

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/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

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

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

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