pride Program' is in place with clearly established standards for shared responsibility by staff and students to assist in maintaining the standards.

Pioneer Elementary School's custodial staff is supervised by and collaborates with the district's custodial supervisor to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Day custodians and evening custodians are assigned to Pioneer Elementary School for routine maintenance, daily custodial duties, and special events. The principal communicates daily with site custodians concerning safety issues, activities schedules, and cleaning needs. Once a week, the principal meets with the district's maintenance supervisor to discuss school facilities and safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules.

Every morning before school begins, the day custodian secures the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Restrooms are checked at least twice a day for cleanliness and cleaned as needed. The day custodian's routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; lawn and groundskeeping maintenance; and fulfilling basic custodial needs for students and staff. The evening custodians are responsible for setting up facilities for afternoon meetings and special events; cleaning classrooms, library, restrooms, and office areas; and vacuuming/mopping floor areas. Every night, the evening custodians clean and disinfect every student's desk and all the bathrooms to promote a healthy environment and minimize germs and bacterial growth.

Deferred Maintenance

Pioneer Union Elementary School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Public Address System

School Facility Conditions and Planned Improvements

Pioneer Elementary School utilizes a public address system throughout the school year. This system enhances campus safety by allowing for announcements and information to be heard throughout campus. In addition, Pioneer Elementary also communicates important school news and announcements through our Infinite Campus Message System in which recorded announcements call out to all parents or text messages and emails in the school's database.

Year and month of the most recent FIT report

November 25, 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	59	56	57	47	48
Mathematics (grades 3-8 and 11)	46	48	42	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	244	97.21	2.79	58.61
Female	116	111	95.69	4.31	64.86
Male	135	133	98.52	1.48	53.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	165	98.21	1.79	52.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	55	53	96.36	3.64	73.58
English Learners	23	23	100.00	0.00	26.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	86.67
Socioeconomically Disadvantaged	145	141	97.24	2.76	51.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	28.57

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	244	97.21	2.79	48.36
Female	116	111	95.69	4.31	48.65
Male	135	133	98.52	1.48	48.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	165	98.21	1.79	41.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	55	53	96.36	3.64	64.15
English Learners	23	23	100.00	0.00	21.74
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	145	141	97.24	2.76	42.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	28.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.25	43.18			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	88	94.62	5.38	43.18
Female	33	30	90.91	9.09	40.00
Male	60	58	96.67	3.33	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	54	94.74	5.26	29.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	68.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.00	4.00	31.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school or district committees, assisting their children with homework, and by volunteering at school. Some of the opportunities for volunteers include becoming involved with our School Site Council, PEPTC (Pioneer Elementary Parent Teacher Club), English Language Advisory Committee (ELAC), helping out in the classroom or library, volunteering for school events, attending school events and parent conferences, or chaperoning field trips. Parent involvement opportunities that will take place during the 2025-2026 school year includes: Back to School Night, Spring Open House and Book Fair, Parent Conferences, Fall Festival, Fall Fundraiser, Spring Jog A Thon, Santa Visit-Cookies, Milk, Story Time, Holiday Store, Panther Store, Family Paint Night, Restaurant Nights, and Awards Assemblies. These events provide wonderful experiences for the school community to join together. In addition to school based activities, our parents are involved in a variety of ways at the district level including serving on the following district committees: The District English Language Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Wellness Committee, and Title I Parent Group. These district committees offer parents the opportunity to have input regarding the district's LCAP Plan, our school's curriculum, and activities.

District parent committees (e.g., DELAC, Title 1, DPAC) are essential and provide valuable input at the district level. Members include school site staff members, parents, site administrators, and community liaisons. Members on these committees review and approve district budgets, review current instructional materials, and review district-wide data for attendance, discipline, and academic progress. At the site level, the Pioneer Elementary School Site Council Committee's (SSC) purpose is to review, give input, and approve the site budget and Single School Plan for Student Achievement. This committee meets four times a year where the school data, school budget, and the School Plan and achievement goals are reviewed.

The Pioneer Elementary Parent Teacher Club meets on a monthly basis and has many functions. The PEPTC raises funds for school projects, pays for school field trips for extended learning opportunities, sponsors our Panther Pride Trips for 3rd-5th grade students (incentive program for good attendance and good behavior), runs the Student Store for 1st-2nd students, supply Kindergarten treasure boxes in class, and helps with student and family activities.

The Wellness Committee meets several times a year and is comprised of parents, school staff members, and student representatives. The Wellness Committee members also includes representatives from student nutrition services, administration, health services, and physical education. Committee members are responsible for the implementation and update of the district's wellness policies. Wellness programs are designed to increase student participation in the school lunch program and increase awareness about healthy eating habits and fitness. Formal lessons, classroom presentations, student discussions, and school-wide assemblies reinforce the importance of maintaining a healthy lifestyle.

Parents are kept informed of school activities, events, meeting dates, and program deadlines through weekly school bulletins, teacher newsletters and emails, the district's Pony Express newsletter, flyers, automated announcements, and the school's digital marquee and website. E-mail is available for parents who prefer a more convenient method of communicating with their child's teacher (e-mail addresses are available on the school's website). The school's web site hosts an internet-based data retrieval program that allows parents to check student grades, homework, and attendance (4th-8th); a password is required and can be obtained from the school office. Translations of any communications are available upon request. Parents who would like more information about Pioneer Elementary School or are interested in participating in its learning community may contact the principal at (559) 584-8831.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	541	70	12.9
Female	266	263	29	11.0
Male	286	278	41	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	11	11	1	9.1
Hispanic or Latino	347	340	46	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	6	28.6
White	142	141	15	10.6
English Learners	51	51	8	15.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	299	290	44	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	45	9	20.0

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.3	2.02	2.54	2.92	2.94	3.77	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.00
Female	0.75	0.00
Male	4.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	9.09	0.00
Hispanic or Latino	2.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	0.00
English Learners	1.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

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

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Pioneer Elementary School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, immigration policies, protocols for intruders on campus, bullying policies, AED procedures, opioid procedures, sexual harassment policy, and dress code policy. Pioneer Elementary's most current school site safety plan is reviewed, updated and shared with school staff at the beginning of each school year and is approved annually by the School Site Council and District School Board. Students are familiar with the emergency procedures and practice our action plan for fire, intruders, and earthquakes in monthly and trimester drills. The District Safe Schools Plan is reviewed annually by the District Safety Committee as a means to keep our safety protocols current.

The district has formed a District Safety Plan Committee. This committee meets 2-3 times during the school year prior to January to review the plan and offer input. The Safety Plan Committee ensures that the plan meets state and federal requirements. The committee members include: local law enforcement (School Resource Officer), site teacher representatives, an administrator from each school site, the MOT Director, local Fire Department representative, as well as the district Superintendent. The committee keeps formal documentation for public review of the agendas and minutes.

D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	0
1	25	0	3	0
2	25	0	3	0
3	22	0	4	0
4	27	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	9	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	3	0
1	22	0	3	0
2	26	0	3	0
3	25	0	3	0
4	27	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	6	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	21	1	3	
2	20	1	2	
3	25		3	
4	28		3	
5	23	1	3	
Other	9	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	501

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,255	2,371	8,885	95,201
District	N/A	N/A	10,600	\$95,495
Percent Difference - School Site and District	N/A	N/A	-17.6	-0.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-22.6	-5.0

Fiscal Year 2024-25 Types of Services Funded

At Pioneer Elementary School we have several programs that help support struggling students and subgroups. One program we had is for our English Learner students. English Learners attend the EL Lab daily to receive English Language Development instruction that is individualized to meet their language proficiency level. Alternatively, the EL Liaison often pushes into classrooms and supports students in the classroom setting. English Learners also received language development instruction within their classroom with their credentialed teacher. Pioneer Elementary has supplemental funds that allowed us to hire Instructional Aides. Our Instructional Aides provide additional classroom support in a small group setting with students who were identified as academically at risk. Furthermore, at Pioneer we have two full-time and one part-time credentialed Title 1 teachers. The Title 1 staff specialized in supporting students who were identified as needing additional English Language Arts assistance. Finally, the School Counselor is providing social emotional learning support and counseling services.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,581	\$61,516
Mid-Range Teacher Salary	\$98,841	\$95,479
Highest Teacher Salary	\$115,813	\$125,208
Average Principal Salary (Elementary)	\$157,510	\$152,668
Average Principal Salary (Middle)	\$135,865	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$219,150	\$242,781
Percent of Budget for Teacher Salaries	31.5%	29.76%
Percent of Budget for Administrative Salaries	8.26%	5.74%

Professional Development

Currently, all training and curriculum development at Pioneer Union Elementary School District revolves around the new California Common Core State Standards, best teaching practices, and student engagement strategies. Pioneer Elementary has held several staff development days which covered professional development in Science of Reading, supporting English Language Learners, student engagement strategies, Writer's Workshop, new science standards, Google Classroom, and other new Technology programs that they can utilize for classroom instruction. Training topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, staff survey results, the district curriculum council, and the school site plan. Staff training and support is provided through in-service staff professional development days, release time to observe colleagues and attend trainings, site based in class coaching and modelling with consultants, during Collaboration Days and Staff Meetings, and release time for grade level planning. Furthermore, administration and Title 1 Teachers support certificated teachers in classrooms with modeling lessons and coaching in all academic areas based on teacher individual needs.

Additionally, the NTSB Teacher Induction Program offers support and assistance to newly credentialed teachers. All new teachers are provided support over a two-year period which includes one to one coaching, lesson planning, looking at student data, and providing individualized professional development. Furthermore, Pioneer Elementary School's support staff receive job-related training from the Kings and Tulare County Offices of Education department supervisors, and qualified district personnel.

Professional Development training includes all staff participating in direct training instruction and in class coaching and modeling. Teachers have been trained in all recent curriculum adoptions, including ELA Benchmark Advanced, Pearson Math, and TWIG Science (3rd-5th). This year 3rd-5th grade teachers have also had professional development in the area of writing. The teams will be trained in Thinking Maps during the 2025-2026 school year. TK/K- 5th grade teachers have been trained and are implementing Science of Reading. K-2nd Grade teachers have been utilizing the programs (Heggerty and UFL) and have had training. TK/K-1st grade teachers and Instructional Aides will be trained in behavior training on de-escalation by Angela Byers during the 2025-26 school year. Our TK teachers had training this year in Play Based Learning, while the entire staff had two days of training in Universal Design for Learning with KCOE (UDL).

Pioneer Elementary has partnered with Kings County Office of Education consultants to provide training to staff in the areas of Mathematics, Science, and English Language Development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	34	34	32
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Frontier Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Frontier Elementary School
Street	1854 N. Mustang Drive
City, State, Zip	Hanford Ca. 93230
Phone Number	559-585-2430
Principal	Tenci Murillo-Brown
Email Address	murillo-brownt@puesd.net
School Website	https://www.puesd.net/Page/9
Grade Span	K-5
County-District-School (CDS) Code	16-63990-0116699

2025-26 District Contact Information

District Name	Pioneer Union Elementary School District
Phone Number	559-585-2400
Superintendent	John Raven
Email Address	ravenj@puesd.net
District Website	www.puesd.net

2025-26 School Description and Mission Statement

Dear Parents,

As you read this School Accountability Report Card (SARC) for the 2024-25 school year, the Frontier staff believe that their purpose is to meet the educational needs of every child. Frontier Elementary opened during the summer of August 2008. In 2012 and 2020, Frontier received the distinction of becoming a California Distinguished School. In 2015, Frontier Elementary School was also recognized as a California Gold Ribbon School and a Title 1 Academic Achievement Award by the California Department of Education. In 2024, Frontier received the Fresno State Bonner Award for character and citizenship recognition.

At Frontier, we believe all children can achieve high standards, become creative and independent thinkers, and develop strong character as they prepare to be tomorrow's leaders. We are responsible to serve as facilitators for the nurturing and development of every child's maximum potential: academically, physically, socially, and emotionally. The staff at Frontier is committed to providing opportunities that will assist the student in making self-directed, realistic, and responsible decisions when solving problems.

The Frontier Elementary Staff is committed to supporting our students as they work toward achieving their full social and academic potential. We are dedicated to providing a quality education to every student by setting and maintaining high expectations for achievement and behavior. Students at Frontier are encouraged to show their Mustang pride by doing their best in all that they do, all of the time. We have implemented a PBIS system to assist students in becoming an example of good character and we look forward to seeing the impact of the changes we have made at our school. As we continue to assist in the development of our students, our staff both teach and model "Character Counts" and Positive Behavioral Interventions and Supports, which focuses on issues of honesty and respect for all. We have created an atmosphere that is welcoming and geared toward the families we serve. Our caring and experienced staff provides a nurturing environment based on mutual respect, where instruction is modified to meet the individual needs of all our students, so every child can learn to read, write, and calculate with confidence.

Tenci Murillo-Brown
Principal
Frontier Elementary School

2025-26 School Description and Mission Statement

District & School Profile

Pioneer Union Elementary School District serves over 1,500 students and is comprised of two elementary schools and one middle school. The district and its schools are located in the town of Hanford, situated in the San Joaquin Valley midway between San Francisco and Los Angeles. As one of eight charter districts in the state, Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

Frontier Elementary School achieved several honorable awards. Our awards include: California Distinguished School, Gold Ribbon School of California, Title1 Achievement Award, Campaign for Business and Education Excellence (CBEE), received the Gold Medal for our Positive Behavior Intervention and Supports (PBIS) Champion Model System in 2016. In 2024, Frontier also received the Fresno State Bonner Award for citizenship. We are proud of our accomplishments and are confident that with our continued strong academic focus, safe and supportive climate, and innovative technology our students will continue to perform well.

During the 2024-2025 school year, Frontier Elementary participated in the statewide Smarter Balanced state wide testing for Common Core. In 2024-20245 Frontier Elementary participated in the Smarter Balanced state wide testing for Common Core. Results will be included in this SARC report in the data section. Also refer to school data reports attached. Overall, Frontier Elementary continues to score among the highest in Kings County in meeting proficiency in English Language Arts and Mathematics.

District Vision

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.

District Mission

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

1. Meet or exceed grade-level academic standards;
2. Become a life-long learner;
3. Effectively communicate;
4. Become contributing citizens of the community;
5. Be prepared for a successful future.

All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and emotional needs are met.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	144
Grade 1	100
Grade 2	71
Grade 3	90
Grade 4	98
Grade 5	116
Total Enrollment	619

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	1.1
Asian	3.6
Black or African American	3.2
Filipino	2.9
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.2
White	26.7
English Learners	8.7
Foster Youth	0.8
Migrant	0.2
Socioeconomically Disadvantaged	47.2
Students with Disabilities	8.1

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.8	86.25	64.3	89.76	234405.2	84
Intern Credential Holders Properly Assigned	2	9.17	2	2.79	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.8	1.16	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.5	3.49	11953.1	4.28
Unknown/Incomplete/NA	1	4.58	2	2.79	15831.9	5.67
Total Teaching Positions	21.8	100	71.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.3	83.57	65.5	88.51	231142.4	83.24
Intern Credential Holders Properly Assigned	2	8.22	3	4.05	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	8.22	3.1	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	3.15	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	24.3	100	74	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	76.06	62.7	83.62	230039.4	100
Intern Credential Holders Properly Assigned	4.1	16.15	5.8	7.81	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.7	2.28	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.89	2.5	3.43	12112.8	4.34
Unknown/Incomplete/NA	1	3.89	2.1	2.85	13705.8	4.91
Total Teaching Positions	25.6	100	74.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pioneer Unified Elementary School District sets a high priority upon ensuring that there are sufficient textbooks and materials to support each school's instructional program. All textbooks used in the core curriculum Frontier Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-5 are selected from the state's most recent list of standards-based materials adopted by the State Board of Education. The middle school follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of school administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final approval.

Textbooks and instructional materials were provided to each student, including English learners, in math, science, history/social science, and English/language arts, including the English language development component of an adopted program. PUESD continues to purchase Common Core-aligned textbooks within new adoption cycles per core area. This commitment is clearly visible as the district begins to invest in textbooks and instructional materials to assist in the alignment to Common Core State Standards. The district also implemented a District Technology Plan and installed a variety of new technology in all classrooms across the district to make our classrooms fully state of the art and access to a computer cart with a class set of Chromebooks. Frontier students have one to one Chromebooks for students in grades TK-5.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Comprehensive Reading/Language Arts Program with supplemental EL Materials	0
Mathematics	Pearson Math 2015	0
Science	Mystery Science 2018 (TK-2) Twig (3-5)	0
History-Social Science	Benchmark Advance 2016 (TK-3) Studies Weekly 2018 (4th & 5th)	0
Health	SPARK Physical Education Program (Adopted 2008); Let's Eat Healthy by Dairy Council of California,	0
Visual and Performing Arts	The Art of Education University by Flex Curriculum	0

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

School Facility Conditions and Planned Improvements

Frontier Elementary School includes the Pioneer Union Elementary School District Office. The campus is made up of 30 classrooms, a multi-use building, which houses the cafeteria and presentation stage; a school office building, consisting of the library, nurses station, conference room, and teacher work room; a district office building, which contains all district offices. We provide a clean, safe environment for learning. The building facilities and grounds are in exceptional condition. The school is kept in top condition by a coordinated effort between the administration, District facilities crews, all teachers, and all students. Each classroom maintains responsibility for a given area of the grounds. Our custodial crew consists of one full time day custodian and two evening custodians who perform basic cleaning operations in each classroom on a daily basis. In addition, deep cleaning is conducted each year at all school sites.

Cleaning Process

The district custodial supervisor works daily with the custodial staff of one full-time custodian and two evening custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The school also has a technology assistant that maintains and repairs all of the instructional technology available within the school.

Every morning before school begins, the day custodian opens the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Following a daily schedule, custodians check restrooms as needed as a proactive measure to keep facilities safe, sanitary, and stocked. Students share the responsibility to maintain a clean campus and notify the school office when restrooms or other campus areas require housekeeping. The day custodian's routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; lawn and grounds keeping maintenance; and fulfilling basic custodial needs for students and staff. The evening custodians are responsible for setting up facilities for afternoon meetings and special events; cleaning classrooms, labs, library, restrooms, and office areas; and vacuuming/mopping floor areas. Every night, the evening custodians clean and disinfect every student's desk and all the bathrooms to promote a healthy environment and minimize germs and bacterial growth.

The school district has also installed Solar Panels at Frontier Elementary. This investment will continually reduce the cost of electricity over the coming years. Frontier Elementary has also joined the movement to become an earth-friendly school by having a student run recycling program. Students work together to collect recycling throughout the school on a weekly basis.

Pioneer Union Elementary School District is proud of its high standards regarding campus maintenance and general housekeeping practices. The Board of Trustees along with district administration have approved and adopted specific cleaning standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The district's policies and standards are available for review by contacting the school principal.

We believe that our school should be the hub of our neighborhood. As a result, a high priority is placed on building and maintaining excellent facilities as economically as possible.

Year and month of the most recent FIT report

December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	58	56	57	47	48
Mathematics (grades 3-8 and 11)	46	45	42	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	298	97.70	2.30	58.39
Female	139	138	99.28	0.72	60.14
Male	166	160	96.39	3.61	56.88
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	15	15	100.00	0.00	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	174	170	97.70	2.30	53.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	71.43

White	70	68	97.14	2.86	66.18
English Learners	27	26	96.30	3.70	26.92
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	32	28	87.50	12.50	78.57
Socioeconomically Disadvantaged	157	155	98.73	1.27	47.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	32	94.12	5.88	21.88

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	298	97.70	2.30	44.97
Female	139	137	98.56	1.44	35.77
Male	166	161	96.99	3.01	52.80
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	15	15	100.00	0.00	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	174	170	97.70	2.30	39.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	61.90
White	70	68	97.14	2.86	55.88
English Learners	27	26	96.30	3.70	34.62
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	32	29	90.63	9.37	48.28

Socioeconomically Disadvantaged	157	154	98.09	1.91	35.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	32	94.12	5.88	15.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.22	33.64			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	110	96.49	3.51	33.64
Female	48	46	95.83	4.17	21.74
Male	66	64	96.97	3.03	42.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	63	98.44	1.56	31.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	24	92.31	7.69	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	54	94.74	5.26	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	112	111	112	111	111

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Frontier Elementary School, parents are encouraged to become active partners in their child's education. There are many opportunities available for parents to become partners with the school. Our administration and school staff welcome parents to help with or simply attend Open House, Back-to-School Night, athletic events, Family Nights, become classroom volunteers, tutor students chaperone field trips, etc. Parents who want to be a part of the decision-making process are invited to join the Frontier Elementary Parent Teacher Club (FEPTC). The FEPTC is a major fundraising entity, organizes opportunities to initiate, assist, and direct programs and services, and ensures instructional programs are consistent with students' needs and comply with school wide goals. These organizations are advertised through newsletter articles, classroom teacher contact, Web site information, through peer communication with FEPTC, School Site Council, the weekly school bulletin (The Frontier Dispatch), and other community organizations. At Frontier Elementary School, we take pride in working with our parents and families to provide them with ample opportunity to be a part of their children's education on a regular basis.

In addition to school based activities, our parents are involved in a variety of ways at the district level including serving on the following district and school committees: School Site Council, The District English Language Advisory Committee (DELAC), Frontier English Language Advisory Committee (ELAC), District Parent Advisory Committee (DPAC), Wellness Committee, and Title I Parent Group. These district and school committees offer parents the opportunity to have input regarding the district and our school's curriculum and activities. District Parent Advisory Committees (i.e., DELAC, Title 1, DPAC) are essential and provide valuable input at the district level. Members include school site staff members, parents, site administrators, and community liaisons. Members on these committees review and approve district budgets, review current instructional materials, and review district-wide data for attendance, discipline, and academic progress. At the site level, the Frontier Elementary School Site Council Committee's purpose is to review, give input, and approve the site budget and School Plan for Achievement. This committee meets four times a year when school data, school budget, and School Plan and goals are reviewed

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	643	75	11.7
Female	307	305	40	13.1
Male	339	338	35	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	1	4.0
Black or African American	23	23	1	4.3
Filipino	20	20	5	25.0
Hispanic or Latino	365	362	50	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	4	12.5
White	167	167	11	6.6
English Learners	62	62	6	9.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	319	317	46	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	58	12	20.7

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.73	1.84	2.79	2.92	2.94	3.77	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.79	0.00
Female	0.98	0.00
Male	4.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	1.20	0.00
English Learners	1.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.34	0.00

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

2025-26 School Safety Plan

Frontier Elementary is committed to maintaining a safe school environment. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our School Safety Plan along with a School Crisis Intervention Plan is on file; both are available to all parents as well as the general public. The School Safety Plan is a District plan that encompasses all three schools in the Pioneer Union Elementary School District. The school plans are reviewed and updated under the direction of the District Safety Coordinator, Sharon Cronk, on an annual basis. The staff develops both plans with input from parents and community members to work to ensure a safe and non-violent environment on all of the PUESD campuses. Specific areas of focus, coupled with appropriate strategies to address concerns, are featured in our school plan. Key elements of the plan include Monthly safety drills that are practiced with the students to ensure their understanding of all emergency procedures including, fire, earthquake, and intruder drills. Crisis intervention plans are also included in the safety plan. Supervision is provided before, during, and after school with campus yard aides and administration supervising students. All yard aides wear neon vests to remain visible to all students and visitors. All aides also carry walkie talkies to ensure they always have contact with the office in case of emergency. Every classroom is also equipped with a walkie talkie in order to ensure proper communication should other technological devices not function properly. Campus-wide supervision ensures students are safe on school grounds before, during, and after school. Entrances to school grounds are secured or monitored during the school day. All visitors must check in at the office with proper identification and wear appropriate identification while on campus. The School Safety Plan is also published on the district website.

The district has formed a District Safety Plan Committee. This committee meets 2-3 times during the school year prior to January to review the plan and offer input. The Safety Plan Committee ensures that the plan meets state and federal requirements. The committee members include: local law enforcement (School Resource Officer), site teacher representatives, the Classified Union President, an administrator from each school site, the MOT Director, local Fire Department representatives from both the city and county, and the district Superintendent. The committee keeps formal documentation for public review of the agendas and minutes.

D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	0
1	25	0	3	0
2	25	0	3	0
3	26	0	4	0
4	25	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	11	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	0
1	25	0	3	0
2	21	1	3	0
3	23	1	3	0
4	28	0	4	0
5	29	0	3	0
6	0	0	0	0
Other	14	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	25		4	
2	24		3	
3	29		3	
4	30		3	
5	28		4	
Other	13	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	577

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,062	1,873	7,189	77,554
District	N/A	N/A	10,600	\$95,495
Percent Difference - School Site and District	N/A	N/A	-38.3	-11.5
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-39.9	-19.3

Fiscal Year 2024-25 Types of Services Funded

At Frontier Elementary School (FES) we have several programs that help support struggling students and subgroups. Our EL students receive direct instruction with the English Language through designated ELD support and integrated ELD support. FES also has supplemental funds that allows us to hire a part time EL Liaison and 1.5 Title 1 Teachers. The liaison and the specialized teachers support identified Title 1 and EL students in English Language Arts. FES also provides additional classroom support with our Instructional Aides that work in small groups with students who are identified as academically at risk. In addition, we also have implemented a Tier II 30 intervention block during the school day that targets specific skills that students need additional support in. Teachers meet in their Professional Learning Communities to analyze academic data and identify interventions. Students are grouped with a teacher that provides targeted instruction based on the academic needs of the students. Students are assessed and teachers analyze the data and regroup students based on the data and student academic need.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,581	\$61,516
Mid-Range Teacher Salary	\$98,841	\$95,479
Highest Teacher Salary	\$115,813	\$125,208
Average Principal Salary (Elementary)	\$157,510	\$152,668
Average Principal Salary (Middle)	\$135,865	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$219,150	\$242,781
Percent of Budget for Teacher Salaries	31.5%	29.76%
Percent of Budget for Administrative Salaries	8.26%	5.74%

Professional Development

All training and curriculum development at Pioneer Union Elementary School District revolves around the California Content Standards and Frameworks. Every school year, Frontier Elementary School held staff development days which covered Reading and Language Arts, Mathematics, and technology based curricula and instructional techniques to meet student need. Groundwork for the Multi-System of Support Services (MTSS) model is established with both classroom teachers and Special Educational services team. Staff development topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, staff survey results, feedback from both teaching and administrative staff, and district wide goals.

Currently, all training and curriculum development at Pioneer Union Elementary School District supports Common Core Standards instruction. Frontier Elementary holds quality staff development days which cover professional development in reading and language arts, mathematics, social-emotional learning, and Professional Learning Communities. Training topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, staff survey results, Staff Meetings, and the school site plan. Staff trainings and support is provided through after school workshops, in service staff professional development days, release time to observe colleagues, and release time for grade level planning. Frontier Elementary School provided training for our supplementary programs to follow up on our core curricular programs.

During the 24-25 school year, teachers are continuing to receive professional development in the area of best teaching practice in the Science of Reading, Tier 2 intervention supports for students), EL instruction, and behavior management. Frontier staff received professional development in the areas of the Science of Reading, Professional Learning Communities, Behavior Management, Alice (School Safety Training), Intervention Support, Student Engagement & SEL Strategies, Behavior Solutions, EL strategies, and science (3-5). Illuminate training provided teachers with professional development in the areas of assessment and data reports.

Frontier Elementary School keeps abreast of new teaching strategies and technology through the use of release time for grade level meetings, and in-service experiences. Early student dismissal on Wednesdays also provides teachers an additional 90 minutes weekly to collaborate and articulate with other grade levels. Frontier Elementary School works in conjunction with Pioneer Union Elementary School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning.

During the 24-25 year, Frontier's Guiding Coalition team meets monthly to review schoolwide academic data, action plan based on the data, progress monitor and set goals to improved student achievement. FES continues to learn and grow in the implementation of Professional Learning Communities (PLC). Teachers at Frontier Elementary School meet consistently

Professional Development

throughout the year in PLC meetings to focus on classroom planning and group/subject area meetings to increase student success and improve instruction. PLCs focus on the four guiding questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	42

Pioneer Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Pioneer Middle School
Street	101 W. Pioneer Way
City, State, Zip	Hanford, CA 93230
Phone Number	(559) 584-0112
Principal	Jennifer Anderson
Email Address	andersonj@puesd.net
School Website	https://www.pioneerunion.org/ms/
Grade Span	6-8
County-District-School (CDS) Code	16-63990-6110233

2025-26 District Contact Information

District Name	Pioneer Union Elementary School District
Phone Number	(559) 585-2400
Superintendent	John Raven
Email Address	ravenj@puesd.net
District Website	www.puesd.net

2025-26 School Description and Mission Statement

Dear Parents and Pioneer Middle School Community Stakeholders,

It is with great pride that I share the School Accountability Report Card for Pioneer Middle School. The purpose of the School Accountability Report Card is to provide information to parents and community stakeholders on Pioneer Middle School's instructional programs, academic achievement, materials and facilities, staffing, and discipline related data. Parents and community play a vital role in our schools, understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in ongoing program improvement.

Pioneer Middle School has made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a positive, nurturing, and stimulating environment where students are actively engaged in both personal and academic growth.

Pioneer Union Elementary School District serves approximately 1650 students and is comprised of two elementary schools and one middle school. The district and its schools are located in Hanford, situated in the San Joaquin Valley midway between San Francisco and Los Angeles. As one of eight charter districts in the state, Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

At Pioneer Middle School, all staff members support the school's mission to provide a challenging rigorous curriculum designed to develop life-long learners while providing a nurturing environment where social and personal needs are met. Pioneer Middle School takes great pride in providing our students with a well-rounded educational experience that includes opportunities to grow in athletics, academics, and via extra-curricular opportunities. There are various clubs on campus to support the personal growth of our students as well as to help develop positive connections for students.

Sincerely,

Jennifer Anderson

Principal

Pioneer Middle School

District and School Profile

Pioneer Union Elementary School District serves about 1650 students and is comprised of two elementary schools and one middle school. The district and its schools are located in the town of Hanford, situated in the San Joaquin Valley midway between San Francisco and Los Angeles. As one of eight charter districts in the state, Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

Pioneer Union Elementary School District Mission

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.

Pioneer Union Elementary School District Vision

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

2025-26 School Description and Mission Statement

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

Pioneer Middle School Profile

Pioneer Middle School enrolled 592 students during the 2024-2025 school year; the student body included 45.3% Socioeconomically Disadvantaged Students, 1.1% Foster Youth, 5.6% English Learners, and 10.9% Students with Disabilities. All staff members support the school's mission to provide a challenging curriculum designed to develop life-long learnings while providing a curriculum in a nurturing environment when social, personal, and academic needs are met.

Student Enrollment by Grade Level:

Grade 6: 179

Grade 7: 183

Grade 8: 219

Total Enrollment: 581

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	179
Grade 7	183
Grade 8	219
Total Enrollment	581

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.9
Asian	3.3
Black or African American	4.2
Filipino	1.8
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.6
White	26.9
English Learners	5.6
Foster Youth	1.1
Migrant	0.5
Socioeconomically Disadvantaged	45.3
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.6	81.92	64.3	89.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	2.79	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	3.46	0.8	1.16	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	10.42	2.5	3.49	11953.1	4.28
Unknown/Incomplete/NA	1	4.17	2	2.79	15831.9	5.67
Total Teaching Positions	24	100	71.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	85.61	65.5	88.51	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.11	3	4.05	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.66	3.1	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	9.58	2.3	3.15	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	24.3	100	74	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.7	83.88	62.7	83.62	230039.4	100
Intern Credential Holders Properly Assigned	0.5	2.27	5.8	7.81	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	2.88	1.7	2.28	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	6.36	2.5	3.43	12112.8	4.34
Unknown/Incomplete/NA	1.1	4.62	2.1	2.85	13705.8	4.91
Total Teaching Positions	24.6	100	74.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.80	0.1	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	0.1	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.50	1.3	0.8
Local Assignment Options	1.00	1	0.7
Total Out-of-Field Teachers	2.50	2.3	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	1.2	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum Pioneer Middle School are aligned to Common Core State Standards, Next Generation Science Standards, or State Adopted Frameworks. Recent adoptions for Pioneer Middle School include, McGraw Hill Inspire Science, Study Sync English Language Arts, and Discovery Education Social Studies. All students are assigned an individual textbook or e-book. Pioneer Middle School is currently in an adoption year for Math and will be adopting a new math Curriculum for the 26-27 school year.

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync Grades 6-8	0%
Mathematics	CPM Core Connections Course 1 CPM Core Connections Course 2 CPM Core Connections Course 3	0%
Science	McGraw Hill Inspire Science Grades 6-8	0%
History-Social Science	Discovery Education	0%

	World Geography and Cultures Social Studies TechBook	
	Discovery Education	
	World History Social Studies TechBook	
	Discovery Education	
	US History Social Studies TechBook	
Foreign Language	NA	
Health	GlencoeTeen Health–Course 2	0%
Visual and Performing Arts	The Art of Education University - Flex Curriculum	0%
Science Laboratory Equipment (grades 9-12)	NA	

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

School Facility Conditions and Planned Improvements

Pioneer Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Before the new middle school facilities were built, grades K-8 shared the existing elementary school campus. In 2000, the main campus was completed; the cafeteria was added during the 2002-03 school year. During the 2007-08 school year the Fifth grade students were moved to Pioneer Middle School, due to overcrowding at Pioneer Elementary School. During the 2008-09 school year Frontier Elementary school opened. The 5th grade students moved off Pioneer Middle School, and went back to the elementary school. Pioneer Elementary and Frontier Elementary serves students K-5th grade. In the Summer of 2018 a landscaping project was completed at Pioneer Middle School, which provided updated and new landscaping across campus. New student walkways were designed and the campus curb appeal was enhanced tremendously, creating a beautiful and inviting campus for students and staff. In addition, ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

Campus Maintenance

The PUESD MOT Director has established a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The MOT Director also, manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

An electronic, universal work order process is used districtwide. The district's maintenance department receives the work order and prioritizes the request and based upon the nature of the request, assigns the project to either the school custodians or district maintenance staff. For urgent requests when verbal communication is required, principals may contact the district maintenance staff using their school cell phone. In addition, the site assigned custodian has an internal radio in which direct communication with administration, office staff, and yard supervision can be made. Emergency situations are given high priority and resolved immediately by school or district custodial staff, based upon the nature of the situation. Pioneer Middle School schedules monthly Fire Drills, and the fire extinguishers are checked each month in compliance with state law.

Pioneer Union Elementary School District is proud of its high standards regarding campus maintenance and general housekeeping practices. The Board of Trustees along with district administration have approved and adopted specific cleaning

School Facility Conditions and Planned Improvements

standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The district's policies and standards are available for review by contacting the school principal. The custodial supervisor follows-up regularly each week to ensure custodians are following established cleaning standards and surveying campus facilities to identify additional concerns that need to be corrected or modified to meet district's safety and cleanliness standards. Custodians are provided a detailed schedule and follow clear guidelines that ensure learning areas are kept clean throughout the school day.

Pioneer Middle School's custodial staff is supervised by and collaborates with the district's MOT Director to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Pioneer Middle School for daily custodial duties and special events. The principal communicates with the MOT Director to discuss school facilities and safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules. The district also has assigned a grounds person to Pioneer Middle School, that is responsible for the upkeep of the grounds at the site.

Every morning before school begins, the day custodian inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Following a daily schedule, custodians check restrooms as needed as a proactive measure to keep facilities safe, sanitary, and stocked. Students share the responsibility to maintain a clean campus and notify the school office when restrooms or other campus areas require housekeeping. The day custodian's routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. The evening custodians are responsible for setting up facilities for afternoon meetings and special events; cleaning classrooms, labs, library, restrooms, and office areas; and vacuuming/mopping floor areas. Every night, the evening custodians clean and disinfect every student's desk and all the bathrooms to promote a healthy environment and minimize germs and bacterial growth.

Deferred Maintenance

Pioneer Union Elementary School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. In 2023, some of the HVAC systems on the Pioneer Middle School campus were upgraded.

Year and month of the most recent FIT report	December 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	56	56	57	47	48
Mathematics (grades 3-8 and 11)	37	32	42	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	549	544	99.09	0.91	55.88
Female	285	281	98.60	1.40	58.01
Male	264	263	99.62	0.38	53.61
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	70.59
Black or African American	24	24	100.00	0.00	66.67
Filipino	12	11	91.67	8.33	63.64
Hispanic or Latino	324	322	99.38	0.62	48.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	68.18

White	142	140	98.59	1.41	68.57
English Learners	33	32	96.97	3.03	15.63
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	42	41	97.62	2.38	75.61
Socioeconomically Disadvantaged	260	257	98.85	1.15	42.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	55	98.21	1.79	14.55

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	549	544	99.09	0.91	31.86
Female	285	281	98.60	1.40	28.47
Male	264	263	99.62	0.38	35.50
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	47.06
Black or African American	24	24	100.00	0.00	16.67
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	324	322	99.38	0.62	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	31.82
White	142	139	97.89	2.11	41.30
English Learners	33	33	100.00	0.00	6.06
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	42	41	97.62	2.38	58.54

Socioeconomically Disadvantaged	260	257	98.85	1.15	18.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	55	98.21	1.79	5.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.76	22.55			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	206	204	99.03	0.97	22.55
Female	101	99	98.02	1.98	19.19
Male	105	105	100.00	0.00	25.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22	0.78	19.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	45	44	97.78	2.22	31.82
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	57.14
Socioeconomically Disadvantaged	102	101	99.02	0.98	13.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, volunteering at school events, and reinforcing academic content at home. The administration and school staff encourage parents to attend, Open House, Back-to-School Night, athletic events, and parent meetings. Parents who want to be a part of the decision-making process are invited to join the Pioneer Middle Parent Teacher Club (PMPTC), District English Language Advisory Committee (DELAC), or the District Parent Advisory Council (DPAC). The PMPTC is a major fundraising entity who organize opportunities to initiate and assist programs to further enhance the learning experiences of our students. Comprised of administrators, teachers, and parents, the PMPTC meets once a month and is involved in supporting school programs, including but not limited to Athletics, School Clubs, and PBIS Incentives. The District Parent Advisory Council is comprised of the Principals (Frontier, Pioneer Elementary and Pioneer Middle), Community Members, District Superintendent, District Office Personnel, Site Personnel (Teachers and/or Support Staff), Parents, and Students. This group meets six times a year to discuss school and district issues, curricular programs, student culture, behavioral trends, and financial issues. When possible Pioneer Middle School provides virtual meeting options to further increase parent involvement.

Parents are kept informed of school activities, events, meeting dates, and program deadlines through student agendas, weekly bulletins, Infinite Campus notifications, phone messages, the school marquee, and the school's regularly updated website. In addition, Pioneer Middle School utilizes social media platforms to further increase communication with our educational partners. Also, each teacher prepares and distributes a syllabus which parents review to stay abreast of classroom lessons. E-mail is available for parents who prefer a more convenient method of communicating with their child's teacher (e-mail addresses are available on the school's web site). The District also distributes a newsletter, which highlights programs and initiatives within the District. Parents who would like more information about Pioneer Middle School or are interested in participating in its learning community may contact the school office at (559) 584-0112.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	581	569	63	11.1
Female	297	293	35	11.9
Male	284	276	28	10.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	2	11.1
Black or African American	25	25	2	8.0
Filipino	12	12	1	8.3
Hispanic or Latino	343	334	40	12.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	2	10.0
White	150	149	15	10.1
English Learners	42	41	7	17.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	278	269	38	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	65	7	10.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.63	4.89	6.2	2.92	2.94	3.77	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.20	0.00
Female	3.70	0.00
Male	8.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	12.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	4.67	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.58	0.00

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

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Pioneer Middle School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupils, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. This plan is developed via the Pioneer Union Elementary District Safety Committee, which is comprised of representatives from all school sites as well as community officials from law enforcement and emergency services personnel. The District Safety Committee reviews and updates this plan annually, after revisions it is presented to the Pioneer Union Elementary Board of Trustees for approval, once approved it is shared with all educational partners. Most recently this plan was reviewed with Pioneer Middle School staff in August 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	7	1
Mathematics	21	10	10	1
Science	26	3	9	2
Social Science	28	1	8	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	10	1
Mathematics	23	8	9	2
Science	27	3	7	5
Social Science	28	3	12	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	12	
Mathematics	22	9	9	1
Science	29		10	3
Social Science	29	1	10	4

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	558

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,944	1,450	7,494	87,916
District	N/A	N/A	10,600	\$95,495
Percent Difference - School Site and District	N/A	N/A	-34.3	1.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-35.9	-6.8

Fiscal Year 2024-25 Types of Services Funded

Pioneer Middle School receives state funding based on the Local Control Funding Formula (LCFF) and follows the board approved Local Control Accountability Plan (LCAP). For the 2024-2025 school year, Pioneer Middle School received funding from the following areas:

- General and Common Core LCAP Funds
- Charter Schools Block Grant
- Special Education Funds
- Mental Health Funds
- LCFF Supplemental Funds
- State Lottery and Prop 20 Lottery

Funds were expended based on District and School Site goals as identified in the Local Control Accountability Plan, based on the California State Priorities. Action items identified in the LCAP in which expenditures were identified are focused on rigorous instruction through strong core program which is differentiated to meet the diverse needs of students delivered by a highly trained staff, increased support for students, and to promote parental engagement as well as input in programs and services. Some examples of the services provided at Pioneer Middle School include Math Intervention during the instructional day, ELD intervention during the school day, math intervention during the school day, and Instructional Aide support to facilitate small group instruction as well as building positive relationships with students as an ongoing MTSS focus for our school.

In addition to LCFF funding, supplemental funding is also utilized to support District and Site goals. These supplemental funds include Mental Health funds, State Lottery, and Block Grant funds. These funds are used to support in class activities, PBIS, technology, and mental health counseling for all students.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,581	\$61,516
Mid-Range Teacher Salary	\$98,841	\$95,479
Highest Teacher Salary	\$115,813	\$125,208
Average Principal Salary (Elementary)	\$157,510	\$152,668
Average Principal Salary (Middle)	\$135,865	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$219,150	\$242,781
Percent of Budget for Teacher Salaries	31.5%	29.76%
Percent of Budget for Administrative Salaries	8.26%	5.74%

Professional Development

Professional development at Pioneer Union Elementary School District is based on instructional needs, curriculum development, assessment results, staff survey results, feedback from both teaching and administrative staff, and district wide goals. Pioneer Middle School continues to focus professional development on site and district initiatives, including one-to-one Chromebooks for all students, Google Apps for Education, Google Classroom, Positive Behavior Interventions and Supports (PBIS), common core implementation in math and ELA, and NGSS exploration in Science. Staff participated in district wide trainings three times a year, weekly Wednesday afternoon staff workshops, and daily access to Professional Learning Communities (PLC's) through common collaboration periods. Our staff receives regular on-site training on instructional best practices as well as standards based instruction. In addition our PBIS Team received training and support via a facilitator focused on the PBIS Champion School Model to continue to support our implementation of PBIS.

Pioneer Middle School works in conjunction with Pioneer Union Elementary School District to focus on specific areas of study and to improve instructional practices, address curricular needs or modifications, and implement new strategies for improved student learning. The Director of Learning Support Services is available to assist administration in implementation needs.

Professional Development

through staff trainings, department and grade level coaching, and planning sessions. The Director of Educational Technology supports our one-to-one Chromebook initiative, providing an on-site technology assistant to Pioneer Middle School, and through regular communication with administration. The district Data Analyst provides necessary reports in easy to read formats to assist in regular data-driven decision making for programmatic and student level needs.

New teachers are supported by peer coaching and extensive staff development. The New Teacher Induction Program, or NTI, offers additional support and assistance to newly credentialed teachers. All new teachers are provided with support over a two-year period. Pioneer Middle School's support staff receive job-related training from the Kings County Office Education, department supervisors, and qualified district personnel. In addition, those individuals who are not fully credentialed are provided a peer mentor to further support their professional growth.

Significant professional development and collaboration time has been dedicated to our Professional Learning Community (PLC). Pioneer Middle School supports our Professional Learning Communities through collaboration time on Wednesday afternoons. We continue to support our Professional Learning Communities in developing learning objectives, refining instructional practices, assessment development, and data talks as well as implementing tiered intervention systems focused on improving academic success as well as building a positive educational environment for our students. The development of a holistic program that supports both the academic and personal growth of our students is the foundation of our professional development plan at Pioneer Middle School.

In addition the Pioneer Union Elementary School District has dedicated professional development in the areas of Neuroeducation and Behavior.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 11.3

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Information/Discussion
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$610,000

Item: Agreement with KCOE for Elementary PASE Program for 2026-27 School Year

Purpose: Approval of Work Plans with KCOE for 26-27 PASE Program

Agreement with Kings County Office of Education to provide the Pioneer After School Enrichment (PASE) program at the two elementary school sites. PASE is funded through the Extended Learning and Opportunity Program (ELOP) which provides an after school program for qualifying families.

WORK PLAN



Date: 01.13.26

School District: Pioneer Elementary School District

School Site: Frontier Elementary School

Contact: Nicole Hester

Content Area: Program for After School Enrichment (PASE)

Professional Learning Goals/Objectives:

The goal for the Program for After School Enrichment (PASE) is to offer access to comprehensive after school expanded learning opportunities as authorized under education code section 46120.

General Guidelines:

KCOE will provide the following support:

- On-site staff to provide direct services to the students.
- Program oversight.
- Enrichment, tutoring and Social/Emotional Learning (SEL) for a minimum of three (3) hours per day, fifteen (15) hours per week for one hundred eighty (180) days during the regular school year.
- Ongoing monitoring of the site's program through site visits, monthly site coordinator meetings and data collection.
- Regular communication with the district and site administrators regarding PASE regulations when applicable.
- Staff development opportunities for the PASE staff.

THE DISTRICT will provide the following support:

- Access to school buildings, classrooms, restrooms, kitchen, library and grounds, as applicable.
- Complete access until 6:00 pm each regular school day while PASE is in operation.
- Appropriate classroom apportionment ratio of one classroom per tutor (ELT).
- A snack that conforms to nutritional standards, as established by the USDA.
- Communication with KCOE and its tutors to provide student information, as needed, to ensure proper health and safety.
- A copy of the annual program plan.

2026-2027 Contract Fees:

Base Program for After School Enrichment (PASE)	\$140,000
Fees include: Salaries, benefits, local travel, direct and indirect costs: Program Oversight 1 Site Coordinator 1 Expanded Learning Tutor (ELT) Supplies The amount will increase by \$30,000 for each additional Expanded Learning Tutor (ELT) hired to maintain the required ratio as determined by ELO-P guidelines.	
Frontier PASE Plan: + 6 additional ELTs	
	\$180,000
	TOTAL: \$320,000

Yes, this is the plan discussed, and we are ready to move forward with the MOU process for the 2026-2027 school year.

This was the plan discussed, but would like to make the following changes:

Signature:

Date:

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 12.1

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Revisions to Board Policy and Administrative Regulations

Purpose:

Revisions and updates to Board Policy and Administrative Regulations to reflect changes in legal requirements and/or district practices.

BP 1000	AR 6020
BP 1114	BP 6143
AR 1114	AR 6143
BP 2120	BP 7000
AR 3311.3	BP 7131
BP 3470	BB 9310
BP 4000	BB 9321
BP 5000	E(1) 9321
BP 5020	E(2) 9321
AR 5020	
BP 5117	
AR 5117	
BP 5138	
BP 6020	

Bylaw 9310: Board Policies

Status: DRAFT

Original Adopted Date: 09/26/2018 | **Last Reviewed Date:** 09/26/2018

Board Policies The Board of Trustees shall adopt written policies to convey its expectations for actions that will be taken are the written rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in the district,district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and positions to students, staff, parents/guardians and the community.

The Board recognizes the importance of maintaining a Board Policies and administrative Regulations policy manual that areis up to date and reflects the mandates of law. Board policies or administrative regulations shall be are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy, bylaw, or administrative regulation, or any portion thereof, shall be operative if it is found to be the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. However,If any portion of a Board policy is found to be invalid, that invalidity or administrative regulation so determined to be inoperative shall not affect other provisions of the Board policy,or administrative regulation.

Policies shall be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings.

Board Policy Development and Adoption

The Board shall review certain policies annually, as required by Education Code 35160.5. If no revisions are deemed necessary, the Board minutes shall nevertheless indicate that the review was conducted. Other policies shall be monitored and reviewed as specified in the policy itself or as needed to reflect changes in law or district circumstances.

Policy Development and Adoption Process

The BoardThe district's policy development process shall regularly review Board policies and shall do so at Board meetings or Policy Committee meetings, as applicable. Additionally, the Board shall annually review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances. include The the following basic steps:shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new policy or revision of an existing policy. The need may arise from a change in law, a new district vision statement, new goals in the local control accountability plan, educational research or trends, an incident that has arisen in the district, or a recommendation or request from staff, a parent/guardian or other interested person.or revised Board policy
2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related Board,district policies or administrative regulations, sample Boardpolicies from the California School Boards Association, legal advice or other organizations or agencies, and other useful information and data to fully inform the Board about the issue.
3. The Board may agendize one or morehold discussions or presentations with respect to the need for during a new or revised public Board policymeeting to gain an understanding of the issue and provide initial direction to the Superintendent or designee. The discussion may include, those discussions or presentations, the Board may request additional information or research and may providebut not be limited to, community expectations, staff recommendations, and the expected impact of the policy on student learning and well-being, equity, governance, and the district's fiscal resources and operational efficiency.direction to the Superintendent or designee regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.
4. The Board or Superintendent may request that legal counsel review the draft policy as appropriate.
5. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion, if warranted, and Board action The Superintendent or designee shall develop and present a draft policy for a first reading at a public Board meeting. At its second reading, the Board may take action on the proposed policy.

The Board may waive the second reading or may require an additional reading if necessary.

All BoardOnly policies shall be formally adopted by a majority vote of the Board. shall constitute official Board policy.

The district's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Board P Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations. (Education Code 35010)

Bylaws governing Board operations may be developed, adopted, and amended following the same procedures as those used for the adoption or amendment of Board policy.

Administrative Regulations

The Superintendent or designee shall be responsible for developing and enforcing administrative regulations for the operation of the district. Administrative regulations shall be consistent with law and Board policy and shall be designed to promote the achievement of district goals and objectives. Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other provisions. The Superintendent or designee may also develop procedures manuals, handbooks, or other guides to carry out the intent of Board policy.

When Board policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy. In case of conflict between administrative regulation and Board policy, policy shall prevail.

The Board may review and/or approve administrative regulations for the purpose of ensuring conformity with the intent of Board policy.

Monitoring and Evaluation

At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of a Board the policy are necessary should be scheduled. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the Board policy in achieving its purpose.

Administrative Regulation Development and Approval Access to Policies

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure that they conform to the intent of the new or revised Board policy. To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

The Superintendent or designee shall ensure that all district employees and the public have easy and free access to all Board policies, administrative regulations, and, as applicable, related documents. access to an up-to-date district policy manual. The policy manual shall be maintained electronically and/or by paper copy.

As necessary, the Superintendent or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. He/she may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the district's web site when required by law.

Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 08/21/2019 | Last Revised Date: 01/24/2024 | Last Reviewed Date: 01/24/2024

The Governing BoardBoard of Trustees is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall meet inhold a closed session during a regular, special, or emergency meeting only for purposes authorized by law. A closed session may be held during a regular, special, or emergency meeting in accordance with law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law and provided in the accompanying Exhibit 1specified below. (Education Code 35145, Government Code 54954.2, 54954.5, 54957)

In the open session preceding the closed session, the Board shall disclose in open session the items to be discussed in closed session as specified in this bylaw. The Board chair, who ismay either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall either verbally state theclosed session items information on closed session items listed in the agenda or refer the public to the item(s) as listed by number or letter on the agenda. In the closed session, the Board shallmay consider only those, items covered in its statement. (Government Code 54957.7)

Prior to closed session, members of the public shall be given an opportunity to address the Board 185 on any closed session item in the agenda in accordance with Board Bylaw 9322 - Agenda/Meeting Materials and Board Bylaw 9323 - Meeting Conduct. (Education Code 35145.5; Government Code 54954.3)

After the closed session, the Board shall reconvene in open session before adjourning the meeting, and when applicable, shall publicly disclose any actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified. Such disclosuresreports may be made in writing or orally at the location announced in the agenda for the closed session as required by law. (Education Code 32281; Government Code 54957.7)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall immediately provide a copy of the document to any person present at the conclusion of the closed session who has submitted a written request or made a standing request for all documentation as part of a request for notice of meetings. (Government Code 54957.1) If, when adopting or approving a document during closed session, if the action taken results in one or more substantive amendments are required to finalize the document, the Superintendent or designee shall make the document available as soon as the next business day or when the necessary changes to the document are completed. Whenever such a document copies of an approved agreement will not be immediately released due to an amendment, the Board chairpresident shall orally summarize the substance of the amendment in open session as part of the required disclosures. (Government Code 54957.1) for those present at the end of the closed session. (Government Code 54957.1)

Attendance in Closed Session

Each Board member may attend closed session for each agenda item except if the Board member is required to recuse themselves or is prohibited by law from attending. Additionally, the Superintendent may attend closed session for each agenda item, except for personnel matters, complaints, or charges regarding the Superintendent under Government Code 54957, or to discuss the Superintendent's compensation under Government Code 54957.6. }

Any person in attendance in closed session shall not disclose information received in closed session except as permitted by Board Bylaw 9011 or Board Policy 4119.23. A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. AdditionallyIn addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, disclosure, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Except as prohibited by law, the following individuals may attend closed session for a particular item upon invitation by the Board chair or the Superintendent:

1. District legal counsel, district negotiators, or other district staff authorized by statute to attend for the particular item

2. Any other individual whose attendance is essential to the Board's ability to conduct its closed-session business with respect to the particular item Any other individual shall not attend closed session.

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

The Board may ~~meet in~~ hold a closed session to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. ~~Except as permitted by law, such~~ Such a closed session item shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1) (Government Code 54957, 54957.1)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

The Board may ~~meet in~~ hold a closed session to hear complaints or charges brought against an employee unless the employee who is the subject of the complaint requests an open session. Before the Board ~~meets in~~ holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice shall be delivered personally or by mail at least 24 hours before the time of the closed session. (Government Code 54957) For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors.

Personnel Matters: Application for Early Withdrawal of Funds in Deferred Compensation Plan

The Board may ~~meet in~~ hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session item regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session (Government Code 54957.6)

Additionally, the Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Pursuant to Government Code 54957.1, approval in closed session of an agreement ~~concluding~~ regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be ~~disclosed~~ reported after the agreement is final and has been accepted or ratified by the other party. The disclosure shall identify the item approved and the other parties to the negotiation. However, the Board may, at its sole discretion, vote on such an agreement in open session or open session, as part of such a meeting. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other items, either in ~~item at any such~~ closed session. (Government Code 3549.1)

Matters Related to Students

The Board shall meet in closed session to consider an appeal by a parent/guardian of a denial of a request to amend incorrect, inaccurate, or misleading information in a student record maintained by the district in accordance with Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49070)

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider ~~any~~ a suspension, disciplinary

action including discipline, any other action against a student except expulsion, or a challenge to a student record. At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912, 49070)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether to expel the student should be expelled. (Education Code 48918)

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any disclosure report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was listed in the closed session portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or other law enforcement or their respective deputies, or a security personnel consultant or a security operations manager, on matters posing a threat to any of the following: (Government 54957) the

1. The security of public buildings
2. The ; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, or to the
3. The public's right of access to public services or public facilities.
4. Critical infrastructure controls or critical infrastructure information relating to cybersecurity

Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may meet in closed session to confer with or receive advice from its legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" includes means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence that which might result in litigation against the district, which are already known to potential plaintiff(s)

3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

Each agenda item related to anticipated, ~~or initiation of~~, litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

~~Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)~~

Existing Litigation

Based on the advice of its legal counsel, the Board may ~~meet in~~ ~~hold~~ a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" ~~includes~~
~~means~~ any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95) ~~The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)~~

Joint Powers Agency Issues

The Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. However, a Board member serving on the JPA board may only disclose confidential information acquired during a closed session of the JPA to fellow Board members, if the governing board of the JPA has so authorized and upon advice of district legal counsel. (Government Code 54956.96) ~~The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)~~

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Policy 1000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 12/10/2014 | **Last Reviewed Date:** 12/10/2014

The Board of Trustees desires to represent the community and provide leadership in addressing community interestissues related to education. In order to sncourageidentify community concerns and enlist support for the district and district schools, promote collaboration between the district, parents/guardians, community members, and local organizations, and to identify and respond to community priorities, the Board shall establish effective two-way communication systems between the districtschools and the community.

Schools, parents/guardians, community members and local organizations must continually collaborate as partners. The Board and the Superintendent or designee shall work together with city, and county, and other local agencies and organizations to promote and facilitate coordinated services for children, and shall seek to develop partnerships with local businesses and organizations.

The Board recognizes that district schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in district and school activities, and take an active interest in issues that affect the district and it's schools. The Board and the Superintendent or designee shall keep community members well informed about district programs, needs and accomplishments and shall ensure that they have opportunities to share the development of district decisions, in accordance with Board Law 9005 - Governance Standards.in developing educational policies, programs and evaluation processes.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program is dependent upondepends on the level of fundingsupport provided by the state and federal government and as well as the communityand support. In an effort to provide the best educational experience for the district students, the Board. The Board therefore shall study legislative processes and issues, establish ongoing relationships with federal, state and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Policy 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 12/10/2014 | **Last Reviewed Date:** 12/10/2014

The Governing BoardBoard of Trustees recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Guidelines for Content

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

ContentOfficial district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation. Shall not be permitted on official district social media accounts

Staff or students who post on, reply from, or otherwise use an official social media account in a manner that violates Board policies and administrative regulations prohibited content shall be subject to discipline in accordance with applicable district policies and administrative regulations.

Users of official district social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner. Users of official district social media accounts, and anyone who posts on, replies to, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted on, replied with, or otherwise left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts. As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall operate in accordancecomply with Board Policy 1113 - District and School Websites. Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations. The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in BP 1113 — District and School Web-Sites, shall also apply to official district social media platforms.

Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Policy 3470: Debt Issuance And Management

Status: DRAFT

Original Adopted Date: 02/12/2020 | Last Reviewed Date: 02/12/2020

The Governing Board ~~Board of Trustees~~ is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. ~~(California Constitution, Article 16, Section 18)~~

When the Board determines that is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the time of issuance, sizing of issuance, method of sale, structuring of the issue, ~~communication with the public~~, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and/or other financial professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. ~~Additionally~~ ~~In addition~~, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, with the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond issuers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt

10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities law

Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

Pursuant to Government Code 53854. General operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such as cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
 - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
 - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)

Grant anticipation notes (GANs) to provided interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08

2. Long-Term Debt
 - a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government code 53506-53509.5)
 - b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)
3. Lease financing, including certificates of participation (COPs)
 - a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you financing is not feasible (Education Code 17450-17453.1)
 - b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)
4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs (Government Code 53700-53706)
5. Temporary borrowing or short term transfers from other sources such as including the following: (Education Code 42620, 42621; Government Code 53820-53833, 53850-53858) County Treasurer

- a. When the district lacks sufficient funds to meet its current expenses:
 - i. Transfers of funds from the County Treasurer up to 85 percent of the amount of money that will accrue to the district within the fiscal year
 - ii. Transfers of funds from the county school service fund up to 85 percent of the money accruing to the district at the time of transfer, to be repaid before June 30 of the current fiscal year
- b. Temporary borrowing from other sources

COPs, TRANS, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106, 15268, and 15270..

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; (Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale which is most cost-effective, that has with the potential to achieve the lowest financing cost, and/or generates to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Before any sale of bonds, the Board shall adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected. (Education Code 15146)

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

Additionally, In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Following a bond issuance, by each subsequent ~~On or before~~ January 31, of each year, the ~~district~~ ~~Superintendent or designee~~ shall submit an annual report to CDIAC that consists of ~~the CDIAC regarding~~ the following information for a reporting period of the prior July 1 to June 30, inclusive: (Government Code 8855)

1. The debt authorized, ~~the i~~ issued, authorized but unissued, and debt for which authorization has lapsed during the reporting period ~~outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855~~

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2. The principal balance at the beginning of the reporting period, the principal paid during the reporting period, and the remaining principal outstanding at the end of the reporting period

3. The use of proceeds of issued debt including the amount of proceeds available at the beginning of the reporting period, the proceeds spent during the reporting period and the purposes for which they were spent, and the proceeds remaining at the end of the reporting period

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. ~~Additionally, In addition~~ documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Policy 4000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 12/10/2014 | **Last Reviewed Date:** 12/10/2014

The Board of Trustees ~~believes~~ recognizes that the academic achievement, personal growth, and well-being of district students, and the success of district students and programs hinges on effective district personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students.

The Board recognizes that every employee has a role in the district's successful operation. The Board encourages all district employees to express their ideas, concerns, and proposals related to the improvement of working conditions and the total educational program. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

The district's relationship with its collective bargaining units is critical to enhancing organizational effectiveness and improving student outcomes. Whenever possible, it is the intent of the Board that the district communicate and collaborate regularly with the representatives of collective bargaining units to resolve conflict.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining, and take action on any tentative agreement. Additionally, the Board in conjunction with the Superintendent, shall select the district's bargaining team, and maintain communications with the negotiating team during the bargaining process, and adopt the negotiated contract.

Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. ~~The~~ Additionally, the Board shall also adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Superintendent has primary responsibility for overseeing the district's personnel system. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with effective all applicable collective bargaining agreements and any accountability systems approved by the Board. ~~The~~ Additionally, the Superintendent or designee also shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations and/or state or federal law.

The Board recognizes that every employee has a stake in the district's successful operation. The Board encourages all district employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program. The Superintendent or designee shall establish procedures whereby he/she the Superintendent or designee will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

Policy 5000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 01/14/2015 | **Last Reviewed Date:** 01/14/2015

The Board of Trustees desires to create shall make every effort to maintain a safe school environment and, positive climateschool environment and student services that promotes student welfare and academic achievement.

Additionally, the Board recognizes that student services offered by the district play an integral role in the academic achievement and emotional well-being of district students. In addition, Tthe Board expects students to make good use of engage in learning opportunities offered by the district by demonstrating regular attendance, and completing assigned work in a timely and diligent manner, while maintaining appropriate conduct and respect for others.

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and has high expectations for staff and student conduct, responsible behavior, and respect for others, in accordance with Board Policy 0450 - Comprehensive Safety Plan.

The Board is fully committed to providing equal educational opportunities and maintaining keeping the schools that are free from discrimination. discriminatory practices. The Board shall not tolerate the intimidation or harassment of any student for any reason, including discriminatory harassment, intimidation, and/or bullying, in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities and Board Policy/Administrative Regulation 5145.3 Nondiscrimination/Harassment.

The Superintendent or designee shall establish and inform keep parents/guardians and students well informed about school and district rules and regulations related to attendance, health examinations, records, grades, and student conduct. When conducting hearings related to discipline, attendance and other student matters, the Board shall afford students their due process rights in accordance with law and applicable Board policies and administrative regulations.

Policy 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 01/14/2015 | **Last Reviewed Date:** 01/14/2015

The Board of Trustees recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the ~~district's relationship with parents/guardians is one education of mutual support and respect.~~ ~~the district's students is a shared responsibility.~~ The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of ~~their~~ ~~students at each school site~~, including the means by which the ~~district schools~~ and parents/guardians can help ~~their~~ students achieve academic and other standards of the district school.

Within this framework, the ~~district's school's~~ primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the ~~district. school.~~

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, ~~and~~ ~~Board policy, and administrative regulation,~~ and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in ~~Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications.~~ ~~in accordance with law.~~

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Policy 5117: Interdistrict Attendance

Status: DRAFT

Original Adopted Date: 02/12/2020 | **Last Reviewed Date:** 02/12/2020

The Board of Trustees recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their child in a school in another district.

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of ~~the districts~~ either district. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. ~~It also~~ Additionally, it may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

~~Upon receiving~~ When the request of a student seeking to transfer out of the district, or an individual permit verifying another district's approval for its student to transfer into the district, is received, ~~that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review, the request and~~ may approve or deny the request or permit ~~subject to~~ based on the terms and conditions of the interdistrict attendance agreement.

Transportation

Students admitted to the district on an interdistrict attendance permit are not eligible for transportation services to and from school.

Policy 5138: Conflict Resolution/Peer Mediation

Status: DRAFT

Original Adopted Date: 01/14/2015 | **Last Reviewed Date:** 01/14/2015

To promote student safety and contribute to the maintenance of a positive school climate, the Board of Trustees encourages the development of school-based conflict resolution and peer mediation programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility and problem-solving skills among students.

Conflict resolution strategies shall and peer mediation programs may be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Conflict resolution Such programs shall not supplant the authority of district staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

Such programs may incorporate peer mediation strategies in which selected student volunteers are specifically trained to work with their peers in resolving conflicts. This training may involve effective communication and listening, critical thinking, problem-solving processes, and the use of negotiation to find mutually acceptable solutions. Additionally, the training may address the ethical and social development of students, respect for diversity, and interpersonal and behavioral skills.

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts.

Students' participation in any peer mediation program by a student engaged in conflict shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation
7. Scheduling and location of peer mediation sessions
8. Methods of obtaining and recording agreement from all disputants
9. The appropriate involvement of parents/guardians, the community and staff, including counseling/guidance and security staff
10. Communications to students, parents/guardians and staff regarding the availability of the program
11. Methods of following up with students to determine the effectiveness of the process
12. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced
13. Expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved.

14. Selection of and requirements to train as peer mediators

Policy 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 12/13/2017 | **Last Reviewed Date:** 12/13/2017

The Governing Board ~~The Board of Trustees~~ recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available ~~to them to do so~~ for them to do so, in accordance with **Board Policy/Administrative Regulation 5020 – Parents Rights and Responsibilities**.

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance **Board Policy 0460 – Local Control and Accountability Plan**, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

Expenditures of such funds shall be consistent with the activities specified in this **Board** policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Policy 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 02/12/2020 | **Last Revised Date:** 12/13/2023 | **Last Reviewed Date:** 12/13/2023

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately or require or refuse participation by any student on the basis of a student's actual race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; a combination of two or more of such characteristics or or perceived sex, sexual orientation, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, age, medical condition, genetic information, marital status, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of these such actual or perceived characteristics or a combination of two or more of them. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; Penal Code 422.55; 5 CCR 4940; 20 USC 1681-1688, 42 USC 2000d-2000d-7). (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The Board shall adopt a course of study for elementary grades that includes all required instructional content and sufficiently prepares students for the secondary course of study specified in Education Code 51225.3.

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that includes all required instructional content and prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. (Education Code 51228)

Parental Notification and Opt-Out

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt-out shall be offered an alternative activity of similar educational value.

Policy 7000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 01/14/2015 | **Last Reviewed Date:** 01/14/2015

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program and align with the needs of the district. The Board shall endeavor to provide and maintain high-quality make the provision of adequate school facilities a priority in the district. Because the schools serve as a focal point for the community, the Board shall also strive to provide ensure that district facilities fit harmoniously and attractively that are compatible with surrounding into their neighborhoods and have the flexibility of design to meet future educational and community needs. As a part of its intent to make use of each facility, the Board recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

The Board shall strive to have a school facilities master plan in place and regularly reviewed in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion , as needed, and facilities for new school sites or other district use
5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified
6. Approve the selection of architects and structural engineers
7. Award contracts for design and construction
8. Name schools and individual buildings
9. . Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 – Use of School Facilities
10. Consider the use of district property for workforce housing Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term facilitiesy needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and awarding of contracts
4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

Policy 7131: Relations With Local Agencies

Status: DRAFT

Original Adopted Date: 01/14/2015 | **Last Reviewed Date:** 01/14/2015

The Governing BoardBoard of Trustees recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and shall utilize whenever the expertise and resources of suchthese agencies when useful to can assist the district in the planning, design and construction of facilities.

Upon receiving Following notification by a city or county of proposed action to adopt or substantially revise a city or county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs. When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

In order to adequately mitigate the additional students generated by new development within the district, theThe Board may make fundingshall notify the city council or county board of supervisors whenever it finds, based on clear and convincing evidence, that: (Government Code 65971)

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason for the existence of those conditions
2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice The above notice shall specify the mitigation measures considered by the district and shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis or facilities master plan or other long-range plan; the acquisition of a school site, or other action regarding school facilities in accordance with law.

Regulation 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 12/10/2014 | **Last Reviewed Date:** 12/10/2014

Definitions

Social media means any online platform for collaboration, interaction, and active participation or that allows users to post content, including, but not limited to, social networking sites such as Instagram, Tik Tok, Facebook, X/Twitter, Snapchat, YouTube, LinkedIn, or blogs.

An Official district social media platform is an account on a social media platform site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

Authorization for Official District Social Media Platforms

School-level employees such as teachers and coaches shall obtain authorization from the school principal before creating an official social media account. The Superintendent or designee shall authorize the development of any official district social media platform. Teachers and coaches shall obtain approval from the Superintendent or designee before creating an official classroom or team social media platform.

When directed by the Superintendent or designee, each school principal, or an individual in a position of similar responsibility, shall register as a verified reporter with each large social media platform on which the applicable school has an account in accordance with Business and Professions Code 22588.2-22588.4.

Guidelines for Content

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

The Superintendent or designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

If a verified reporter becomes aware of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school, the reporter shall inform the Superintendent or designee and report the threat or violation via the process created by the applicable social media platform as specified in Business and Professions Code 22588.2-22588.4.

Each official district social media platform shall prominently display:

1. The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.
2. Information on how to use the security settings of the social media platform.
3. A statement that the site is regularly monitored and that any inappropriate post will be promptly removed.

Inappropriate posts include those that:

- a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation
- b. Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment

4. Protocols for users, including expectations that users will communicate in a respectful, courteous, and professional manner.
5. A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.
6. A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of the district.
7. A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district.
8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media platforms.

Appropriate Use by District Employees

District employees who participate in official district social media platforms shall adhere to all applicable district policies and procedures, including, such as Board Policy 1313 – Civility and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees, and shall not share confidential information about students, employees, Board members, or district operations. but not limited to, professional standards related to interactions with students.

When appropriate, employees using official district social media platforms shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media platforms.

Regulation 3311.3: Design-Build Contracts

Status: DRAFT

Original Adopted Date: 02/08/2017 | **Last Revised Date:** 10/25/2023 | **Last Reviewed Date:** 10/25/2023

Enable Ginger
Cannot connect to Ginger
Check your internet connection
or reload the browser
Disable Ginger? How to use Ginger
Rephrase with Ginger (Ctrl+Alt+E)
Edit in Ginger
Ginger is checking your text for mistakes... [Disable Ginger in this text field](#) [Disable Ginger on this website](#) [x](#)



Until January 1, 2025, ~~t~~ The Governing Board may approve a design-build contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria including the minimum factors of price; technical design and construction experience; and life-cycle costs over 15 years or more. (Education Code 17250.20, Education Code 17250.25). (Education Code 17250.20)

Additionally, until January 1, 2029, the Board may approve an alternative design-build contract with a single entity for both design and construction of any school facility in excess of \$5,000,000. Such contracts may be awarded to the low bid or the best value. ~~If the selection is based on best value, the Board shall evaluate competitive proposals, taking into consideration, at a the minimum factors of, design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise, and life-cycle costs over 15 or more y.~~ The district's determination of price shall be based on the open book evaluation of construction subcontracts. The contract may be subject to further negotiations or amendment and may be terminated by the district if the district and the design-build entity are unable to reach an agreement. (Education Code 17250.61, 17250.62, 17250.65)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25, 17250.62)

Procedures for Awarding the Contract

The procurement process for design-build and alternative design-build projects shall be as follows: (Education Code 17250.25, 17250.35, 17250.62, 17250.65; Public Contract Code 2600)

1. **Performance Specifications:** ~~specifications, which includes the~~ ~~The district preparing~~ ~~shall prepare~~ a set of documents setting forth the scope and estimated price of the project.

The documents may include, but are not limited to:

- a. The size, type, and desired design character of the project
- b. Performance specifications that cover the quality of materials, equipment, and workmanship
- c. Preliminary plans or building layouts
- d. Any other information deemed necessary to adequately describe the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. **Prequalifications:** ~~The~~ ~~which includes the district~~ ~~shall prepare~~ ~~preparing~~ and ~~issue~~ ~~issuing~~ a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection.

The request for qualifications shall include, but is not limited to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25 or 17250.62
- d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. **Request for Proposals:** (RFP), which includes the The district shall prepare a request for proposals (RFP) preparing an RFP that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district.

The RFP shall include the information identified in Items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors.

If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the RFP's request for proposals and shall publish separately or incorporate into the RFP's request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. **Selection based on low bid, which includes for Based on Best Value:** For those projects utilizing low bid as the final selection method, that the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.

3. **5. Selection based on best value, which includes for Based on Best Value:** For those projects utilizing the best value as a selection method, that the following procedures shall be used:

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the RFP's request for proposals.

Criteria shall be weighted as deemed appropriate by the district. The proposal for a design-build project, as specified in Education Code 17250.25, shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years. The proposal for an alternative design-build project, as specified in Education Code 17250.62, shall, at a minimum, include design cost, general conditions, overhead, and profit as a component of the project price, unless a stipulated sum for the project is specified; technical design and construction expertise; and life-cycle costs over 15 or more years.

b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.

c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award.

This statement and the contract file shall provide sufficient information to satisfy an external audit.

A design-build entity shall not be prequalified or short-listed unless the entity provides and enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, to perform all work on the project or contract that falls within an apprenticeship occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education code 17250.25, 17250.62; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journey persons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journey persons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journey persons shall be performed by graduates of an apprenticeship program, with the exception of certain work performed in the following occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

1. Acoustical installer
2. Bricklayer
3. Carpenter
4. Cement mason
5. Drywall installer or lather
6. Marble mason, finisher, or setter
7. Modular furniture or systems installer
8. Operating engineer
9. Pile Driver
10. Plasterer, roofer, or waterproofer
11. Stone mason
12. Surveyor
13. Teamster
14. Terrazzo worker or finisher
15. Tile layer, setter, or finisher

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeship occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Regulation 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 10/14/2015 | **Last Reviewed Date:** 10/14/2015

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)
4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)
8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments ~~stored by the classroom teacher~~, including textbooks, teacher's manuals, films, audio and video recording and software stored by the classroom teacher. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication if a hard copy is created. (Education Code 49091.14)

9. To be notified of the opportunity to opt their child out of certain instruction, as required by law (Education Code 51240, 51938)
10. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
11. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed

instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

12. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts (Education Code 51101.1)
13. To have access to the ~~student school~~ records of their child (Education Code 51101)
14. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (Education Code 51101)
15. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)
16. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with ~~district school~~ personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)
17. To receive notice and information about and to opt out of any psychological testing ~~the school does~~ involving their child and ~~to deny permission to give the test~~ (Education Code 51101)
18. To receive notice and information about and to opt out of refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parent/guardian ~~parental~~ screening or testing, any nonacademic home-based counseling program, parent/guardian training, or any prescribed family education service plan and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)
19. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)
20. To question anything in their child's ~~student~~ record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)
21. To provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)
22. For parents/guardians of English learners, to be given any required written notification, under any applicable law, in English and the student's home language pursuant to Education Code 48985 (Education Code 51101.1)

These rights shall be exercised in accordance with applicable Board policy and administrative regulation.

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and co-curricular activities
4. Monitoring and prohibiting or regulating the ~~use of social media and other forms of online entertainment~~ viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning

6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program as appropriate

Regulation 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 12/13/2017 | **Last Reviewed Date:** 12/13/2017

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

~~In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Board of Trustees~~

- a. Invite input on the plan from other district committees and school site councils
- b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
- c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
- e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- b. ~~Provide parents/guardians materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement.~~
- c. ~~With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools~~
~~With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools~~
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, that encourage and support parents/guardians in fully participating in their

children's education

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
- g. ~~Provide information to schools about the indicators and assessment tools that will be used to monitor progress. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students~~

In addition, the Superintendent or designee may:

- a. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- b. ~~Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions~~
- c. Train parents/guardians to enhance the involvement of other parents/guardians
- d. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- e. Adopt and implement model approaches to improving parent involvement, in order to maximize parent/guardian involvement and participation
- f. ~~Schedule joint meetings with representatives from related programs and share data and information across programs. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs~~
- g. ~~Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities~~
- h. ~~Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families~~
- i. Provide a master calendar of district activities and district meetings
- j. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- k. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
- l. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- m. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- n. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement related activities
- o. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and

family engagement

- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians, and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged

5. Use the findings of the evaluation conducted pursuant to item#4 above to design strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Additionally, tThe district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with and agreed upon by parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for school wide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicable possible, responses to the suggestions of parents/guardians
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- ii. Frequent reports to parents/guardians on their children's progress
- iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. **Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement** ~~Build the capacity of the school and parents/guardians for strong parent involvement~~ by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
- c. Provide parents/guardians with information about students' class assignments and homework assignments

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for

- their children at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom in accordance with district and school policy
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5. Integrate parent/guardian and family engagement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

Regulation 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 02/12/2020 | **Last Revised Date:** 12/13/2023 | **Last Reviewed Date:** 12/13/2023

Grades 1-6

Courses of study for grades 1–6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, including instruction in cursive or joined italics in the appropriate grade levels, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)
 - a. The history, resources, development, and government of California and the United States. Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)
 - b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The relations of persons to their human and natural environments
 - d. Eastern and western cultures and civilizations
 - e. Contemporary issues
 - f. The wise use of natural resources
 - g. Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods
4. Science: biological and physical aspects, with emphasis on the processes of experimental inquiry, and the place of humans in ecological systems, the causes and effects of climate change, and the methods to mitigate and adapt to climate change (Education Code 51210)
5. Visual and performing arts: instruction in dance, music, theater, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)
6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
 1. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
 2. Fire prevention
 3. The protection and conservation of resources, including the necessity for the protection of the environment
 4. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
 5. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)
 6. g. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
 - i. Defining the signs and symptoms of common mental health challenges
 - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
 - iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem-solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
 - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental

- health challenges
- v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse 111
- vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
- vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance
- Mental health instruction offered by the district shall: (Education Code 51926)
 - 1. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
 - 2. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
 - 3. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
 - 4. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance.
- Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

Physical education: with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

Grades 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
 - a. The history, resources, development, and government of California and the United States, including instruction in:
 - i. The early history of California and a study of the role and contributions of both people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)
 - ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time
 - iii. The Vietnam War, including the "Secret War" in Laos and the role of Southeast Asians in that war
 - iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions
- This course may include participation in a teen court or peer court program. (Education Code 51220.2)
- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. Personal financial literacy

- e. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)
- f. Eastern and western cultures and civilizations
- g. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust (Education Code 51221.2, 51226.3)
- h. Contemporary issues

3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; the causes and effects of climate change, the methods to mitigate and adapt to climate change; and appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

7. Visual and performing arts: dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid
- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)

- i. Defining the signs and symptoms of common mental health challenges
- ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
 - iii. Promoting mental health, wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem-solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
 - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance 116 from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
 - v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
 - vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all

populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges

vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

1. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners

2. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids

3. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220

4. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance. Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

viii. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

**Board Policy Manual
Pioneer Union Elementary School
District**

Exhibit 9321-E(2): Closed Session

Status: ADOPTED

Original Adopted Date: 07/01/2019 | **Last Revised Date:** 12/11/2023 ~~2025~~ | **Last Reviewed Date:** 12/11/2023 ~~2025~~

REPORTS: DISCLOSURES OF CLOSED SESSION ACTIONS

Following a closed session during any After the Governing Board meeting~~meets in closed session~~, the Board shall reconvene in open session to present, disclose, either orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____

(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____

(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: [REDACTED]

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: [REDACTED]

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: [REDACTED]

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: [REDACTED]

Tracking/Identification Number: [REDACTED]

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: [REDACTED]

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Real Property Negotiations

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____
Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____
Nays: _____

Abstentions:
Absent:
Recused:
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____
Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____
Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
<u>Ed. Code 35012</u>	<u>Restorative justice</u>
Ed. Code 35145	Public meetings
<u>Ed. Code 35145.5</u>	<u>Public Comment</u>
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 48912	Governing board suspension
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 49070	Challenging student records
Ed. Code 60617	Meetings of governing board
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
Management Resources	Description
Attorney General Opinion	98 Ops.Cal.Atty.Gen. 41 (2015)

Attorney General Opinion	89 Ops.Cal.Atty.Gen. 110 (2006)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 210 (2003)
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
<u>Attorney General Opinion</u>	<u>105 Ops.Cal.Atty.Gen. 89 (2022)</u>
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68
Court Decision	Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
Court Decision	Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87
Court Decision	Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
Court Decision	Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860
Court Decision	Roberts v. City of Palmdale (1993) 5 Cal.App. 4th 363
Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
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0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
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Actions By The Board

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 12.2

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Information/Discussion
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Second Quarter Williams Uniform Report Complaint

Purpose:

A Williams Uniform Complaint quarterly report is a summary that California school districts must submit to the county superintendent and governing board, detailing the number of complaints filed regarding insufficient instructional materials, emergency or unsafe facilities, and teacher vacancies or misassignments. The report, covering a three-month period, includes the number of complaints by subject and their resolution status, with the summarized data also being publicly reported at a governing board meeting.

Quarterly Report on *Williams* Uniform Complaints
[Education Code § 35186(d)]

District: Pioneer Union Elementary School District

Person completing this form: Nicole Hester Title: Director of Student Support Services

Quarterly Report Submission Month/Quarter:
(check one)

October 1st Quarter (7/1-9/30)
 January 2nd Quarter (10/1-12/31)
 April 3rd Quarter (1/1-3/31)
 July 4th Quarter (4/1-6/30)

Quarterly Report Submission Year: 2025-2026

Date for information to be reported publicly at governing board meeting: 1/21/2026

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

John Raven

Print Name of District Superintendent

John Raven
Signature of District Superintendent

1/9/2026

Date

Please submit to: Genevieve Almanzar, Director
Kings County Office of Education
Williams Compliance
(559) 589-2503
info.foundationalservices@kingscoe.org

PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 12.3

To: Pioneer School Board Members

For: January 21, 2026

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Comprehensive Safe Schools Plan

Purpose:

California *Education Code (EC)* Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The law requires that each school update and adopt its CSSP by March 1 annually.

FOR SAFETY PURPOSES THIS
DOCUMENT WILL NOT BE
AVAILABLE TO VIEW AS PART OF
THE PUBLIC PACKET.

TO VIEW THIS DOCUMENT IN
PERSON PLEASE VISIT THE
DISTRICT OFFICE AT 1888 N.
MUSTANG DRIVE.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 13.1

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Statement of Investment Policy for 2026 by Resolution #012126

Purpose:

The Pioneer Union Elementary School District is required to annually adopt the Director of Finance's Investment policy. This resolution approves the investment parameters set forth by the investment policy and delegates the District's investment authority to the Kings County Director of Finance. The policy has been reviewed and approved by the County Treasury Oversight Committee and the Board of Supervisors.

See attached resolution.

BEFORE THE BOARD OF TRUSTEES OF THE
PIONEER UNION ELEMENTARY SCHOOL DISTRICT
COUNTY OF KINGS, STATE OF CALIFORNIA

IN THE MATTER OF APPROVING
THE KINGS COUNTY DIRECTOR OF
FINANCE'S STATEMENT OF INVESTMENT
POLICY AND DELEGATING
INVESTMENT AUTHORITY TO THE
KINGS COUNTY DIRECTOR OF FINANCE
UNDER CALIFORNIA GOVERNMENT CODE
SECTIONS 53607, 53646 AND 53684 /

RESOLUTION NO. 012126

WHEREAS, under Government Code section 53646, the Kings County Director of Finance ("Treasurer") may render an annual statement of investment policy to the Kings County Board of Supervisors and to the governing board of any local agency which has funds on deposit in the Kings County Treasury; and

WHEREAS, on December 9, 2025 the Kings County Board of Supervisors approved the Director of Finance's Statement of Investment Policy dated January 1, 2026 ("Investment Policy"); and

WHEREAS, the Investment Policy has been submitted to the District Board of Trustees ("District Board") for approval under Government Code section 53646; and

WHEREAS, under Government Code section 53646, the Treasurer may render a quarterly report ("Quarterly Report") to each local agency which has funds on deposit in the County Treasury and for which the Treasurer has made investments; and

WHEREAS, the Pioneer Union Elementary School District ("District") has funds on deposit with the Kings County Director of Finance ("Treasurer"); and

WHEREAS, when keeping, holding, depositing and investing District funds on the District's behalf, the Treasurer acts as the "ex-officio" treasurer of the District; and

WHEREAS, the District Board has authority under Government Code sections 53607 and 53684 to delegate authority to the Treasurer to deposit and invest District funds under the provisions of Government Code sections 53601 and 53635; and

WHEREAS, the District Board now wishes to approve the Director of Finance's Statement of Investment Policy and to delegate investment authority to the Kings County Director of Finance ("Treasurer") for the ensuing twelve-month period.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. Pursuant to Government Code section 53646, the District Board hereby approves the Investment Policy.

2. Pursuant to Government Code section 53646, the District Board acknowledges and approves the procedures utilized by the Treasurer in rendering and submitting each Quarterly Report, under the provisions of which the Treasurer shall render each such report. Under the provisions of Government Code section 53607, the Treasurer shall prepare a monthly report and maintain it on file in his/her office for review and inspection by the District Board, staff and designated agents.

3. Pursuant to Government Code sections 53607 and 53684, and subject to the requirements of Government Code sections 53601 and 53635, the District Board hereby delegates to the Kings County Director of Finance ("Treasurer") the discretionary authority to deposit, invest or reinvest the funds of the District in the County Treasury commencing on the date of approval of this resolution and continuing for the ensuing twelve months. Without limiting his discretion in any way, the Treasurer is hereby expressly authorized to invest such District funds in the Treasurer's Pooled Investment Portfolio.

4. The District Board hereby delegates to the Treasurer the discretionary authority to determine which District funds on deposit in the Kings County Treasury are monies which are sinking funds or money not required for immediate use within the meaning of Government Code section 53601 and which monies are excess funds within the meaning of Government Code section 53684.

5. The Treasurer shall assume full responsibility for such deposit and investment transactions until such time as the District Board revokes this delegation of authority or until the date which is twelve months from the date of approval of this resolution, unless renewed on or before that date by the District Board.

The foregoing resolution was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular meeting held on the _____ day of _____, 2026, by the following vote:

AYES: Trustees

NOES: Trustees

ABSENT: Trustees

President of the Board of Trustees
Pioneer Union Elementary School District

WITNESS my hand and seal of said Board of Trustees this _____ day of _____, 2026.

Clerk of said Board of Trustees

COUNTY OF KINGS

DIRECTOR OF FINANCE'S

STATEMENT OF

INVESTMENT POLICY

JANUARY 1, 2026



Erik Ureña, CPA
Director of Finance

Approved by CTOC November 17, 2025
Approved by BOS December 9, 2024

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I. AUTHORITY

Kings County Ordinance No.557, adopted on January 14, 1997, as an urgency ordinance, delegated to the County Director of Finance the authority to continue to invest or reinvest the funds of the County and the funds of other depositors in the County treasury, pursuant to Section 53600 et seq., inclusive of Section 53684, of the California Government Code. The County Director of Finance, as agent of the county, trustee, and fiduciary, assumes full responsibility for the investment program. The Board of Supervisors shall annually review the Director of Finance's performance and may annually renew this delegation of authority for a one-year period pursuant to Government Code 53607. The Board of Supervisors may also revoke the investment authority by County ordinance.

II. POLICY STATEMENT

Annually, the County Director of Finance shall prepare an Investment Policy, pursuant to G.C. 27133 and G.C. 53646, that will be reviewed by the County Treasury Oversight Committee and rendered for approval to the Board of Supervisors and local agencies.

The purpose of this Statement of Investment Policy (Policy) is to establish cash management and investment guidelines for the County Director of Finance, who is responsible for the stewardship of the Kings County Investment Pool. Each transaction and the entire portfolio must comply with California Government Code Section 53601 et seq., Section 53635 et seq., and this policy. All portfolio activities will be judged by the Standard of Prudence and ranking of investment objectives. Those activities which violate its spirit and intent will be deemed to be contrary to the policy.

III. POOLED INVESTMENT FUND OVERSIGHT COMMITTEE

In accordance with California Government Code Section 27130 et seq., the Board of Supervisors, in consultation with the County Director of Finance, has created a County Treasury Oversight Committee (Resolution No. 95-081, December 5, 1995) to allow local agency representatives participation in the policies that guide the investment of depositor funds. The primary responsibilities of the committee include: (a) to review and monitor the County Director of Finance's Statement of Investment Policy, (b) to cause an annual audit to be conducted to determine the County Treasury's compliance, and (c) to establish criteria for depositor withdrawal of funds for the purpose of investing or depositing outside the County Treasury pool. The meeting of the Oversight Committee shall be open to the public and subject to the Ralph M. Brown Act.

A member of the Oversight Committee may not be employed by an entity that has contributed to the campaign for any member of a legislative body of any local agency that has deposited funds into the county treasury, in the previous three years or during the period that the employee is a member of the committee. While serving on the Oversight Committee, a member may not directly or indirectly raise money for any member of a legislative body of any local agency that has deposited funds into the county treasury. Finally, a member may not secure employment with, or be employed by, bond underwriters, bond counsel, security brokerages or dealers, or a financial

services firm, with whom the Director of Finance is doing business during the period that the person is a member of the committee or for one year after leaving the committee.

The Oversight Committee is not allowed to direct individual investment decisions, select individual investment advisors, brokers, or dealers, or impinge on the day-to-day operations of the County treasury and investment operations.

IV. INVESTMENT OBJECTIVES

The Pooled Investment Fund shall be prudently invested in order to earn a reasonable return, while awaiting application for governmental purposes. The specific objectives for the Pooled Investment Fund are ranked in order of importance.

A. SAFETY OF PRINCIPAL - The preservation of principal is the primary objective. Each transaction shall seek to ensure that capital losses are avoided, whether they are from securities default or erosion of market value. The objective will be to mitigate credit risk and interest rate risk.

1. Credit Risk is the risk of loss due to the failure of the security issuer or backer. Credit risk is mitigated by: (a) limiting investments to the safest types of securities; (b) pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the Treasury will do business; and (c) diversifying the investment portfolio so that potential losses on individual securities will be minimized.

2. Interest Rate Risk is the risk that the market value of securities in the portfolio will fall due to changes in general interest rates. Interest rate risk is mitigated by: (a) structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity, and (b) by investing operating funds primarily in shorter-term securities.

B. LIQUIDITY - As a second objective, the Pooled Investment Fund should remain sufficiently flexible to enable the County Director of Finance to meet all operating requirements which may be reasonably anticipated in any depositor's fund. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). No more than 35% of the portfolio may be invested in securities maturing in three to five years and during peak tax collection no more than 30%. Percent restrictions shall be applicable only for the date of purchase. Any future percent deviations due to cash flow demands reducing the total investment portfolio shall not be considered out of compliance. Furthermore, since all possible cash demands cannot be anticipated, the portfolio shall consist largely of securities with active secondary or resale markets (dynamic liquidity).

C. PUBLIC TRUST - In managing the Pooled Investment Fund, the County Director of Finance and the authorized investment staff should avoid any transactions that might impair public confidence in Kings County and the participating local agencies. Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived.

D. MAXIMUM RATE OF RETURN - As the fourth objective, the Pooled investment Fund is designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of least importance compared to the safety and liquidity objectives described above. The core of investments are limited to relatively low risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities can be sold prior to maturity for the following reasons: (1) a declining credit security to minimize loss of principal; (2) a security swap to improve the quality, yield, or target duration in the portfolio; (3) the liquidity needs of the portfolio require that the security be sold; (4) a call notification of a make-whole bond which, given unfavorable market conditions, could deteriorate the price of the bond on the redemption date, or (5) to realize a profit. If there is a realized loss of principal, the loss will first be allocated against the interest earned in the current quarter on the sold security. If the security's current interest is not sufficient to cover the loss, then the Director of Finance may allocate the loss against a profit realized from selling a security in the same quarter, and/or the total current and future portfolio interest earnings. In the event of an imminent loss of principal for which the security's interest would not be sufficient to cover the loss, the Director of Finance may withhold from the total current and future portfolio interest earnings to reserve against a future maximum anticipated actual loss.

V. STANDARD OF CARE

A. PRUDENCE - The County Director of Finance, as a trustee and therefore a fiduciary, is subject to the Prudent Investor Standard-which states, "When investing, reinvesting, purchasing, acquiring, exchanging, selling, or managing public funds, the county treasurer shall act with care, skill, prudence, and diligence under the circumstances then prevailing, specifically including, but not limited to, the general economic conditions and the anticipated needs of the county and other depositors, that a prudent person acting in a like capacity and familiarity with those matters would use in the conduct of funds of a like character and with like aims, to safeguard the principal and maintain the liquidity needs of the county and the other depositors." The standard of prudence to be used by investment staff shall be the "prudent person" standard, which provides, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital, liquidity needs, as well as the probable income to be derived." This standard shall be applied in the context of managing an overall portfolio.

When investing, reinvesting, purchasing, acquiring, exchanging, selling, and managing public funds the County Director of Finance shall act with the care, skill, prudence, and diligence to meet the aims of the investment objectives listed in order in Section IV., Investment Objectives. Investment staff acting in accordance with written procedures and this Policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

B. ETHICS AND CONFLICT OF INTEREST - Treasury staff involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. The investment staff shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. The investment staff shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the treasury.

Pursuant to Government Code Section 27133(d), the County Director of Finance, individual Treasury employees, or any member of the County Treasury Oversight Committee may not accept honoraria, gifts, and gratuities from advisors, brokers, dealers, bankers, or other persons with whom the County Treasury conducts business in an amount exceeding \$50.00.

C. DELEGATION OF AUTHORITY - Authority to manage the investment program is granted to the County Director of Finance by the Kings County Board of Supervisors. The moneys invested will be actively managed by the Director of Finance and his/her staff, who shall carry out established written procedures and internal controls for the operation of the investment program consistent with this Policy. No person may engage in an investment transaction except as provided under the terms of this Policy and the procedures established by the Director of Finance. The Director of Finance shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate staff. (See also Safekeeping and Custody, Internal Controls VI B. below). The authority to execute investment transactions for the portfolio shall be limited to the Assistant Director of Finance - Treasury, the Treasury Manager, and in the absence of the Treasury Manager, the Accounting Specialist-Treasury Operations.

VI. SAFEKEEPING AND CUSTODY

A. DEPOSITORY INSTITUTIONS – As far as possible, all money belonging to, or in the custody of the County Director of Finance shall be deposited for safekeeping in state or national banks selected by the Director of Finance, or may be invested as set forth in Section VII. To be eligible to receive funds, the bank shall have received an overall rating of not less than “satisfactory” in its most recent evaluation by the appropriate federal financial supervisory agency of its record of meeting the credit needs of California’s communities pursuant to Section 2906 of Title 12 of the United States Code.

B. AUTHORIZED FINANCIAL DEALERS AND INSTITUTIONS - Schedule 1- Statement of Authorized Firms, on page 15, is a list of County Director of Finance approved financial institutions and broker/dealers authorized to provide investment services to the Treasury. Authorized firms can be added or deleted only with the Director of Finance’s approval. Any changes will result in modification to Schedule 1, but will not be considered a revision to this policy. Changes to authorized firms shall be reported to the County Treasury Oversight Committee and Board of Supervisors within two (2) weeks. The authorized parties include "primary" dealers or divisions of a primary dealer, selected on the basis of creditworthiness, capital adequacy, availability of investment inventory, and experience in trading in authorized investments. Firms utilized for money market mutual funds must either attain the highest ranking or the highest letter and numerical rating provided by not less than two of the three largest

nationally recognized statistical-rating organizations (NRSRO) OR have retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience (i) investing in the securities and obligations as authorized in G.C. 53601, or (ii) managing money market mutual funds; and have assets under management in excess of five hundred million dollars (\$500,000,000). All financial institutions and broker/dealers who desire to become qualified firms for County Treasury investment transactions must supply the audited financial statements, proof of National Association of Securities Dealers (NASD) certification, proof of State registration, completed broker/dealer questionnaire, and certification of having read the Kings County Investment Policy. An annual review of the financial condition of qualified firms will be conducted by the Assistant Director of Finance - Treasury.

The Treasury shall not do any investment business with any broker, brokerage, dealer, or securities firm that has, within any consecutive 48-month period following January 1, 1996, made a political contribution, in an amount exceeding the limitations contained in Rule G-37 of the Municipal Securities Rulemaking Board, to any member of the Board of Supervisors or any candidate for those offices. Firms must provide corporate policy statements regarding compliance with political contributions limitations of Rule G-37.

C. INTERNAL CONTROLS - The County Director of Finance is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the investment portfolio are protected from loss, theft, or misuse. The internal control structure is designed to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

Daily, or when next available, the County Director of Finance or designee will

(1) Review and initial all Investment Purchase Orders to verify compliance with the overall Policy, Investment Parameters, and Authorized Institutions.

(2) Review and initial the "Daily Balance Sheet" to ensure continuous compliance of portfolio investments (percentage distribution) to the Policy and Investment Parameters.

Weekly, the County Director of Finance or designee will verify that the Portfolio Percentage Report by investment type is balanced to the Daily Balance Sheet.

Monthly, all funds maintained by the County Director of Finance, including cash in treasury, deposits in transit, Kings County Department of Finance's checking account balance, and investment holdings will be audited by the County Department of Finance – Accounting Division.

Quarterly, the County Director of Finance or designee will report compliance of the investment portfolio to the Director of Finance's Statement of Investment Policy. (See Section IX. Reporting Methods on page 12)

Annually, the County Treasury Oversight Committee shall hire an external auditor to conduct an independent review to assure compliance of the Director of Finance's investment activities with the Statement of Investment Policy.

D. SAFEKEEPING - All securities purchased either outright or on repurchase agreements shall be held in safekeeping by a third-party bank trust department acting as agent for the County under terms of a custody agreement executed by the bank and the Director of Finance. The only exceptions authorized are purchases from Local Agency Investment Fund (LAIF), collateralized time deposits, collateralized bank money market accounts, and investments in money market mutual funds.

E. VOLUNTARY DEPOSITORS - If a local agency determines the agency has excess funds which are not required for immediate use and with the consent of the County Director of Finance, the legislative or governing body may, by resolution or minute order, authorize the deposit of excess funds into the County Treasury for the purpose of investment pursuant to Government Code Section 53635. At no time will the County Treasury accept deposits of personal funds unless by Court order.

The County Director of Finance shall, on a case-by-case basis, determine the terms and conditions under which a city, public district, or any public or municipal corporations located within Kings County, and not required to deposit their funds in the County Treasury, may voluntarily deposit funds for investment purposes. The County Director of Finance shall evaluate each proposed deposit request prior to approving the deposit into the Treasury. The County Director of Finance must make a finding that the proposed deposit will not adversely affect the interests of the other depositors in the County Investment pool, prior to approving the deposit.

F. WITHDRAWAL OF FUNDS FOR EXTERNAL INVESTMENT - The County Treasury Oversight Committee's approved policy statement on "Treasury Restrictions on Withdrawal for External Investment" establishes the terms and conditions for Treasury depositors withdrawing funds for investment outside the County investment pool. (See Appendix A on page 17 and 18)

Any local agency, public entity, or public official that has funds on deposit in the County Treasury investment pool and that seeks to withdraw funds for the purpose of investing or depositing those funds outside the County Treasury pool, shall submit a resolution or minute order approved by the legislative or governing body requesting the withdrawal of the funds. Funds withdrawn shall become the responsibility of the requesting legislative body, and the Director of Finance will be held harmless from liability.

The County Director of Finance shall evaluate each proposed withdrawal for its consistency with the County Treasury Oversight Committee policy prior to approving the withdrawal. The County Director of Finance must also make a finding that the proposed withdrawal will not adversely affect the interests of the other depositors in the County Treasury pool, prior to approving the withdrawal.

VII. SUITABLE AND AUTHORIZED INVESTMENTS

A. INVESTMENT TYPES - The County treasury may invest money among the following authorized investments and within the limits imposed by Government Code 53601 et seq. or 53635 et seq., or as more further restricted in Schedule 2-Investment Parameters on page 16:

- 1. United States Treasury Bills, Notes, Bonds, and Certificates of Indebtedness**, or those for which the full faith and credit of the United States are pledged for the payment of principal and interest.
- 2. Registered state warrants or treasury notes or bonds of the State of California**, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the State or by a department, board, agency, or authority of the State.
- 3. Registered treasury notes or bonds of any of the other 49 states** including bonds payable solely out of the revenues from revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any of the other 49 states, in addition to California.
- 4. Bonds, notes, warrants, or other evidences of indebtedness of any local agency within the State of California**, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the local agency, or by a department, board, agency, or authority of the local agency.
- 5. Federal agency or United States government-sponsored enterprise obligations, participations, or other instruments**, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.
- 6. Banker's Acceptances (BA)** otherwise known as Bills of Exchange or Time Drafts, both domestic and foreign, drawn on and accepted by a commercial bank.
- 7. Commercial Paper (CP)** of "prime" quality issued by corporations that are organized and operating within the United States and having total assets in excess of five hundred million dollars (\$500,000,000).
- 8. Negotiable Certificates of Deposit** issued by a nationally or state-chartered bank or a savings association or federal association, or by a federally- or state-licensed branch of a foreign bank.
- 9. Certificates of Deposit Account Registry Service (CDARS)** placed with a local CDARS member. CDARS are fully insured as to principal and interest that may be accrued by the Federal Deposit Insurance Corporation (FDIC) or the National Credit Union Administration (NCUA).
- 10. Collateralized Time Deposits** issued by a nationally or state-chartered bank or savings and loan association within the State of California with an overall rating of not less than "satisfactory"

in its most recent evaluation by the appropriate federal financial supervisorial agency of its record of meeting the credit needs of California's communities pursuant to Section 2906 of Title 12 of the United States Code.

11. Repurchase Agreements or Reverse Repurchase Agreements, or Securities Lending Agreement purchased in compliance with the Government Code 53601(j). Repurchase agreements must be issued by nationally or state-chartered banks or primary security dealers with whom the County Director of Finance has entered into a Master Repurchase Agreement.

12. Medium Term Corporate Notes (MTN), defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States.

13. Shares of Beneficial Interest issued by diversified management companies (1) that invests in the securities and obligations as authorized by subdivision (a) to (k), inclusive, or subdivisions (m) to (o) inclusive of Government Code 53601, and that comply with the investment restrictions of Article 2 of the Government Code (commencing with Section 53630), or (2) that are money market funds registered with the Securities and Exchange Commission under the Investment Company Act of 1940. (15 U.S.C. Sec 80a-1, and following.)

14. Local Agency Investment Fund (LAIF) an investment pool created by Government Code 16429.1 in which the State Treasurer invests pooled political subdivision funds.

15. Notes, Bonds, or other obligations secured by a valid first priority security interest in eligible securities listed in Section 53651 having a market value at least equal to that required by Section 53652.

16. Shares of beneficial interest issued by a joint powers authority organized pursuant to Section 6509.7 that invests in the securities and obligations authorized in subdivisions (a) to (q), inclusive. Each share shall represent an equal proportional interest in the underlying pool of securities owned by the joint powers authority. To be eligible under this section, the joint powers authority issuing the shares shall have retained an investment adviser that meets all of the following criteria:

- (1) The adviser is registered or exempt from registration with the Securities and Exchange Commission.
- (2) The adviser has not less than five years of experience investing in the securities and obligations authorized in subdivisions (a) to (q), inclusive.
- (3) The adviser has assets under management in excess of five hundred million dollars (\$500,000,000).

17. Supranational Debt Obligations United States dollar-denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development (IBRD), International Finance Corporation (IFC), or Inter-American Development Bank (IADB) only, eligible for purchase and sale within the United States. Authorized by CGC 53601 (q) and this policy.

B. RESTRICTIONS ON AUTHORIZED INVESTMENTS- In accordance with G.C. 53601.6, the County Treasury shall not invest any funds in inverse floaters, range notes, or mortgage derived interest-only strips. Additionally, no funds shall be invested in any security that could result in zero interest accrual if held to maturity. No funds shall be invested in Medium Term Corporate Notes with a make-whole call provision that, at time of purchase, are priced at a premium. No funds shall be invested in securities with a forward settlement date exceeding 45 days from the time of investment. No shares of beneficial interest will be purchased where the principal dollars invested are subject to daily net asset value (NAV) adjustments of the fund's portfolio except for the CalTrust. The Treasury shall not invest in financial options and futures contracts directly, but may purchase authorized investments of callable securities with imbedded call provisions. The Treasury will not purchase an authorized investment below the credit quality restriction of Schedule 2 - Investment Parameters, but may elect to hold an instrument to maturity that has been later downgraded by the nationally recognized statistical-rating organization i.e. Moody's, Standard and Poors, or Fitch.

C. COMPETITIVE BIDDING - Bids for investment products shall be taken from a minimum of three authorized institutions. Awards will be made giving consideration to safety, liquidity, a balanced portfolio, and diversification. Exceptions to the above would involve repurchase agreements, securities possessing unique characteristics which would make competitive bidding impractical, or market circumstances in which competitive bidding could be adverse to the best interest of the Director of Finance's investment program.

D. COLLATERALIZATION - In accordance with California Government Code 53652, **53601 (j)** full collateralization of public deposits is required for collateralized time deposits, collateralized bank money market accounts, and repurchase agreements. The Director of Finance may waive collateralization for that portion of any deposit that is fully insured by the FDIC per Government Code 53653.

VIII. INVESTMENT PARAMETERS

A. DIVERSIFICATION - The investments will be diversified by security type and institution within the percent restrictions of Government Code 53601, 53601.8, 53635, 53635.2, and 53635.8 or as further defined in Schedule 2, Investment Parameters. Percent restrictions shall be applicable only for the date of purchase. Any future percent deviations due to cash flow demands reducing the total investment portfolio shall not be considered out of compliance. Maximum investment amounts in any issuer name shall be limited as provided in the Investment Parameters on page 16.

B. MAXIMUM MATURITIES - Maturity limitations for each instrument type shall be restricted as provided in Government Code 53601, 53601.8, 53635, and 53635.8 or as further defined in Schedule 2 - Investment Parameters on page 16. No investment shall be made in any security, other than a security underlying a repurchase agreement authorized in this policy, which at the time of settlement has a term remaining to maturity in excess of five years, unless a

legislative body has granted express authority to make that investment either specifically or as part of an investment program approved by that legislative body no less than three months prior to the investment.

IX. REPORTING

A. METHODS - The County Director of Finance or designee shall prepare an investment report at least quarterly, including a succinct management summary that provides a clear picture of the status of the investment portfolio. This summary will be prepared in a manner which will allow the reader to ascertain whether investment activities have conformed to the investment policy.

The report will be provided within 45 days following the end of the quarter covered by the report and submitted to the County Board of Supervisors, County Administrative Officer, Finance Director, other members of the County Treasury Oversight Committee, and pool participants.

The report will include the following:

1. A Statement of Compliance with the Investment Policy.
2. A listing of individual securities and moneys held at the end of the reporting period to include:
 - (a) The type of instrument.
 - (b) The name of the issuer.
 - (c) Purchase date, maturity date, and days to maturity.
 - (d) Issuers rating. (Long term or short term, as appropriate)
 - (e) Par and dollar amount invested in each security.
 - (f) The current market value of securities as of the date of the report and the source of the valuation.
3. A statement estimating the ability of the County Treasury to meet its pool's expenditure requirement for the next six months.
4. A statement of the method of interest accounting used.
5. Portfolio Sector Allocation and Quality Allocation graphs.
6. A Statement of Interest Earnings Report for the Quarter.
7. If applicable, a description of any of the local agency's funds, investments, or programs, that are under the management of contracted parties, but excluding funds deposited into the Local Agency Investment Fund administered by the State Treasurer.

B. QUARTERLY INTEREST CALCULATION AND APPORTIONMENT - Gross interest for the quarter is the total interest earned on an accrual basis on the Treasury portfolio investments for that quarter. Administrative expenses pursuant to G.C. 27013 are deducted to arrive at net interest to be apportioned. Administrative expenses consist of audit expenses, direct

banking expenses, not otherwise recovered directly from Treasury depositors, safekeeping fees, plus actual quarterly Treasury operational expenses. The net earnings for the quarter are divided by the Treasury's total average daily balance creating an "interest allocation factor" or "daily interest factor" for each average dollar invested. Multiply the "interest allocation factor" by the quarterly average daily balance of each fund to determine the interest earnings for each fund. Interest is apportioned quarterly to all depositors in the Treasury pool. The "interest allocation factor" can be converted into the annualized quarterly interest rate; multiply the factor by the number of days in the year and divide that answer by the number of days in the quarter.

X. POLICY EXCEPTIONS & REVISIONS

A. EXEMPTION - Any previously legal investments that settled prior to the effective date and that no longer meet the current guidelines of this Policy, shall be exempted from the new requirements. At maturity or liquidation, such moneys shall be reinvested only as provided by this Policy.

Moneys held by a trustee or fiscal agent and pledged to the payment or security of bonds or other indebtedness, or obligations under a lease, installment sale, or other agreement of a local agency, or certificates of participation in those bonds, indebtedness, or lease installment sale, or other agreements, may be invested in accordance with the statutory provisions governing the issuance thereof. The proceeds of sales, or funds set aside for the repayment, of any notes or other indebtedness issued shall not be invested for a term that exceeds the term of the notes.

B. AMENDMENTS - This policy shall be reviewed at least on an annual basis. Any changes shall be submitted by the Director of Finance to the County Treasury Oversight Committee for consideration and comments, and the Board of Supervisors for review and approval.

**KINGS COUNTY DIRECTOR OF FINANCE'S
SCHEDULE 1 - STATEMENT OF AUTHORIZED FIRMS**

The Treasury is authorized to conduct investment security transactions with the following investment firms and broker/dealers, designated by the Federal Reserve Bank as primary government dealers or divisions of primary dealers. Security transactions with firms, other than those appearing on this list, are prohibited.

A. Firms designated by the Federal Reserve Bank as Primary Government Dealers or a division of a Primary Dealer:

UBS Financial Services Inc., an affiliate of UBS Securities LLC
RBC Capital Markets, LLC
Wells Fargo Securities, LLC
Cantor Fitzgerald & Co.
Daiwa Capital Markets America Inc.

B. Firms designated for the purchase of money market mutual funds pursuant to G.C. 53601 (l) and (p):

BlackRock
BMO Bank, NA

C. Firms designated for repurchase agreements with Master Repurchase Agreements on file:

UBS Financial Services Inc., an affiliate of UBS Securities LLC

D. State of California, Local Agency Investment Fund

E. Purchases directly from major issuers of commercial paper, bankers acceptances, negotiable certificates of deposit, or collateralized time deposits, meeting the requirements set forth in section 53635, 53601(g), 53601(i), 53601(n), respectively, and 53635.2 of the California Government Code.

To ensure compliance with the County Director of Finance's Investment Policy, firms designated in A and C above are supplied a complete copy of the policy and must certify having read it.



Erik Ureña, CPA, Director of Finance

Dated: January 1, 2026

SCHEDULE 2 – INVESTMENT PARAMETERS. (Revised 12/5/23)

AUTHORIZED INVESTMENTS	DIVERSIFICATION	PURCHASE RESTRICTIONS	MATURITY	CREDIT QUALITY (NRSRO)
U.S. Treasury notes, bills, bonds or other certificates of indebtedness	95% Max.	None	Max. 5 years	N/A
Notes, participations, or obligations issued by Federal agencies or United States government-sponsored enterprises (GSE)	85% Max.	None	Max. 5 years	N/A
Bonds, notes, warrants or certificates of indebtedness issued by the State of California or local agencies or County of Kings or any other State	20% or \$20mm Max.	None	Max. 5 years unless prior BOS approval	L/T rating A or A2 or better
Bankers Acceptances	40% Max.	Max. \$5mm any one name	Max. 180 days	S/T rating A-1 or P-1
Commercial paper of corporations organized and operating within the U.S. with total assets exceeding \$500 mm	40% Max.	Max. 10% in any one name, No Extendable CP	Max. 270 days.	AA- or Aa3 or better
State of California Local Agency Investment Fund	Max. Dollars allowed by State Treasurer	Max. Transactions allowed by State Treasurer	Overnight liquidity	S/T rating A-1 or P-1
Negotiable CD's issued by National or State chartered banks or a federally- or state- licensed branch of a foreign bank	25% Max. (CDs + CDARS)	G.C. 53638 policy restrictions	Max. 3 years	AA- or Aa3 or better
Certificates of Deposit Account Registry Service (CDARS) Collateralized Time Deposits.	25% Max. (CDs + CDARS)	G.C. 53601.8 & 53635.8 conditions apply	Max. 3 years	100% FDIC/NCLUA insured as to Principal and Interest
Repurchase Agreements with collateral restricted to U. S. Treasury, Federal Agencies, or United States government-sponsored enterprises (GSE)	10% Max.	Collateral policy restrictions G.C. 53601(n)	Max. 24 months	
Reverse Repurchase Agreements or Securities Lending on U.S. Treasury & Federal Agency Securities in portfolio	10% Max. with approval of the Director of Finance	Master Repurchase and Tri-Party Custodial Agreements to be on file. 102% haircut	Max. 1 year	
Corporate Notes on U.S. Corp or U.S. Subsidiary of a foreign corp.	30% Max.	G.C. 53601(j) Reverse Repurchase and Securities Lending restrictions	Max. 92 days unless guaranteed spread	
Asset Backed Securities on U.S. Corp.	0% Max.	Max. \$50mm any one name Make - Whole Call Restrictions	Max. 5 years	L/T rating AA- or Aa3 or better
Money Market mutual funds that invest in eligible securities meeting Government Code requirements.	20% Max.	Not authorized Fund 5 years or more old NAV pricing <i>restriction</i> No front or back loads	Not authorized Overnight liquidity	Not Authorized L/T rating: Highest rating from two NRSRO, i.e. AAA, Aaa, etc. Rretain Investment Advisor per G.C. 53601(l) & (p)
Supranationals – Washington dollar denominated IBRD, IFC or IADB	20% Max.	Max. 10% in any one name	Max. 5 years	L/T rating: Highest rating from two NRSRO, i.e. AAA, Aaa, etc.
California Asset Management Program - CAMP	10% per Name 15% Max.	Max. Transactions allowed by CAMP Administration	Overnight liquidity	N/A

APPENDIX A

COUNTY TREASURY OVERSIGHT COMMITTEE

Policy Statement and Authorized Practice Approved March 4, 1996

Treasury Restrictions on Withdrawal for External Investment

Authorization: Pursuant to Government Code Section 27130 and Kings County Board of Supervisor's Resolution No. 95-081, dated December 5, 1995, the Kings County Treasury Oversight Committee is authorized to establish criteria on the withdrawal of funds on deposit in the County Treasury investment pool for the purpose of investing or depositing those funds outside the County Treasury pool.

Request for Withdrawal: Any local agency, public entity, or public official that has funds on deposit in the County Treasury investment pool and that seeks to withdraw funds for external deposit or investment, shall first submit a request by resolution or minute order approved by the legislative or governing body for withdrawal of the funds.

Assessment of Withdrawal Impact: The County Director of Finance shall evaluate all requests for withdrawal to determine if the interests of the other Treasury depositors in the County Treasury pool will be adversely affected. If the County Director of Finance determines that the combined number of requests or total dollar amount requested is sufficient to constitute a "run on the treasury", no withdrawal requests shall be processed until the County Treasury Oversight Committee has reviewed the treasury financial position and assists the Director of Finance in establishing an action plan.

Approval or Disapproval: The County Director of Finance shall approve all requests upon the finding that other Treasury depositors will not be adversely affected. If other Treasury depositors are perceived to be adversely impacted, the County Director of Finance may postpone action on any withdrawal request until the County Treasury Oversight Committee has reviewed the situation.

Approved Withdrawal Criteria: Approved withdrawals will be processed dependent on availability of funds, the type of investments required to be liquidated, market conditions, settlement periods, and dollar amounts to be withdrawn. The following are target goals for withdrawals:

- a. If adequate liquidity exists in short-term investments and requires minimal liquidation and settlement, withdrawals of amounts up to \$1,000,000.00 shall be processed immediately upon the County Director of Finance's approval.
- b. If the County Treasury liquidity position is such as to require liquidation of more difficult investment(s), the below processing times shall apply based on the withdrawal dollar amounts and market factors.
 - (1). If the withdrawal amount is less than \$1,000,000.00, and favorable market conditions exist, requests shall be processed within three workdays.

(2). If the withdrawal amount is greater than \$1,000,000.00, or unfavorable market conditions exist, requests shall be processed within five workdays.

Disclaimer of Liability: Any and all funds withdrawn from the County Treasury investment pool for the purpose of investing or depositing such funds outside the pool shall become the responsibility of the legislative body requesting the action. The County Director of Finance or County of Kings shall in no manner be held responsible or liable for withdrawn funds or investments purchased with said funds. The request of any legislative body, by resolution or minute order, authorizing the withdrawal of funds for deposit or investment outside the County Treasury investment pool must provide a disclaimer of liability. The Director of Finance shall not honor any such withdrawal request if a disclaimer clause is not provided.

GLOSSARY OF TERMS

AGENCIES OR FEDERAL AGENCIES: Federal sponsored agency securities including discount notes, or interest-bearing notes, and bonds. The agencies were created by Congress to reduce the cost of capital for certain borrowing sectors of the economy deemed to be important enough to warrant assistance, such as farmers, homeowners, and students.

ASKED PRICE: The lowest price at which a dealer is willing to sell a security.

BANKERS ACCEPTANCES (BA'S): A time draft or bill of exchange that is accepted payment by banks engaged in financing of international trade. The accepting institution guarantees payment of the bill as well as the issuer.

BID: Price at which someone is willing here and now to purchase a security.

BOOK VALUE: The value at which a security is carried on the inventory list or other financial records of an investor. The Book Value may differ significantly from the security's current value in the market.

BROKER: Person or firm acting as intermediary between buyer and seller.

CALLABLE BOND: A bond issue in which all or part of its outstanding principal amount may be redeemed before maturity by the issuer under specified conditions.

CERTIFICATES OF DEPOSIT (CD'S): A time deposit with a specific maturity evidenced by a certificate. They are issued in two forms, negotiable and collateralized.

Negotiable Certificates of Deposit: May be sold by one holder to another prior to maturity. The issuing bank agrees to pay the amount of the deposit plus interest earned to the BEARER of the certificate at maturity.

Collateralized Time Deposits: These certificates are collateralized and are not money market instruments since they cannot be traded in the secondary market. They are issued on a fixed maturity basis and fixed payee.

CERTIFICATE OF DEPOSIT ACCOUNT REGISTRY SERVICES (CDARS): Certificates of Deposit that are placed by a member bank with commercial banks, savings banks, savings and loan associations, or credit unions, such that the principal and all accrued interest during the term of the certificate are fully insured by either the FDIC OR NCUA.

COLLATERAL: Securities pledged by a bank to secure deposits of public funds, or an asset pledged by a borrower to a lender.

COMMERCIAL PAPER: An unsecured short-term promissory note issued by corporations with maturities ranging from 2 to 270 days.

COUNTY TREASURY OVERSIGHT COMMITTEE: A committee established by Board of Supervisors Resolution No. 95-081, dated December 5, 1995 to allow local agency representatives participation in the policies that guide the investment of depositor funds. The primary responsibilities include: (1) review and monitor the County Director of Finance's investment policy, (2) cause an annual audit to be conducted to determine the county treasury's compliance, and (3) establish criteria for depositor withdrawal of funds for the purpose of investing or depositing outside the county treasury pool.

COUPON RATE: The annual rate of interest that a bond's issuer promises to pay the bondholder on the bond's face value.

DEALER: A dealer, as opposed to a broker, acts as a principal in all transaction, buying and selling for his own account.

DEBENTURE: A longer-term debt instrument issued by a corporation that is unsecured by other collateral. Hence, only the good faith and credit standing of the issuer backs the security.

DELIVERY VERSUS PAYMENT: There are two methods of delivery of securities: delivery vs. payment and delivery vs. receipt. Delivery vs. payment is delivery of securities with an exchange of money for the securities. Delivery vs. receipt is delivery of securities with an exchange of a signed receipt for the securities.

DISCOUNT: The difference between the cost price of a security and its maturity when quoted at lower than face value. A security selling below original offering price shortly after sale also is considered to be at a discount.

DISCOUNT SECURITIES: Non-interest-bearing money market instruments that are issued at a discount and redeemed at maturity for full face value, e.g. U.S. Treasury Bills

DIVERSIFICATION: A process of investing assets among a range of security types by sector, maturity, and quality rating.

DOLLAR WEIGHTED AVERAGE MATURITY: The sum of the amount of each outstanding investment multiplied by the number of days to maturity, divided by the total amount of outstanding investments.

FEDERAL CREDIT AGENCIES: Agencies of the Federal government set up to supply credit to various classes of institutions and individuals, e.g. S&L's, small business firms, students, farmers, farm cooperatives, and exporters.

FEDERAL DEPOSIT INSURANCE CORPORATION (FDIC): A federal agency that insures bank deposits, currently up to \$250,000 per deposit.

FEDERAL FARM CREDIT BANKS (FFCB): is a nationwide system of lending institutions that provide credit and related services to farmers, ranchers, producers and harvesters of agricultural products, and other farm related businesses.

FEDERAL FUNDS RATE: The rate of interest at which Fed funds are traded. This rate is currently pegged by the Federal Reserve through open-market operations.

FEDERAL HOME LOAN BANKS (FHLB): The institutions that regulate and lend to savings and loan association. The Federal Home Loan Banks play a role analogous to that played by the Federal Reserve Banks vis-à-vis member commercial banks.

FEDERAL HOME LOAN MORTGAGE CORPORATION (FHLMC) : is a federally chartered and stockholder-owned corporation. Freddie Mac purchases mortgage loans from qualified financial institutions and resales these loans in the form of guaranteed mortgage securities.

FEDERAL NATIONAL MORTGAGE ASSOCIATION (FNMA): FNMA, like GNMA was chartered under the Federal National Mortgage Association Act in 1938. FNMA is a federal corporation working under the auspices of the Department of Housing and Urban Development (HUD). It is the largest single provider of residential mortgage funds in the United States. Fannie Mae, as the corporation is called, is a private stockholder-owned corporation. The corporation's purchases include a variety of adjustable mortgages and second loans, in addition to fixed-rate mortgages. FNMA's securities are also highly liquid and are widely accepted. FNMA assumes and guarantees that all security holders will receive timely payment of principal and interest.

FEDERAL OPEN MARKET COMMITTEE (FOMC): Consists of seven members of the Federal Reserve Board and five of the twelve Federal Reserve Bank Presidents. The President of the New York Federal Reserve Bank is a permanent member, while the other Presidents serve on a rotating basis. The Committee periodically meets to set Federal Reserve guidelines regarding purchases and sales of Government Securities in the open market as a means of influencing the volume of bank credit and money.

FEDERAL RESERVE SYSTEM: The central bank of the United States created by Congress and consisting of a seven-member Board of Governors in Washington, D.C., 12 regional Federal Reserve Banks, their 24 branches, and all national and state banks that are members of the system.

FLOATER: A derivative that has its coupon determined by using the yield of other securities.

FUTURES: Futures contracts are the units of trading at a commodity exchange. They are legally binding agreements made within the confines of an exchange trading area. All futures contracts call for the purchase or sale of a physical commodity or financial instrument on dates from one month to more than two years in the future.

GOVERNMENT NATIONAL MORTGAGE ASSOCIATION (GNMA or Ginnie Mae) Securities influencing the volume of bank credit guaranteed by GNMA and issued by mortgage bankers, commercial banks, savings and loan associations, and other institution. Security holder is protected by full faith and credit of the U.S. Government. Ginnie MAE securities are backed by the FHA, VA, or FMHM mortgages. The term "passthroughs" is often used to describe Ginnie Maes.

GOVERNMENT-SPONSORED ENTERPRISES (GSE): General term for several privately owned, publicly chartered agencies created to reduce borrowing costs for certain sectors of the economy such as

farmers, homeowners and students. The GSEs that issue debt instruments include: Federal Home Loan Banks, Federal National Mortgage Association, Federal Home Loan Mortgage Corporation, Federal Farm Credit System, Federal Agricultural Mortgage Corporation, and the Student Loan Marketing Association.

LIQUIDITY: A liquid asset is one that can be converted easily and rapidly into cash without a substantial loss of value. In the money market, a security is said to be liquid if the spread between bid and asked prices is narrow and reasonable sales can be done at those quotes.

LOCAL AGENCY INVESTMENT FUND (LAIF): The aggregate of all funds from political subdivisions that are placed in the custody of the California State Treasurer for investment and reinvestment.

MARKET RISK: The risk that the value of a security will rise or decline as a result of changes in market conditions.

MARKET VALUE: The price at which a security is trading and could presumably be purchased or sold.

MASTER REPURCHASE AGREEMENT: A written contract covering all future transactions between the parties to repurchase - reverse repurchase agreements that establishes each party's rights in the transaction. A master agreement will often specify, among other things, the right of the buyer-lender to liquidate the underlying securities in the event of default by the seller-borrower.

MATURITY: The date upon which the principal or stated value of an investment becomes due and payable.

MONEY MARKET: The market in which short-term debt instruments (bills, commercial paper, banker's acceptances, etc.) are issued and traded.

MONEY MARKET MUTUAL FUND: Mutual funds that invest solely in money market instruments (short-term debt instruments, such as Treasury bills, commercial paper, bankers' acceptances, etc.).

NATIONALLY RECOGNIZED STATISTICAL-RATING ORGANIZATION (NRSRO)
Independent credit rating agencies which are utilized to analyze and rate the quality of the issuers underlying debt.

OFFER: The price asked by a seller of securities. (When you are buying securities, you ask for an offer.)

OPEN MARKET OPERATIONS: Purchases and sales of government and certain other securities in the open market by the New York Federal Reserve Bank as directed by the FOMC in order to influence the volume of money and credit in the economy. Purchases inject reserves into the bank system and stimulate growth of money and credit; sales have the opposite effect. Open market operations are the Federal Reserve's most important and most flexible monetary policy tool.

OPTIONS: The buyer of a call option has the right to buy the underlying security at fixed price. The option seller is obligated to sell the security if the buyer chooses to exercise the option.

PORTFOLIO: Collection of securities held by an investor.

PRIMARY DEALER: A group of government securities dealers who submit daily reports of market activity and positions and monthly financial statements to the Federal Reserve Bank of New York and are subject to its informal oversight. Primary dealers include Securities and Exchange Commission (SEC)-registered securities broker-dealer, banks and a few unregulated firms.

PRUDENT PERSON RULE: An investment standard. In California the law requires that a fiduciary, such as a trustee, may invest money only in a list of securities approved by the State, the authorized investments. The trustee may invest in a security if it is one, which would be bought by a prudent person of discretion and intelligence who is seeking a reasonable income and preservation of capital.

QUALIFIED PUBLIC DEPOSITORYIES: A financial institution which does not claim exemption from the payment of any sales or compensating use or ad valorem taxes under the laws of this state, which has segregated for the benefit of the commission eligible collateral having a value of not less than its maximum liability and which has been approved by the Public Deposit Protection Commission to hold public deposits.

RATE OF RETURN: The yield obtainable on a security based on its purchase price or its current market price. This may be the amortized yield to maturity on a bond or the current income return.

REINVESTMENT RISK: The risk that a fixed-income investor will be unable to reinvest income proceeds from a security holding at the same rate of return currently generated by that holding.

REPURCHASE AGREEMENT (RP or REPO): A holder of securities sells these securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. The security "buyer" in effect lends the "seller" money for the period of the agreement, and the terms of the agreement are structured to compensate him for this. Dealers use RP extensively to finance their positions. Exception: When the Fed is said to be doing RP, it is lending money, this is increasing bank reserves.

REVERSE REPURCHASE AGREEMENT: A dealer of securities buys securities from an investor with an agreement to sell them at a fixed price on a fixed date. The security "buyer" in effect lends the "seller" or "investor" money for the period of the agreement, and the terms of the agreement are structured to compensate the dealer for this. Investors use reverse-repos to meet temporary cash shortages without liquidating the investments.

SAFEKEEPING: A service to customers rendered by banks for a fee whereby securities and valuables of all types and descriptions are held in the bank's vaults for protection.

SECONDARY MARKET: A market made for the purchase and sale of outstanding issues following the initial distribution.

SECURITY: Any investment instrument authorized for purchase under Government Code 53601 or 53635.

SECURITIES AND EXCHANGE COMMISSION (SEC): Agency created by Congress to protect investor in securities transactions by administering securities legislation.

SECURITIES LENDING AGREEMENT: An agreement under which a local agency agrees to transfer securities to a borrower who, in turn, agrees to provide collateral to the local agency. During the term of the agreement, both the securities and the collateral are held by a third party. At the conclusion of the agreement, the securities are transferred back to the local agency in return for the collateral.

SUPRANATIONALS: An international organization, or union, whereby member states transcend national boundaries or interests to share in the decision-making and vote on issues pertaining to the wider grouping.

SURPLUS FUNDS: All moneys are not required to meet the banks demands on the treasury to redeem check warrants on any given day are considered "surplus funds" for investments.

TREASURY BILLS: A non-interest-bearing discount security issued by the U.S. Treasury to finance the national debt. Most bills are issued to mature in three months, six months, or one year.

TREASURY NOTES: A interest bearing security issued by the U.S. Treasury to finance the Federal debt with a maturity range of from zero to ten years.

TREASURY BOND: Long-term U.S. Treasury securities having initial maturities between ten to thirty years.

TRI-PARTY CUSTODIAL AGREEMENT: A third party custodian bank agrees to safekeep the repo collateral in a segregated custody account for the client. The custodian bank independently prices the collateral and ensures that the collateral is properly securitized.

UNIFORM NET CAPITAL RULE (SEC RULE 15C3-1): Securities and Exchange Commission requirement that member firms as well as nonmember broker-dealers in securities maintain a maximum ratio of indebtedness to liquid capital of 15 to 1; also called net capital rule and net capital ratio. Indebtedness covers all money owed to a firm, including margin loans and commitments to purchase securities, one-reason new public issues are spread among members of underwriting syndicates. Liquid capital includes cash and assets easily converted into cash.

YIELD: The rate of annual income return on an investment expressed as a percentage. (a) **INCOME YIELD** is obtained by dividing the current dollar income by the current market price for the security. (b) **NET YIELD** or **YIELD TO MATURITY** is the current income yield minus any premium above par or plus any discount from par in purchase price, with the adjustment spread over the period of the date of purchase to the date of maturity of the bond.

YIELD-TO-CALL (YTC): The rate of return an investor earns from a bond assuming the bond is redeemed (called) prior to its nominal maturity date.

YIELD CURVE: A graphic representation that depicts the relationship at a given point in time between yields and maturity for bonds that are identical in every way except maturity. A normal yield curve may be alternatively referred to as a positive yield curve.

YIELD-TO-MATURITY: The rate of return yielded by a debt security held to maturity when both interest payments and the investor's potential capital gain or loss are included in the calculation of return.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 13.2

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$476.28

Item: Increase Board Remuneration, Reimbursement, and Other Benefits by 5% as per Board Bylaw 9250.

Purpose:

Increase the Board Remuneration 5% from \$264.60 per month to \$277.83 per month based on the Board Bylaw 9250: Board Remuneration, Reimbursement and Other Benefits approved in December 2022. Effective January 2026.

2023: \$240.00

2024: \$252.00

2025: \$264.60

2026: \$277.83

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item : 13.3

To: Pioneer School Board Members

Date: January 21, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny

Fiscal Impact: \$102,854

Item: Consider AB1200 for the CSEA Bargaining Unit 2025-2026

Purpose:

**CERTIFICATION #1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF
COLLECTIVE BARGAINING AGREEMENT**

The disclosure document must be signed by the district Superintendent and chief Business officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Pioneer Union Elementary School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the **CSEA Bargaining Unit**, during the term of the agreement from July 1, 2025 to June 30, 2026.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

Budget Adjustment

Budget Adjustment Categories

Revenues/Other Financing Sources

**Budget Adjustment
Increase (Decrease)**

Expenditures/Other Financing Uses

\$102,854

Ending Balance Increase (Decrease)

(102,854.00)

Date of Budget Revisions: Dec. 17, 2025


District Superintendent
(Signature)

12/19/2025

Date


Chief Business Official
(Signature)

12/19/2025

Date

CERTIFICATION #2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement" in accordance with the requirements of AB1200 and Government Code Section 3547.5.

1/21/2026

District Superintendent (or Designee) Signature

Date

Shelley Leal

559-585-2400 ext. 4105

Contact Person

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 21, 2026 took action to approve the proposed Agreement with the CSEA Bargaining Unit.

1/21/2026

President (or Clerk), Governing Board Signature

Date

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

Pioneer Union Elementary School District

Bargaining Unit: CSEA Bargaining Unit

Certificated: _____ Classified: _____
New Agreement: _____ Reopener: X

The proposed agreement is a One year agreement that covers the period beginning July 1, 2025 and ending June 30, 2026 and will be acted upon by the Governing Board at its meeting on January 21, 2026.

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2025- 2026		Year 2 2026- 2027		Year 3 2027- 2028	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Base Salary	\$3,306,957	\$66,183	2.00%		0.00%		0.00%
2. Other Compensation	\$90,712	\$0.00	0.00%		0.00%		0.00%
3. Total Salary- (Sum of 1 & 2)	\$3,397,669	\$66,183	1.95%	\$0.00	0.00%	\$0.00	0.00%
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$1,133,905	\$21,771	1.92%		0.00%		0.00%
5. Health/Welfare Benefits - Increase (Decrease)	\$285,831	\$14,900	5.21%		0.00%		0.00%
6. Total Benefits - Total Lines 4(a) & 5(a)	\$1,419,736	\$36,671	2.58%	\$0	0.00%	\$0	0.00%
7. Total Compensation - Total Lines 3(a) & 6(a)	\$4,817,405	\$102,854	2.14%	\$0	0.00%	\$0	0.00%

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

Increase the salary schedule by 2% retro to July 1, 2025

Increase H/W cap to \$14,320.50 annually, effective January 1, 2026

B. Proposed negotiated changes in non-compensation items (class size adjustments, staff development days, teacher prep time, etc)

None

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None

D. What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language

None

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

E. Source of funding for proposed agreement

1. Current Year

General Fund

2. How will ongoing cost of the proposed agreement be funded in the future years?

General Fund

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

N/A

G. Provide a multi-year financial projection. Include all assumptions used in the projections, growth, COLA, etc

H. Certification

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement" in accordance with the requirements of AB1200 and Government Code Section 3547.5.


John R. Leal
District Superintendent Signature

12/19/2026

Date

Contact person: _____ Shelley Leal _____ Telephone: _____ 559-585-2400 _____

Impact of Proposed Agreement on Current Year Operating Budget*
In accordance with AB3141 (Statutes of 1994, Chapter 650) (EC42142)

Pioneer Union Elementary School District

Dec. 17, 2025 Budget Revisions	(Col. 1) Latest Board- Approved Budget	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	20,217,886			20,217,886
Remaining Revenues (8100-8799)	4,868,146		0	4,868,146
TOTAL REVENUES	25,086,032	0	0	25,086,032
EXPENDITURES:				
1000 Certificated Salaries	10,335,891			10,335,891
2000 Classified Salaries	3,930,497	66,183		3,996,680
3000 Employee Benefits	6,523,792	36,671		6,560,463
4000 Books and Supplies	1,179,416			1,179,416
5000 Services and Operating Expenses	3,468,280			3,468,280
6000 Capital Outlay	117,194			117,194
7000 Other	1,073,929			1,073,929
TOTAL EXPENDITURES	26,628,999	102,854	0	26,731,853
OPERATING SURPLUS (DEFICIT)	(1,542,967)	(102,854)	0	(1,645,821)
OTHER SOURCES AND TRANSFERS IN	60,102			60,102
OTHER USES AND TRANSFERS OUT	265,534			265,534
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(1,748,399)	(102,854)	0	(1,851,253)
BEGINNING BALANCE	9,593,356			9,593,356
CURRENT YEAR-END BALANCE	7,844,958			7,742,104
COMPONENTS OF ENDING BALANCE:				
No spendable (9711-9719)	22,302			22,302
Restricted (9740)	2,692,622			2,692,622
Committed (9750/9760)	0			0
Assigned (9780)	3,780,034			3,677,180
Reserve Economic Uncertainties (9789)	1,350,000			1,350,000
Unassigned/Unappropriated (9790)	0			0
	0	0	0	0

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 14.1

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact:

Item: Tentative Agreement with California School Employees and its Chapter 813

Purpose:

Consider the Tentative Agreement with CSEA and its Chapter 813 to complete negotiations for fiscal year 2025-26.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
and it's
CSEA Chapter 813
December 3, 2025
Tentative Agreement

The Pioneer Union Elementary School District and CSEA and its Chapter 813 hereby enter into a tentative agreement to complete 2025-26 reopen negotiations. The Parties agree to maintain current contract language except as follows:

Article 19: Health And Welfare Benefits

C. - Excess Costs: Effective January 1, ~~2025~~ 2026, the District's contribution toward health and welfare benefits shall be ~~\$13,611.00~~ fourteen thousand three-hundred twenty dollars (\$14,320.50) per qualified and eligible employee. If the total cost of health and welfare benefits exceeds the district maximum annual contribution per employee in any given fiscal year, the excess cost per month shall be deducted from the employee's monthly salary. Monthly payroll deductions shall begin with the pay warrant of the month in which total monthly health and welfare benefit plan cost exceeds the maximum monthly District contribution.

ARTICLE 20: PAY AND ALLOWANCES

A. The ~~2024-25~~ 2025-26 Salary Schedule is included in this agreement as appendix A. Employees who are qualified for range and/or longevity advancement will be provided with applicable salary increase(s).

NOTE: The salary schedule, appendix A, shall be increased by one percent (2%) retroactive to July 1, ~~2024~~ 2025.

ARTICLE 22: EFFECT OF AGREEMENT

A. The duration of this Agreement is July 1, ~~2024~~ 2025 through June 30, 2027.

D. The District and/or Union may reopen negotiations for the ~~2025/26~~ 2026-27 school years over Pay and Allowances (Article 20) and Health and Welfare Benefits (Article 19), and one additional article each.

This offer is applicable to employees recognized by the collective bargaining agreement between Pioneer Union Elementary School District and CSEA chapter 813 and employed in the Pioneer Union Elementary School District at the time of approval by the Pioneer Union Elementary School District Governing Board.

The District and CSEA Chapter 813 mutually agree to add holiday-related discussions to the 2026–2027 reopen negotiations. This item will be included without the need for the Chapter to propose it as an article.



Johnny Crain, CSEA Chapter 813 President

12-3-2025

Date



Natasha Andrews

12-03-2025

Date



Alex Ibarra

12-03-2025

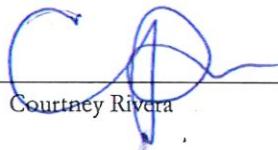
Date



Daniel Castenada

12-03-2025

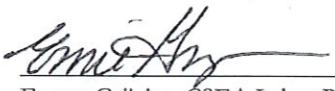
Date



Courtney Rivera

12/3/2025

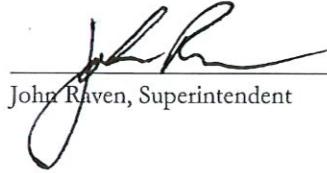
Date



Ernest Grijalva, CSEA Labor Relations Rep.

12/3/25

Date



John Raven, Superintendent

12/3/25

Date

PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 14.2

To: Pioneer School Board Members

Board Date: January 21, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Classified Salary Schedule - 2025/2026

Purpose:

Consider the following salary schedules for classified employees for 2025/2026

Pioneer Union Elementary School District
Classified Salary Schedule
2025/2026

	Title	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
A	LK Aide (1) Yard Duty Aide	\$18.79	\$19.35	\$19.93	\$20.53	\$21.15	\$21.79	\$22.44
B	Inst. Aide I (1) PS Teacher (1) Food Service Worker	\$19.35	\$19.93	\$20.53	\$21.15	\$21.79	\$22.44	\$23.10
C	Library Technician (1)	\$19.93	\$20.53	\$21.15	\$21.79	\$22.44	\$23.10	\$23.80
D	Inst. Aide II - SDC (1) Food Serv. Clerk/Worker	\$20.53	\$21.15	\$21.79	\$22.44	\$23.10	\$23.80	\$24.51
E	Behavioral Technician (1)	\$21.15	\$21.79	\$22.44	\$23.10	\$23.80	\$24.51	\$25.25
F		\$21.79	\$22.44	\$23.10	\$23.80	\$24.51	\$25.25	\$26.00
G		\$22.44	\$23.10	\$23.80	\$24.51	\$25.25	\$26.00	\$26.79
H	Custodian I Ground Maint. I Delivery Driver	\$23.10	\$23.80	\$24.51	\$25.25	\$26.00	\$26.79	\$27.58
I	Secretary I Custodian II	\$23.80	\$24.51	\$25.25	\$26.00	\$26.79	\$27.58	\$28.41
J	Lead Cook	\$24.51	\$25.25	\$26.00	\$26.79	\$27.58	\$28.41	\$29.25
K	Maintenance I Computer Site Technician	\$25.25	\$26.00	\$26.79	\$27.58	\$28.41	\$29.25	\$30.14
L	Bus Driver I Bus Driver/Custodian Bus Driver/Clerk Ground Maint. II	\$26.00	\$26.79	\$27.58	\$28.41	\$29.25	\$30.14	\$31.05
M	Secretary II Lead Technician	\$26.79	\$27.58	\$28.41	\$29.25	\$30.14	\$31.05	\$31.98
N	Maintenance II	\$27.58	\$28.41	\$29.25	\$30.14	\$31.05	\$31.98	\$32.95
O	EL Support Provider	\$28.41	\$29.25	\$30.14	\$31.05	\$31.98	\$32.95	\$33.94
P		\$29.25	\$30.14	\$31.05	\$31.98	\$32.95	\$33.94	\$34.96
Q		\$30.14	\$31.05	\$31.98	\$32.95	\$33.94	\$34.96	\$36.00
R		\$31.05	\$31.98	\$32.95	\$33.94	\$34.96	\$36.00	\$37.09
S	LVN	\$31.98	\$32.95	\$33.94	\$34.96	\$36.00	\$37.09	\$38.20
T		\$32.95	\$33.94	\$34.96	\$36.00	\$37.09	\$38.20	\$39.35
U	Maintenance Tech - HVAC	\$33.94	\$34.96	\$36.00	\$37.09	\$38.20	\$39.35	\$40.53
V		\$34.96	\$36.00	\$37.09	\$38.20	\$39.35	\$40.53	\$41.75
W	Data Analyst	\$36.00	\$37.09	\$38.20	\$39.35	\$40.53	\$41.75	\$43.00

District H/W cap: \$14,320.50 effective January 1, 2026

Board Approved: