



REGULAR GOVERNING BOARD MEETING

AGENDA

Wednesday, June 10, 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 Legal Council - Potential Litigation. Initiation of Litigation Pursuant to paragraph (4) of subdivision (d) of section 54956.9 of the Government Code
 - 4.2 Employee Discipline/Dismissal/Release (Government Code section 54957)
 - 4.3 Conference with Real Property Negotiator; Agency Negotiator: Superintendent, John Raven (Government Code section 54956.8)
 - 4.4 Student Discipline or other confidential student matters (Education Code sections 35146,48918, 48900 et seq.,48912(b) and 49060 et seq., and 20 U.S.C. section 1232g)
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 Hearing - Local Control and Accountability Plan (LCAP)** - LCAP is available for public inspection at 1888 N. Mustang Dr.
10. **Public Hearing - Fiscal Budget 2026-27** - Budget is available for public inspection at 1888 N. Mustang Dr.

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).

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

12. **Consent Agenda**
 - 12.1 Approve Minutes for 5/20/26 and 6/3/26 Action
 - 12.2 Employee Resignation(s) Action
 - 12.3 New Hire(s) Action
 - 12.4 Interdistrict Requests 26/27 Action
 - 12.5 Interdistrict Requests Out 26/27 Action
 - 12.6 Donations Action
 - 12.7 Fingerprint/Certification Services with KCOE for 26/27 Action
 - 12.8 Warrants Action

13. **Curriculum and Instruction**
 - 13.1 School Plans for Student Achievement Action

14. **Human Resources**
 - 14.1 Consider Personnel Requests Action

15. **Finance**
 - 15.1 Consider Adoption of Board Delegation of Powers/Duties by Resolution #061026 Action
 - 15.2 Proposition 28 Arts and Music in School (AMS) Funding Annual Report Action
 - 15.3 Consider MOU with KCOE CYBHI Grant Action

16. **Board Reports**

17. **Adjourn**

PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 9

To: Pioneer School Board Members

Date: June 10, 2026

For:

- Information
- Discussion
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Public Hearing – Local Control and Accountability Plan

Purpose:

The Local Control and Accountability Plan is required as part of the Local Control Funding Formula by which Local Education Agencies are funded by the State. It is a three-year plan which is updated annually. The plan describes the district's goals and related actions to address the eight state priorities.

Education Code 52062 (b)(1) requires a school district to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 10

To: Pioneer School Board Members

Date: June 10, 2026

For:

- Information
- Discussion
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Public Hearing - 2026-27 Budget

Purpose:

On or before July 1 of each year, Education Code 42127 (a) (1) requires the governing board of each school district to hold a public hearing conducted in accordance with Section 42103 on the budget to be adopted for the subsequent fiscal year.

REGULAR GOVERNING BOARD MEETING

MINUTES

Wednesday, May 20, 2026

1. **Call to Order** - Mr. Woods called the meeting to order at 5:30 p.m.
2. **Roll Call**
 - 2.1 Board Members Present - Mr. Woods, Mrs. Avila, Mrs. Darpli, Mr. Sippel
 - 2.2 Board Members Absent - Mrs. Kuehn
3. **Public Comments on Closed Session Items** - No comments
4. **Adjourn to Closed Session** - Mr. Woods adjourned the meeting to close session at 5:31 p.m.
 - 4.1 Public Employee Employment, Superintendent (Government Code 54957)
 - 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
 - 4.3 Employee Discipline/Dismissal/Release (Government Code section 54957)
 - 4.4 Conference with Real Property Negotiator; Agency Negotiator: Superintendent, John Raven (Government Code section 54956.8)
 - 4.5 Student Discipline or other confidential student matters (Education Code sections 35146,48918, 48900 et seq.,48912(b) and 49060 et seq., and 20 U.S.C. section 1232g)
5. **Reconvene to Open Session** - Mr. Woods reconvened to open session at 6:05 p.m. Mrs. Kuehn arrived during close session.
 - 5.1 Report Closed Session Action - Mr. Woods reported no action was taken during close session
6. **Pledge of Allegiance**
7. **Board Adoption of the Agenda** - Mrs. Darpli motioned to approve the agenda as presented. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mrs. Kuehn - yes, Mr. Woods - yes
Passed/Unan.
8. **Superintendent Report** - Mr. Raven reported that our current enrollment is 1689. The District has submitted it's LCAP draft to the county for review. The District has been working on plans for next year and will be holding it's first Leadership Academy. The IT Department has been busy installing new cameras across all sites. Fiscal Services is working to prioritize expenditures and budget planning. Human Resources has been addressing staffing needs and Special Education has been addressing student needs. All sites have been busy with CAASP testing. Pioneer Middle School had a successful college and career day. The annual eighth grade banquet will be held on May 28 and the grade graduation will be held on June 2. All fifth grade students had the opportunity to visit the Middle School. Frontier Elementary recently had a family game night that was enjoyed by Frontier families.
9. **Public Hearing: Proposed Acquisition of Property for Future School Site (Education Code 17211)** - Mr. Woods opened the public hearing at 6:12 p.m. Mr. Raven reported a correction to the acreage is actually 16.44. No comments were made. Mr. Woods closed the hearing at 6:14 p.m.
10. **Public Comments** - Mrs. Hoskins thanked Mr. Raven for meeting the site representatives to have conversations about topics and concerns. She is looking forward to a continued partnership.
11. **Consent Agenda** - Mrs. Dapli motioned to approve the consent agenda. Mr. Raven introduced Mr. Raul Luna, the incoming Assistant Superintendent of Fiscal Services. His first day will be July 1, 2026. Mr. Luna thanked the board for the opportunity. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mrs. Kuehn - yes, Mr. Woods - yes
Passed/Unan.
12. **Curriculum and Instruction**
 - 12.1 Teaching Fellows Agreement for Middle School PASE 2026/27 - Mrs. Darpli motioned to approve the agreement. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mrs. Kuehn - yes, Mr. Woods - yes
Passed/Unan.

12.2 Final Educator Effectiveness Plan -

Informational

13. Superintendent

- 13.1 Resolution #052026B Ordering Governing Board Member Elections; Consolidation of Elections - Mrs. Kuehn motioned to approve resolution 052026B. Mr. Sippel seconded the motion. Roll call vote: Mrs. Kuehn - yes Mr. Sippel - yes Mrs. Avila - yes Mrs. Darpli - yes Mr. Woods - yes Passed/Unan.
- 13.2 Consideration of, and action on, Resolution #052026C Authorizing Property Purchase, Identifying CEQA Exemption, Delegation of Authority - Mrs. Darpli motioned to approve resolution 052026C. Mrs. Avila seconded the motion. Roll call vote: Mrs. Darpli - yes Mrs. Avila - yes Mr. Sippel - yes Mrs. Keuhn - yes Mr. Woods - yes Passed/Unan.

14. Finance

- 14.1 Bid Threshold Increase Resolution #052026 - Mrs. Darpli motioned to approve resolution 052026. Mrs. Avila seconded the motion. Roll call vote: Mrs. Darpli - yes Mrs. Avila - yes Mr. Sippel - yes Mrs. Keuhn - yes Mr. Woods - yes Passed/Unan.
- 14.2 Consider Adoption of Resolution #052026A-Education Protection Account Spending - Mrs. Darpli motioned to approve resolution 052026. Mrs. Kuehn seconded the motion. Roll call vote: Mrs. Darpli - yes Mrs. Kuehn - yes Mr. Sippel - yes Mrs. Avila - yes Mr. Woods - yes Passed/Unan.
- 14.3 Consider Approving the Consolidated Application for 2026/27 - Mrs. Darpli motioned to approve the Consolidation Application for 2026/27. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes Mr. Sippel - yes, Mrs. Keuhn - yes, Mr. Woods - yes Passed/Unan.
- 14.4 Consider Approving the J-13A Waiver 2025-26- Mrs. Darpli motioned to approve the J-13A Waiver for 2025/26. Mrs. Kuehn seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mrs. Avila - yes Mr. Woods - yes Passed/Unan.
- 14.5 Consider renewal of Lunch Assist Program 2026-27 - Mrs. Kuehn motioned to approve the program renewal for 26/27. Mrs. Avila seconded the motion. Vote: Mrs. Kuehn - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mrs. Darpli - yes, Mr. Woods - yes Passed/Unan.
- 14.6 Consider Approving LUHS bus rental for field trip - Mrs. Kuehn motioned to approve. Mr. Sippel seconded the motion. Vote: Mrs. Kuehn - yes, Mr. Sippel - yes, Mrs. Darpli - yes, Mrs. Avila - yes, Mr. Woods - yes Passed/Unan.

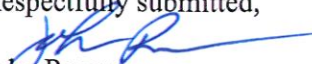
15. Board Reports - Mrs. Avila thanked everyone and wished everyone a wonderful summer. Mrs. Kuehn thanked everyone for their hard work, enjoy your summer and she welcomed Mr. Luna. Mr. Sippel thanked everyone and shared, that we have come a long way this year. Mrs. Darpli appreciated all the everyone does and welcomed Mr. Luna. Mr. Woods thanked Mr. Luna for joining Pioneer. He enjoyed the awards dinner and thanked Calvie for all her hard work.

16. Adjourn to Closed Session - Mr. Woods adjourned to close session at 6:36 p.m.
16.1 Public Employee Employment, Superintendent (Government Code 54957)

17. Reconvene to Open Session - Mr Woods reconvened to open session at 7:36 p.m.
17.1 Report Closed Session Action - Mr. Woods reported that no action was taken close session.

18. Adjourn - Mr. Woods adjourned the meeting at 7:36 p.m.

Respectfully submitted,


John Raven
Secretary to the Board

SPECIAL GOVERNING BOARD MEETING

MINUTES

Wednesday, June 3, 2026

1. **Call to Order** - Mr. Woods called the meeting to order at 5:30 p.m.
2. **Roll Call**
 - 2.1 Board Members Present - Mr. Woods, Mrs. Avila, Mrs. Darpli, Mr. Woods
 - 2.2 Board Members Absent - Mrs. Kuehn
3. **Pledge of Allegiance**
4. **Public Comments** - No comments
5. **Public Hearing: Extended School Year Waiver** - Mr. Woods opened the hearing at 5:31 p.m. No comments were made. Mr. Woods closed the hearing at 5:32 p.m.
6. **Adjournment** - Mr. Woods adjourned the meeting at 5:32 p.m.

Respectfully submitted,



John Raven
Secretary to the Board

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PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 12.2

To: Pioneer School Board Members

Board Date: June 10, 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>
Rachel Tirado	Instructional Aide I	June 5, 2026
Carlos Flores	Bus Driver/Delivery Driver	June 5, 2026
Larissa Cuadros	Instructional Aide I	June 5, 2026
Carmen Martinez	Food Services Worker	June 8, 2026

PIONEER UNION ELEMENTARY SCHOOL DISTRICT Agenda Item Form

Item: 12.3

To: Pioneer School Board Members

Board Date: June 6, 2026

For: Board Meeting Action
 Information First Reading

Recommendation: Approve Deny

Fiscal Impact:

Item: New Hire(s)- 26/27

Purpose:

Employee Name

Mary Froberg
Nicole Medeiros
Maddison Tomey
Michell Cabello
Erica Othon

Position

Registered Nurse
Teacher - Art
Teacher - Multiple Subject
Teacher - Multiple Subject
Psychologist - Intern

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 12.4

To: Pioneer School Board Members

Board Date: June 10, 2026

For: Board Meeting Action
 Information First Reading

Recommendation: Approve Deny

Fiscal Impact:

Item: Consider Inter-District Requests for 2026-2027

Purpose:

	First Name	Last Name	Grade	From District:	Status	Recommendation	Year
1			3	Lemoore	New	Lottery	2026-27
2			K	HESD	New	Lottery	2026-27
3			1	HESD	New	Lottery	2026-27
4			7	HESD	New	Lottery	2026-27
5			6	HESD	New	Lottery	2026-27
6			K	HESD	New	Lottery	2026-27
7			5	HESD	New	Lottery	2026-27
8			7	HESD	New	Lottery	2026-27
9			4	HESD	New	Lottery	2026-27
10			3	HESD	New	Lottery	2026-27
11			1	HESD	New	Lottery	2026-27
12			7	HESD	New	Lottery	2026-27
13			7	HESD	New	Lottery	2026-27
14			4	Lemoore	New	Lottery	2026-27
15			7	Lemoore	New	Lottery	2026-27
16			3	HESD	New	Lottery	2026-27
17			2	HESD	New	Lottery	2026-27
18			7	HESD	New	Lottery	2026-27
19			3	HESD	New	Lottery	2026-27
20			3	HESD	New	Lottery	2026-27
21			6	HESD	New	Lottery	2026-27

22			7	HESD	New	Lottery	2026-27
23			3	HESD	New	Lottery	2026-27
24			7	HESD	New	Lottery	2026-27
25			7	HESD	New	Lottery	2026-27
26			8	Armona	New	Lottery	2026-27
27			1	Corcoran	New	Lottery	2026-27
28			1	HESD	Current	Approve	2026-27
29			TK	HESD	New	Lottery	2026-27
30			K	HESD	New	Lottery	2026-27
31							

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 12.5

To: Pioneer School Board Members

Board Date: June 10, 2026

For: Board Meeting Action
 Information First Reading

Recommendation: Approve Deny

Fiscal Impact:

Item: Consider Inter-District Requests Out for 2026-27

Purpose:

	First Name	Last Name	Grade	Request To:	Recommendation	Year
1			4	HESD	Approve	2026-27
2			TK	HESD	Approve	2026-27
3			1	HESD	Approve	2026-27
4			7	HESD	Approve	2026-27
5			5	HESD	Approve	2026-27
6			3	HESD	Approve	2026-27
7			2	HESD	Approve	2026-27
8			4	Armona	Approve	2026-27
9			1	Armona	Approve	2026-27
10			2	Lemoore	Approve	2026-27
11			TK	HESD	Approve	2026-27
12			6	HESD	Approve	2026-27
13			7	HESD	Approve	2026-27
14			6	HESD	Approve	2026-27
15			TK	Kit Carson	Approve	2026-27
16			1	Kit Carson	Approve	2026-27
17			6	Armona	Approve	2026-27
18			K	Armona	Approve	2026-27
19			7	HESD	Approve	2026-27
20			4	HESD	Approve	2026-27
21			K	HESD	Approve	2026-27
22			K	HESD	Approve	2026-27

23			TK	HESD	Approve	2026-27
24			3	HESD	Approve	2026-27
25			8	HESD	Approve	2026-27
26			5	HESD	Approve	2026-27
27			1	HESD	Approve	2026-27
28			K	Riverdale	Approve	2026-27
29			8	HESD	Approve	2026-27
30			3	HESD	Approve	2026-27
31			1	HESD	Approve	2026-27
32			3	HESD	Approve	2026-27
33			5	HESD	Approve	2026-27
34			3	HESD	Approve	2026-27
35			1	HESD	Approve	2026-27
36			TK	HESD	Approve	2026-27
37			5	HESD	Approve	2026-27
38			TK	HESD	Approve	2026-27
39			TK	HESD	Approve	2026-27
40			TK	HESD	Approve	2026-27
41			K	HESD	Approve	2026-27
42			6	HESD	Approve	2026-27
43			K	Armona	Approve	2026-27
44			3	HESD	Approve	2026-27
45			8	Kit Carson	Approve	2026-27
46			3	Kit Carson	Approve	2026-27
47			5	Kit Carson	Approve	2026-27
48			3	Kit Carson	Approve	2026-27
49			7	Kit Carson	Approve	2026-27
50			1	Kit Carson	Approve	2026-27
51			4	Kit Carson	Approve	2026-27
52			2	Armona	Approve	2026-27
53			TK	Armona	Approve	2026-27
54			K	HESD	Approve	2026-27
55			1	HESD	Approve	2026-27
56			3	HESD	Approve	2026-27
57			K	HESD	Approve	2026-27
58			8	Corcoran	Approve	2026-27
59			TK	HESD	Approve	2026-27
60			2	HESD	Approve	2026-27
61			TK	Armona	Approve	2026-27
62			6	HESD	Approve	2026-27
63			5	HESD	Approve	2026-27
64			TK	HESD	Approve	2026-27
65			5	HESD	Approve	2026-27

66			4	HESD	Approve	2026-27
67			3	HESD	Approve	2026-27
68			7	HESD	Approve	2026-27
69			1	HESD	Approve	2026-27
70			TK	HESD	Approve	2026-27
71			3	HESD	Approve	2026-27
72			K	HESD	Approve	2026-27
73			5	HESD	Approve	2026-27
74			K	HESD	Approve	2026-27
75			5	Riverdale	Approve	2026-27
76			TK	HESD	Approve	2026-27
77			TK	HESD	Approve	2026-27
78			1	Lemoore	Approve	2026-27
79			3	Lemoore	Approve	2026-27
80			TK	Lemoore	Approve	2026-27
81			6	Lemoore	Approve	2026-27
82			TK	HESD	Approve	2026-27
83			2	HESD	Approve	2026-27
84						

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 12.6

To: Pioneer School Board Members

Date: June 10, 2026

For: Board Meeting Action
 Information First Reading

Recommendation: Approve Deny

Fiscal Impact:

Item: Donations

Purpose:

From: **Frontier PTC**

To: Frontier Elementary School

For: Field Trip Expenses for 25-26 School Year

Amount: \$15,000



Pioneer Union Elementary School District
Donation Approval Form

Person Or Entity Making The Donation: Frontier PTC

Description of Donation:

Field Trip Expenses for 26-27 school year.

Actual or Estimated Value: \$ 15,000.00

Donation to:

- Pioneer Elementary School
- Frontier Elementary School
- Pioneer Middle School
- Child Care
- Pioneer Union Elementary School District

Donation of one-thousand dollars or less must be approved by the superintendent, donations greater than one-thousand dollars must be approved by the governing board (BP 3290).

Superintendent:

Approved

Deny

Signature: _____ Date: _____

Governing Board:

Date of Board Action: _____

PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 12.7

To: Pioneer School Board Members

Board Date: June 10, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Fingerprinting Agreement with KCOE for 2026/2027

Purpose: (write summary or justification)

Agreement with Kings County Office of Education to provide fingerprinting services for hiring of personnel.

FINGERPRINTING AND CERTIFICATION OF CERTIFICATED SUBSTITUTES,
CLASSIFIED SUBSTITUTES, AND NEW DISTRICT EMPLOYEES
AGREEMENT

THIS AGREEMENT made between the Kings County Office of Education, hereinafter called "SUPERINTENDENT", and the Pioneer Union Elementary School District, hereinafter called "DISTRICT", provides FINGERPRINTING AND CERTIFICATION services to the District for the 2026-27 school year.

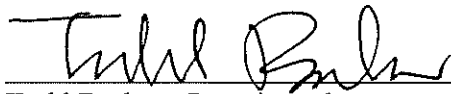
The Superintendent agrees to furnish to the District Fingerprinting and Certification services by staff of the Superintendent as specified on the Attachments.

FOR AND IN CONSIDERATION of the Fingerprinting and Certification services provided to the District by the Superintendent, the District agrees to pay to the Superintendent an amount determined to be \$27.04 per FTE Teacher for Level I (Certificated Substitute Employees) services or \$42.19 per FTE Teacher for Level II (additional New District Employees and Classified Substitute Employees) services, based on the October 2024 FTE from Data Quest (or equivalent information). Please check choice of service:

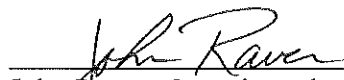
_____ **Level I Service**
Certificated Substitute Employees
Classified Substitute Employees
@ \$27.04/FTE

Level II Service
Certificated Substitute Employees
New District Employees
Classified Substitute Employees
Volunteers
@ additional \$15.15/FTE for a Total of \$42.19/FTE

IN WITNESS WHEREOF the Superintendent of the District and the Superintendent of Schools of Kings County have affixed their signatures on the June 3rd day of June, 2026



Todd Barlow, Superintendent
Kings County Office of Education



John Raven, Superintendent
Pioneer Union Elementary School District

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 12.8

To: Pioneer School Board Members

Date: June 10, 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.

Requested By: magdalenom

For Payments Due By 5/22/2026

05/21/2026

3:51:47PM

Comments =

Vendor	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 - 260653		05/17/2026	IMCV-M7KY-FRFN	0100-67620-0-1160-1000-430000-500-0000	P	\$1,204.11	\$0.00	\$0.00
PO - 260658		05/13/2026	IP1Q-JG66-JKC3	0100-00000-0-0000-8200-430000-000-0000	F	\$217.72	\$0.00	\$0.00
PV - 260862		04/26/2026	13YR-6NXY-DPYF	0100-11000-0-1110-1000-430000-338-0000		\$172.15	\$0.00	\$0.00
PV - 260862		04/20/2026	1NG1-V3PN-MPX6	0100-11000-0-1110-1000-430000-338-0000		\$230.20	\$0.00	\$0.00
Total Amount for Warrant						\$1,824.18	\$0.00	\$0.00
Total Amount Per Vendor						\$1,824.18	\$0.00	\$0.00
3850 CALIFORNIA TEACHING FELLOWS FDN								
PO - 260034		04/30/2026	56810 April	0100-26000-0-1110-1000-580004-500-0000	P	\$1,611.86	\$0.00	\$0.00
Total Amount for Warrant						\$1,611.86	\$0.00	\$0.00
Total Amount Per Vendor						\$1,611.86	\$0.00	\$0.00
1545 FAST CU								
PO - 260568		05/16/2026	Applic.com App	0100-65000-0-5760-1110-580000-100-0000	F	\$299.99	\$0.00	\$0.00
PO - 260674		05/19/2026	VistaPrint Magnets	0100-00000-0-0000-7100-430000-100-0000	F	\$264.97	\$0.00	\$0.00
Total Amount for Warrant						\$564.96	\$0.00	\$0.00
Total Amount Per Vendor						\$564.96	\$0.00	\$0.00
3064 ISLAND PHOTOGRAPHY								
PO - 260256		04/04/2026	YB26-13347 FES Yrbk	0100-00230-0-1110-4100-580000-300-0000	F	\$2,532.29	\$0.00	\$0.00
PO - 260349		05/08/2026	YB26_13479 PES Yrbk	0100-00230-0-1110-4100-580000-200-0000	F	\$1,972.19	\$0.00	\$0.00
Total Amount for Warrant						\$4,504.48	\$0.00	\$0.00
Total Amount Per Vendor						\$4,504.48	\$0.00	\$0.00
243 JOHNSTONE SUPPLY								
* PO - 260671		05/13/2026	S3037675.001	0100-81500-0-0000-8110-430000-200-0000	P	\$97.88	\$0.00	\$0.00
* PO - 260671		05/14/2026	S3037081.001	0100-81500-0-0000-8110-430000-300-0000	P	\$409.13	\$0.00	\$0.00
* PV - 260851		05/13/2026	S3038479.001 PO647	0100-81500-0-0000-8110-430000-000-0000		\$261.95	\$0.00	\$0.00
Total Amount of Payment						\$768.96	\$0.00	\$0.00
Total Amount Per Vendor						\$768.96	\$0.00	\$0.00
2613 KINGS INDUSTRIAL OCC. MED. CTR INC								
PV - 260861		05/05/2026	343512 DOT M.Pires	0100-03330-0-0000-3600-580000-000-0000		\$100.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 5/22/2026

05/21/2026

3:51:47PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
2613 KINGS INDUSTRIAL OCC. MED. CTR INC								
Total Amount for Warrant						\$100.00	\$0.00	\$0.00
Total Amount Per Vendor						\$100.00	\$0.00	\$0.00
299 LOZANO SMITH								
PV - 260860		05/11/2026	2277350	0100-11000-0-0000-7100-580010-100-0000		\$6,501.00	\$0.00	\$0.00
PV - 260860		05/11/2026	2277351	0100-11000-0-0000-7100-580010-100-0000		\$11,831.00	\$0.00	\$0.00
PV - 260860		05/11/2026	2277352	0100-00000-0-0000-7100-580010-100-0000		\$246.00	\$0.00	\$0.00
Total Amount for Warrant						\$18,578.00	\$0.00	\$0.00
Total Amount Per Vendor						\$18,578.00	\$0.00	\$0.00
4240 MARISCOS COLIMA RESTAURANT								
PV - 260855		05/20/2026	TacoDinnerFundraiser	0800-82100-0-1110-4100-430000-500-0000		\$2,338.20	\$0.00	\$0.00
Total Amount for Warrant						\$2,338.20	\$0.00	\$0.00
Total Amount Per Vendor						\$2,338.20	\$0.00	\$0.00
332 MOVIES 8								
PV - 260853		04/06/2026	LK Field Trip6/10/26	1200-00370-0-8500-6000-580000-000-0000		\$100.00	\$0.00	\$0.00
Total Amount for Warrant						\$100.00	\$0.00	\$0.00
PV - 260854		04/06/2026	LK Field Trip6/25/26	1200-00370-0-8500-6000-580000-000-0000		\$750.00	\$0.00	\$0.00
Total Amount for Warrant						\$750.00	\$0.00	\$0.00
Total Amount Per Vendor						\$850.00	\$0.00	\$0.00
4446 OFF THE VINE LLC								
PO - 260553		03/19/2026	1002	0100-00380-0-1110-4100-580000-800-0000	F	\$5,774.05	\$0.00	\$0.00
Total Amount for Warrant						\$5,774.05	\$0.00	\$0.00
Total Amount Per Vendor						\$5,774.05	\$0.00	\$0.00
4320 PROCARE SOFTWARE								
PV - 260857		04/13/2026	INV1205407	1200-05300-0-0001-6000-580008-000-0000		\$474.00	\$0.00	\$0.00
PV - 260857		04/13/2026	INV1205407	1200-00370-0-8500-6000-580008-000-0000		\$474.00	\$0.00	\$0.00
Total Amount for Warrant						\$948.00	\$0.00	\$0.00
Total Amount Per Vendor						\$948.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 5/22/2026

05/21/2026

3:51:47PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
4561 SCHOOL SITE SOLUTIONS INC								
PV - 260856		05/18/2026	2022658	2500-90100-0-0000-8500-610000-400-0000		\$202.50	\$0.00	\$0.00
Total Amount for Warrant						\$202.50	\$0.00	\$0.00
Total Amount Per Vendor						\$202.50	\$0.00	\$0.00
4399 SKY ZONE VISALIA								
PO - 260544		04/27/2026	PES Field Trip6/2/26	0100-00380-0-1110-1000-580000-818-0000	F	\$1,935.12	\$0.00	\$0.00
Total Amount for Warrant						\$1,935.12	\$0.00	\$0.00
Total Amount Per Vendor						\$1,935.12	\$0.00	\$0.00
3051 SoCal Gas								
PV - 260858		05/19/2026	047369099S9 May MS	0100-00000-0-0000-8200-550010-500-0000		\$322.99	\$0.00	\$0.00
Total Amount for Warrant						\$322.99	\$0.00	\$0.00
Total Amount Per Vendor						\$322.99	\$0.00	\$0.00
4459 THE ICE BOX SHAVED ICE								
PV - 260852		04/06/2026	LK Snowcones 6/4/26	1200-00370-0-8500-6000-580000-000-0000		\$325.00	\$0.00	\$0.00
Total Amount for Warrant						\$325.00	\$0.00	\$0.00
Total Amount Per Vendor						\$325.00	\$0.00	\$0.00
4631 TREVIPAY								
PO - 260605		05/14/2026	25f44719 Snacks	1200-00370-0-8500-6000-430006-000-0000	P	\$340.15	\$0.00	\$0.00
PO - 260605		05/15/2026	d691a317 snacks	1200-00370-0-8500-6000-430006-000-0000	P	\$37.74	\$0.00	\$0.00
PO - 260605		05/15/2026	0b665d4c snacks	1200-00370-0-8500-6000-430006-000-0000	F	\$62.04	\$0.00	\$0.00
PO - 260605		05/14/2026	25f44719 supplies	1200-00370-0-8500-6000-430000-000-0000	F	\$120.21	\$0.00	\$0.00
Total Amount for Warrant						\$560.14	\$0.00	\$0.00
Total Amount Per Vendor						\$560.14	\$0.00	\$0.00
2485 ULINE INC								
* PO - 260659		05/11/2026	207916391	0100-00000-0-0000-8200-430000-000-0000	F	\$801.87	\$0.00	\$0.00
Total Amount of Payment						\$801.87	\$0.00	\$0.00
Total Amount Per Vendor						\$801.87	\$0.00	\$0.00
3677 VALLEY TONER SUPPLY								

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 5/22/2026

05/21/2026

3:51:47PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
3677 VALLEY TONER SUPPLY								
PO - 260179		05/19/2026	4860	0100-00240-0-0000-7700-933000-999-0000	P	\$1,082.50	\$0.00	\$0.00
Total Amount for Warrant						\$1,082.50	\$0.00	\$0.00
Total Amount Per Vendor						\$1,082.50	\$0.00	\$0.00

Total Amount of all Payments **\$43,092.81**

Total Number of Checks to print: 17 \$41,521.98

Total Number of Credit Card Payments: 2 \$1,570.83

	Use Tax
Total Transfer for Use Tax	Taxable Amount Tax Amount
	\$0.00 \$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 5/29/2026

05/28/2026

3:57:38PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB---SI---L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
1403 A. S. DANIELSON'S INC								
* PO - 260552		05/27/2026	74A11E74	0100-00380-0-1110-1000-560000-821-0000	F	\$1,201.95	\$0.00	\$0.00
Total Amount of Payment						\$1,201.95	\$0.00	\$0.00
Total Amount Per Vendor						\$1,201.95	\$0.00	\$0.00
3210 AMAZON CAPITAL SERVICES INC								
CM - 260059		05/27/2026	163C-L7VY-47GK POC	0100-00000-0-0000-9200-430000-000-0000		-\$36.01	\$0.00	\$0.00
PO - 260653		05/26/2026	194F-G9FC-96W4	0100-67620-0-1160-1000-430000-500-0000	F	\$29.88	\$0.00	\$0.00
PO - 260653		05/23/2026	1K11-73KV-MDXW	0100-67620-0-1160-1000-430000-500-0000	P	\$140.71	\$0.00	\$0.00
Total Amount for Warrant						\$134.58	\$0.00	\$0.00
Total Amount Per Vendor						\$134.58	\$0.00	\$0.00
1676 ATKINSON ANDELSON LOYA RUUD & ROMO								
PV - 260863		04/30/2026	789389 April	2500-90100-0-0000-7200-580010-400-0000		\$1,791.56	\$0.00	\$0.00
Total Amount for Warrant						\$1,791.56	\$0.00	\$0.00
Total Amount Per Vendor						\$1,791.56	\$0.00	\$0.00
4524 CALIFORNIA TURF EQUIPMENT & SUPPLY INC								
PO - 260620		05/18/2026	718801	0100-81500-0-0000-8400-650000-300-0000	F	\$24,703.59	\$0.00	\$0.00
PO - 260620		05/18/2026	718801	0100-81500-0-0000-8400-430000-300-0000	F	\$497.77	\$0.00	\$0.00
Total Amount for Warrant						\$25,201.36	\$0.00	\$0.00
Total Amount Per Vendor						\$25,201.36	\$0.00	\$0.00
106 CITY OF HANFORD								
PV - 260873		05/15/2026	27301 SRO 25-26	0100-67620-0-1110-3130-560000-500-0000		\$50,000.00	\$0.00	\$0.00
PV - 260873		05/15/2026	27301 SRO 25-26	0100-00000-0-1110-3130-580000-300-0000		\$14,400.00	\$0.00	\$0.00
PV - 260873		05/15/2026	27301 SRO 25-26	0100-00000-0-1110-3130-580000-200-0000		\$14,400.00	\$0.00	\$0.00
PV - 260873		05/15/2026	27301 SRO 25-26	0100-00000-0-1110-3130-580000-500-0000		\$19,200.00	\$0.00	\$0.00
Total Amount for Warrant						\$98,000.00	\$0.00	\$0.00
Total Amount Per Vendor						\$98,000.00	\$0.00	\$0.00
2050 DIGITECH INTEGRATION INC								
PO - 260566		05/20/2026	8950	1400-00000-0-0000-8110-650000-500-0000	F	\$37,305.00	\$0.00	\$0.00
Total Amount for Warrant						\$37,305.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 5/29/2026

05/28/2026

3:57:38PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
Total Amount Per Vendor						\$37,305.00	\$0.00	\$0.00
2099 ERNEST PACKAGING SOLUTIONS								
PV - 260867		05/20/2026	91373728	0100-00000-0-0000-8200-430000-000-0000		\$520.84	\$0.00	\$0.00
Total Amount for Warrant						\$520.84	\$0.00	\$0.00
Total Amount Per Vendor						\$520.84	\$0.00	\$0.00
263 KINGS COUNTY OFFICE OF EDUCATION								
PV - 260866		05/21/2026	261316 LiveScanApr26	0100-00000-0-0000-7400-580060-100-0000		\$32.00	\$0.00	\$0.00
PV - 260866		05/21/2026	261316 LiveScanApr26	0100-11000-0-1110-1000-580060-500-0000		\$47.00	\$0.00	\$0.00
PV - 260868		05/26/2026	261331 IonlAideFeb-A	0100-65460-0-5760-9200-714240-000-0000		\$10,000.00	\$0.00	\$0.00
PV - 260868		05/26/2026	261331 IonlAideFeb-A	0100-65000-0-5760-9200-714240-000-0000		\$55,924.29	\$0.00	\$0.00
PV - 260869		05/21/2026	261308 StopPmtMar26	0100-00000-0-0000-7300-580000-100-0000		\$15.50	\$0.00	\$0.00
Total Amount for Warrant						\$66,018.79	\$0.00	\$0.00
Total Amount Per Vendor						\$66,018.79	\$0.00	\$0.00
265 KINGS COUNTY TROPHY								
PO - 260677		05/25/2026	20964 Athletics	0100-90100-0-1135-4200-580000-500-0000	F	\$166.71	\$0.00	\$0.00
PO - 260678		05/25/2026	20963 Academics	0100-11000-0-1110-1000-430000-901-0000	F	\$316.09	\$0.00	\$0.00
Total Amount for Warrant						\$482.80	\$0.00	\$0.00
Total Amount Per Vendor						\$482.80	\$0.00	\$0.00
2587 LAWRENCE TRACTOR CO INC								
PV - 260865		05/19/2026	808289	0100-81500-0-0000-8400-430000-200-0000		\$37.08	\$0.00	\$0.00
Total Amount for Warrant						\$37.08	\$0.00	\$0.00
Total Amount Per Vendor						\$37.08	\$0.00	\$0.00
4670 MCDERMONT FIELD HOUSE								
PO - 260681		05/22/2026	6396 FieldTrip5/22	0100-00300-0-1110-1000-580000-838-0000	F	\$1,640.00	\$0.00	\$0.00
Total Amount for Warrant						\$1,640.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,640.00	\$0.00	\$0.00
3893 SARA ALLEIN								
PV - 260871		05/27/2026	Rcimb StdntCouncilSup	0100-11000-0-1110-2700-430000-200-0000		\$30.05	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 5/29/2026

05/28/2026

3:57:38PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
3893 SARA ALLEIN								
Total Amount for Warrant						\$30.05	\$0.00	\$0.00
Total Amount Per Vendor						\$30.05	\$0.00	\$0.00
2333 SCHOOL NURSE SUPPLY INC								
+	PO - 260618	05/15/2026	INV1093343	0100-11000-0-1110-3140-430000-500-0000	F	\$480.20	\$0.00	\$0.00
Total Amount of Payment						\$480.20	\$0.00	\$0.00
Total Amount Per Vendor						\$480.20	\$0.00	\$0.00
3094 SMITH SIGN AND DECAL INC								
	PV - 260870	05/19/2026	6899	0100-90100-0-1135-4200-580000-500-0000		\$350.00	\$0.00	\$0.00
Total Amount for Warrant						\$350.00	\$0.00	\$0.00
Total Amount Per Vendor						\$350.00	\$0.00	\$0.00
4447 SOUTHWEST TRANSPORTATION AGENCY								
	PV - 260864	05/19/2026	260295	0100-03330-0-0000-3600-560001-000-0000		\$1,700.72	\$0.00	\$0.00
	PV - 260864	05/19/2026	260295 45DayInspectn	0100-03330-0-0000-3600-580020-000-0000		\$937.50	\$0.00	\$0.00
Total Amount for Warrant						\$2,638.22	\$0.00	\$0.00
Total Amount Per Vendor						\$2,638.22	\$0.00	\$0.00
2869 TENCI BROWN								
	PV - 260872	05/27/2026	StaffAppreciationRei	0100-11000-0-0000-2700-430000-300-0000		\$162.50	\$0.00	\$0.00
Total Amount for Warrant						\$162.50	\$0.00	\$0.00
Total Amount Per Vendor						\$162.50	\$0.00	\$0.00
Total Amount of all Payments								\$235,994.93
Total Number of Checks to print:		14	\$234,312.78			Use Tax		
Total Number of Credit Card Payments:		2	\$1,682.15			Taxable Amount	Tax Amount	
Total Transfer for Use Tax						\$0.00	\$0.00	

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/3/2026

06/02/2026

12:34:19PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Amount Tax
1403 A. S. DANIELSON'S INC								
PV - 260874		05/27/2026	74A11E74	Ref:PO#552 0100-00380-0-1110-1000-560000-821-0000		\$1,201.95	\$0.00	\$0.00
Total Amount for Warrant						\$1,201.95	\$0.00	\$0.00
Total Amount Per Vendor						\$1,201.95	\$0.00	\$0.00
Total Amount of all Payments								\$1,201.95
Total Number of Checks to print:			1	\$1,201.95			Use Tax	
Total Number of Credit Card Payments:			0			Taxable Amount	Tax Amount	
Total Transfer for Use Tax						\$0.00	\$0.00	

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax	
4515 101VOICE									
PV - 260889		06/01/2026	IN91185	June	0100-00000-0-0000-8200-590010-000-0000		\$1,753.55	\$0.00	\$0.00
Total Amount for Warrant						\$1,753.55	\$0.00	\$0.00	
Total Amount Per Vendor						\$1,753.55	\$0.00	\$0.00	
3210 AMAZON CAPITAL SERVICES INC									
PO - 260672		05/27/2026	163C-L7VY-CHXT		0100-67620-0-1160-1000-430000-500-0000	F	\$999.78	\$0.00	\$0.00
PO - 260682		06/03/2026	1CWC-H7FG-TXVH		0100-00000-0-0000-8200-430000-000-0000	F	\$526.40	\$0.00	\$0.00
PV - 260893		06/02/2026	1G9D-4PW7-CXWX	P	0100-00240-0-1110-1000-430000-500-0000		\$155.50	\$0.00	\$0.00
Total Amount for Warrant						\$1,681.68	\$0.00	\$0.00	
Total Amount Per Vendor						\$1,681.68	\$0.00	\$0.00	
4671 ANGELA MENDES									
PV - 260891		06/03/2026	Mileage Reimb	May	1300-53100-0-0000-3700-520000-000-0000		\$21.75	\$0.00	\$0.00
Total Amount for Warrant						\$21.75	\$0.00	\$0.00	
Total Amount Per Vendor						\$21.75	\$0.00	\$0.00	
36 AUTOMATED OFFICE SYSTEMS									
PV - 260879		05/28/2026	AR185609	MSL	0100-00000-0-0000-7200-430003-500-0000		\$50.09	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	MSSS	0100-00000-0-1110-2700-430003-500-0000		\$123.23	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	DO	0100-00000-0-0000-7200-430003-100-0000		\$67.93	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	PESL	0100-00000-0-0000-7200-430003-200-0000		\$296.18	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	PESO	0100-00000-0-1110-2700-430003-200-0000		\$158.69	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	PESL	0100-00000-0-0000-7200-430003-200-0000		\$230.83	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	BO	0100-00000-0-0000-7300-430003-100-0000		\$30.31	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	MSO	0100-00000-0-1110-2700-430003-500-0000		\$14.66	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	MSL	0100-00000-0-0000-7200-430003-500-0000		\$164.96	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	FESO	0100-00000-0-1110-2700-430003-300-0000		\$150.88	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	FESL	0100-00000-0-0000-7200-430003-300-0000		\$232.19	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	FESL	0100-00000-0-0000-7200-430003-300-0000		\$209.67	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	CHILDCAR	1200-05300-0-0001-6000-430003-000-0000		\$16.83	\$0.00	\$0.00
PV - 260879		05/28/2026	AR185609	CHILDCAR	1200-00370-0-8500-6000-430003-000-0000		\$16.83	\$0.00	\$0.00
Total Amount for Warrant						\$1,763.28	\$0.00	\$0.00	

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$1,763.28	\$0.00	\$0.00
4524 CALIFORNIA TURF EQUIPMENT & SUPPLY INC								
PO - 260676		05/28/2026	719742	0100-81500-0-0000-8400-430000-000-0000	F	\$249.22	\$0.00	\$0.00
Total Amount for Warrant						\$249.22	\$0.00	\$0.00
Total Amount Per Vendor						\$249.22	\$0.00	\$0.00
4216 CENCAL AUTO & TRUCK PARTS INC								
PO - 260641		05/28/2026	516464	0100-03330-0-0000-3600-430050-000-0000	F	\$85.34	\$0.00	\$0.00
PO - 260643		05/05/2026	514514	0100-00000-0-0000-8200-430000-000-0000	P	\$93.61	\$0.00	\$0.00
PO - 260643		05/06/2026	514624	0100-00000-0-0000-8200-430000-000-0000	P	\$91.74	\$0.00	\$0.00
PO - 260643		05/08/2026	514811	0100-00000-0-0000-8200-430000-000-0000	P	\$6.88	\$0.00	\$0.00
PO - 260643		05/08/2026	514798	0100-00000-0-0000-8200-430000-000-0000	P	\$47.62	\$0.00	\$0.00
PO - 260643		05/08/2026	514857	0100-00000-0-0000-8200-430000-000-0000	F	\$57.89	\$0.00	\$0.00
Total Amount for Warrant						\$383.08	\$0.00	\$0.00
Total Amount Per Vendor						\$383.08	\$0.00	\$0.00
106 CITY OF HANFORD								
PV - 260876		05/28/2026	12104755	0100-00000-0-0000-8200-550030-300-0000		\$1,629.09	\$0.00	\$0.00
PV - 260876		05/28/2026	12104750	0100-00000-0-0000-8200-550030-300-0000		\$284.65	\$0.00	\$0.00
PV - 260876		05/28/2026	12104750	0100-00000-0-0000-8200-550050-300-0000		\$982.41	\$0.00	\$0.00
PV - 260876		05/28/2026	11395000	0100-00000-0-0000-8200-550030-500-0000		\$4,178.89	\$0.00	\$0.00
PV - 260876		05/28/2026	11395000	0100-00000-0-0000-8200-550050-500-0000		\$931.84	\$0.00	\$0.00
Total Amount for Warrant						\$8,006.88	\$0.00	\$0.00
Total Amount Per Vendor						\$8,006.88	\$0.00	\$0.00
544 DELL COMPUTER CORPORATION								
PO - 260166		05/27/2026	10876824641	0100-67700-0-1133-1000-430000-200-0000	P	\$200.25	\$0.00	\$0.00
PO - 260166		06/02/2026	10877405767	0100-67700-0-1133-1000-430000-200-0000	F	\$205.25	\$0.00	\$0.00
PO - 260166		05/27/2026	10876824641	0100-67700-0-1133-1000-430000-300-0000	P	\$200.25	\$0.00	\$0.00
PO - 260166		06/02/2026	10877405767	0100-67700-0-1133-1000-430000-300-0000	F	\$205.25	\$0.00	\$0.00
Total Amount for Warrant						\$811.00	\$0.00	\$0.00
Total Amount Per Vendor						\$811.00	\$0.00	\$0.00
4648 DIVERSEY INC								

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
4648 DIVERSEY INC								
PO - 260551		04/18/2026	135559298	0100-00000-0-0000-8200-640000-500-0000	F	\$15,414.94	\$15,414.94	\$1,271.73
Total Amount for Warrant						\$15,414.94	\$15,414.94	\$1,271.73
Total Amount Per Vendor						\$15,414.94	\$15,414.94	\$1,271.73
4285 EMPIRE SUPPLY CO INC								
PO - 260642		05/19/2026	2036000	0100-81500-0-0000-8110-430000-000-0000	F	\$23.91	\$0.00	\$0.00
Total Amount for Warrant						\$23.91	\$0.00	\$0.00
Total Amount Per Vendor						\$23.91	\$0.00	\$0.00
2099 ERNEST PACKAGING SOLUTIONS								
PO - 260683		05/28/2026	91377944	0100-00000-0-0000-8200-430000-000-0000	P	\$6.19	\$0.00	\$0.00
PO - 260684		05/29/2026	91378776	0100-00000-0-0000-8200-430000-000-0000	F	\$11.14	\$0.00	\$0.00
Total Amount for Warrant						\$17.33	\$0.00	\$0.00
Total Amount Per Vendor						\$17.33	\$0.00	\$0.00
1545 FAST CU								
PO - 260103		06/02/2026	EasyTimeClkMay	0100-00240-0-0000-7200-580008-999-0000	P	\$218.50	\$0.00	\$0.00
PO - 260106		06/05/2026	Jetpack June	0100-00240-0-0000-7700-580008-999-0000	F	\$19.80	\$0.00	\$0.00
PV - 260894		05/26/2026	Staples:Copies	0100-00000-0-0000-7200-430000-100-0000		\$1.04	\$0.00	\$0.00
Total Amount for Warrant						\$239.34	\$0.00	\$0.00
Total Amount Per Vendor						\$239.34	\$0.00	\$0.00
2203 FRESNO MOBILE RADIO INC								
PO - 260099		05/31/2026	72306 June	0100-03330-0-0000-3600-580000-000-0000	F	\$224.00	\$0.00	\$0.00
PO - 260099		05/31/2026	72306 June	0100-11000-0-1110-2700-580000-500-0000	F	\$14.00	\$0.00	\$0.00
Total Amount for Warrant						\$238.00	\$0.00	\$0.00
Total Amount Per Vendor						\$238.00	\$0.00	\$0.00
1028 GOPHER SPORT								
PO - 260652		05/18/2026	IN516544	0100-67620-0-1160-1000-440000-500-0000	F	\$1,600.08	\$0.00	\$0.00
Total Amount for Warrant						\$1,600.08	\$0.00	\$0.00
Total Amount Per Vendor						\$1,600.08	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
1190 HANFORD EQUIPMENT CO INC								
PO - 260591		05/21/2026	30382	0100-81500-0-0000-8400-430000-000-0000	P	\$28.32	\$0.00	\$0.00
Total Amount for Warrant						\$28.32	\$0.00	\$0.00
Total Amount Per Vendor						\$28.32	\$0.00	\$0.00
676 HOME DEPOT								
PO - 260579		04/28/2026	8021156	0100-81500-0-0000-8110-430000-000-0000	P	\$127.25	\$0.00	\$0.00
PO - 260579		04/29/2026	7310669	0100-81500-0-0000-8110-430000-000-0000	P	\$86.57	\$0.00	\$0.00
PO - 260579		04/29/2026	7310668	0100-81500-0-0000-8110-430000-000-0000	P	\$113.07	\$0.00	\$0.00
PO - 260579		04/30/2026	6523895	0100-81500-0-0000-8110-430000-000-0000	P	\$367.84	\$0.00	\$0.00
PO - 260579		04/13/2026	3514029	0100-81500-0-0000-8110-430000-000-0000	F	\$40.16	\$0.00	\$0.00
PO - 260580		04/14/2026	2514145	0100-00000-0-0000-8200-430000-000-0000	P	\$181.71	\$0.00	\$0.00
PO - 260580		04/24/2026	2510001	0100-00000-0-0000-8200-430000-000-0000	P	\$174.21	\$0.00	\$0.00
PO - 260580		04/21/2026	5523330	0100-00000-0-0000-8200-430000-000-0000	P	\$104.39	\$0.00	\$0.00
PO - 260580		04/22/2026	4013840	0100-00000-0-0000-8200-430000-000-0000	P	\$73.46	\$0.00	\$0.00
PO - 260580		04/20/2026	6523263	0100-00000-0-0000-8200-430000-000-0000	P	\$136.40	\$0.00	\$0.00
PO - 260580		04/16/2026	0514341	0100-00000-0-0000-8200-430000-000-0000	F	\$117.78	\$0.00	\$0.00
PO - 260615		04/15/2026	1387398	0100-11000-0-0000-2700-430000-500-0000	F	\$123.49	\$0.00	\$0.00
PO - 260638		05/04/2026	2510907	0100-81500-0-0000-8110-430000-000-0000	P	\$313.83	\$0.00	\$0.00
PO - 260638		05/06/2026	0511139	0100-81500-0-0000-8110-430000-000-0000	P	\$34.70	\$0.00	\$0.00
PO - 260638		05/12/2026	4511640	0100-81500-0-0000-8110-430000-000-0000	P	\$259.32	\$0.00	\$0.00
PO - 260638		05/11/2026	5524565	0100-81500-0-0000-8110-430000-000-0000	P	\$107.32	\$0.00	\$0.00
PO - 260638		05/01/2026	5201622	0100-81500-0-0000-8110-430000-000-0000	P	\$10.22	\$0.00	\$0.00
PO - 260639		05/08/2026	8511339	0100-00000-0-0000-8200-430000-000-0000	P	\$76.05	\$0.00	\$0.00
PO - 260639		05/08/2026	8511312	0100-00000-0-0000-8200-430000-000-0000	P	\$84.45	\$0.00	\$0.00
PV - 260883		04/24/2026	2622802	0100-00000-0-0000-8200-430000-000-0000		\$37.54	\$0.00	\$0.00
PV - 260883		04/27/2026	9610868	0100-00000-0-0000-8200-430000-000-0000		\$61.09	\$0.00	\$0.00
PV - 260883		05/05/2026	1511017	0100-00000-0-0000-8200-430000-000-0000		\$327.89	\$0.00	\$0.00
PV - 260883		04/16/2026	13632	0100-00240-0-1110-2420-430000-999-0000		\$55.16	\$0.00	\$0.00
PV - 260883		04/14/2026	2514142	0100-00000-0-0000-8200-430000-000-0000		\$137.04	\$0.00	\$0.00
Total Amount for Warrant						\$3,150.94	\$0.00	\$0.00
Total Amount Per Vendor						\$3,150.94	\$0.00	\$0.00

4299 IMPERIAL BAG & PAPER CO LLC

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
4299 IMPERIAL BAG & PAPER CO LLC								
PV - 260888		05 / 06 / 2026	41615345	1300-53100-0-0000-3700-430000-000-0000		\$512.98	\$0.00	\$0.00
PV - 260888		05 / 13 / 2026	41704436	1300-53100-0-0000-3700-430000-000-0000		\$1,323.12	\$0.00	\$0.00
PV - 260888		05 / 13 / 2026	41704437	1300-53100-0-0000-3700-430000-000-0000		\$171.76	\$0.00	\$0.00
PV - 260888		05 / 27 / 2026	41860891	1300-53100-0-0000-3700-430000-000-0000		\$401.12	\$0.00	\$0.00
Total Amount for Warrant						\$2,408.98	\$0.00	\$0.00
Total Amount Per Vendor						\$2,408.98	\$0.00	\$0.00
4559 JEREMY SALAZAR								
PV - 260890		06 / 04 / 2026	Mileage Reimb May	1300-53100-0-0000-3700-520000-000-0000		\$25.01	\$0.00	\$0.00
Total Amount for Warrant						\$25.01	\$0.00	\$0.00
Total Amount Per Vendor						\$25.01	\$0.00	\$0.00
243 JOHNSTONE SUPPLY								
* PO - 260647		05 / 20 / 2026	S3043707.001	0100-81500-0-0000-8110-430000-200-0000	P	\$97.94	\$0.00	\$0.00
* PV - 260877		06 / 01 / 2026	S3047557.001 PO#647	0100-81500-0-0000-8110-430000-000-0000		\$342.03	\$0.00	\$0.00
Total Amount of Payment						\$439.97	\$0.00	\$0.00
Total Amount Per Vendor						\$439.97	\$0.00	\$0.00
2614 MID VALLEY DISPOSAL INC								
PV - 260887		06 / 01 / 2026	3523675 June	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
4174 MID VALLEY OFFICIAL ASSOCIATION								
PV - 260878		05 / 22 / 2026	Baseball&SoftballOffic	0100-90100-0-1135-4200-580000-500-0000		\$1,590.00	\$0.00	\$0.00
Total Amount for Warrant						\$1,590.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,590.00	\$0.00	\$0.00
366 PITNEY BOWES GLOBAL FINANCIAL SVCS LLC								
PV - 260880		05 / 30 / 2026	3107913934 PES Apr-J	0100-11000-0-1110-9100-743900-200-0000		\$170.96	\$0.00	\$0.00
PV - 260880		05 / 30 / 2026	3107910228 MS Apr-Ju	0100-11000-0-1110-9100-743900-500-0000		\$177.95	\$0.00	\$0.00
Total Amount for Warrant						\$348.91	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$348.91	\$0.00	\$0.00
377 PRODUCERS DAIRY FOODS INC.								
PV - 260886		05 / 01 / 2026	59607015	1300-53100-0-0000-3700-470000-000-0000		\$171.69	\$0.00	\$0.00
PV - 260886		05 / 05 / 2026	3422612570	1300-53100-0-0000-3700-470000-000-0000		\$195.53	\$0.00	\$0.00
PV - 260886		05 / 08 / 2026	3422612810	1300-53100-0-0000-3700-470000-000-0000		\$171.69	\$0.00	\$0.00
PV - 260886		05 / 12 / 2026	59620391	1300-53100-0-0000-3700-470000-000-0000		\$244.82	\$0.00	\$0.00
PV - 260886		05 / 15 / 2026	59623905	1300-53100-0-0000-3700-470000-000-0000		\$171.69	\$0.00	\$0.00
PV - 260886		05 / 19 / 2026	59628695	1300-53100-0-0000-3700-470000-000-0000		\$244.82	\$0.00	\$0.00
PV - 260886		05 / 22 / 2026	59632205	1300-53100-0-0000-3700-470000-000-0000		\$195.53	\$0.00	\$0.00
PV - 260886		05 / 27 / 2026	59636968	1300-53100-0-0000-3700-470000-000-0000		\$122.41	\$0.00	\$0.00
PV - 260886		05 / 29 / 2026	59641101	1300-53100-0-0000-3700-470000-000-0000		\$122.41	\$0.00	\$0.00
PV - 260886		05 / 01 / 2026	59606999	1300-53100-0-0000-3700-470000-000-0000		\$317.93	\$0.00	\$0.00
PV - 260886		05 / 05 / 2026	59606998	1300-53100-0-0000-3700-470000-000-0000		\$414.89	\$0.00	\$0.00
PV - 260886		05 / 08 / 2026	59615496	1300-53100-0-0000-3700-470000-000-0000		\$367.21	\$0.00	\$0.00
PV - 260886		05 / 12 / 2026	59620376	1300-53100-0-0000-3700-470000-000-0000		\$367.21	\$0.00	\$0.00
PV - 260886		05 / 15 / 2026	59623894	1300-53100-0-0000-3700-470000-000-0000		\$342.57	\$0.00	\$0.00
PV - 260886		05 / 19 / 2026	59628684	1300-53100-0-0000-3700-470000-000-0000		\$441.14	\$0.00	\$0.00
PV - 260886		05 / 22 / 2026	59632196	1300-53100-0-0000-3700-470000-000-0000		\$414.89	\$0.00	\$0.00
PV - 260886		05 / 27 / 2026	59636958	1300-53100-0-0000-3700-470000-000-0000		\$268.65	\$0.00	\$0.00
PV - 260886		05 / 01 / 2026	3422612144	1300-53100-0-0000-3700-470000-000-0000		\$317.93	\$0.00	\$0.00
PV - 260886		05 / 05 / 2026	59607016	1300-53100-0-0000-3700-470000-000-0000		\$197.14	\$0.00	\$0.00
PV - 260886		05 / 08 / 2026	59615503	1300-53100-0-0000-3700-470000-000-0000		\$367.21	\$0.00	\$0.00
PV - 260886		05 / 12 / 2026	59620392	1300-53100-0-0000-3700-470000-000-0000		\$417.31	\$0.00	\$0.00
PV - 260886		05 / 15 / 2026	59623906	1300-53100-0-0000-3700-470000-000-0000		\$341.77	\$0.00	\$0.00
PV - 260886		05 / 19 / 2026	59628696	1300-53100-0-0000-3700-470000-000-0000		\$294.10	\$0.00	\$0.00
PV - 260886		05 / 22 / 2026	59632206	1300-53100-0-0000-3700-470000-000-0000		\$343.38	\$0.00	\$0.00
PV - 260886		05 / 27 / 2026	59636969	1300-53100-0-0000-3700-470000-000-0000		\$367.21	\$0.00	\$0.00
PV - 260886		05 / 29 / 2026	59641102	1300-53100-0-0000-3700-470000-000-0000		\$294.10	\$0.00	\$0.00
Total Amount for Warrant						\$7,515.23	\$0.00	\$0.00
Total Amount Per Vendor						\$7,515.23	\$0.00	\$0.00
401 ROLLER TOWNE OF VISALIA INC								
* PO - 260319		05 / 29 / 2026	212 FieldTrip5/29/26	0100-00380-0-1110-1000-580000-838-0000	F	\$550.00	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
401 ROLLER TOWNE OF VISALIA INC								
Total Amount of Payment						\$550.00	\$0.00	\$0.00
Total Amount Per Vendor						\$550.00	\$0.00	\$0.00
403 ROTARY CLUB OF HANFORD								
PV - 260892		06/01/2026	5426826	June'26 Dues	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
2650 SHERWIN-WILLIAMS CO								
PO - 260119		05/05/2026	76698191400526		0100-00000-0-0000-8200-430000-000-0000	\$49.36	\$0.00	\$0.00
PO - 260119		05/28/2026	84338191400526		0100-00000-0-0000-8200-430000-000-0000	\$429.50	\$0.00	\$0.00
PO - 260119		05/28/2026	84346191400526		0100-00000-0-0000-8200-430000-000-0000	\$10.85	\$0.00	\$0.00
Total Amount for Warrant						\$489.71	\$0.00	\$0.00
Total Amount Per Vendor						\$489.71	\$0.00	\$0.00
441 SMART & FINAL								
PV - 260884		05/04/2026	3760161238602		1300-53100-0-0000-3700-470000-000-0000	\$89.50	\$0.00	\$0.00
Total Amount for Warrant						\$89.50	\$0.00	\$0.00
Total Amount Per Vendor						\$89.50	\$0.00	\$0.00
3051 SoCal Gas								
PV - 260875		05/29/2026	05431744001	May PES	0100-00000-0-0000-8200-550010-200-0000	\$211.56	\$0.00	\$0.00
PV - 260875		05/29/2026	05221744005	May PES	0100-00000-0-0000-8200-550010-200-0000	\$18.24	\$0.00	\$0.00
PV - 260875		05/29/2026	07951744007	May PES	0100-00000-0-0000-8200-550010-200-0000	\$7.89	\$0.00	\$0.00
Total Amount for Warrant						\$237.69	\$0.00	\$0.00
Total Amount Per Vendor						\$237.69	\$0.00	\$0.00
462 SYSCO FOOD SERVICE								
CM - 260060		05/23/2026	484987636		1300-53100-0-0000-3700-470000-000-0000	-\$22.68	\$0.00	\$0.00
CM - 260061		05/16/2026	484979315		1300-53100-0-0000-3700-470000-000-0000	-\$19.15	\$0.00	\$0.00
PV - 260885		05/14/2026	484975483		0100-26000-0-0000-3700-470000-000-0000	\$884.80	\$0.00	\$0.00
PV - 260885		05/14/2026	484975477		0100-26000-0-0000-3700-470000-000-0000	\$884.80	\$0.00	\$0.00
PV - 260885		05/21/2026	484984201		1200-05300-0-0001-6000-430006-000-0000	\$52.75	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Taxable	Amount Tax
462 SYSCO FOOD SERVICE								
PV - 260885		05 / 21 / 2026	484984201	1200-05300-0-0001-6000-430000-000-0000		\$275.04	\$0.00	\$0.00
PV - 260885		05 / 21 / 2026	484984201	1200-00370-0-8500-6000-430006-000-0000		\$635.14	\$0.00	\$0.00
PV - 260885		05 / 14 / 2026	484975477	1300-53100-0-0000-3700-430000-000-0000		\$191.60	\$0.00	\$0.00
PV - 260885		05 / 14 / 2026	484975477	1300-53100-0-0000-3700-470000-000-0000		\$2,126.47	\$0.00	\$0.00
PV - 260885		05 / 21 / 2026	484984206	1300-53100-0-0000-3700-470000-000-0000		\$1,696.94	\$0.00	\$0.00
PV - 260885		05 / 21 / 2026	484984206	1300-53100-0-0000-3700-430000-000-0000		\$670.50	\$0.00	\$0.00
PV - 260885		05 / 28 / 2026	484992177	1300-53100-0-0000-3700-470000-000-0000		\$2,117.85	\$0.00	\$0.00
PV - 260885		05 / 21 / 2026	484984200	1300-53100-0-0000-3700-470000-000-0000		\$2,166.69	\$0.00	\$0.00
PV - 260885		05 / 28 / 2026	484992174	1300-53100-0-0000-3700-470000-000-0000		\$1,926.63	\$0.00	\$0.00
PV - 260885		05 / 28 / 2026	484992174	1300-53100-0-0000-3700-430000-000-0000		\$233.11	\$0.00	\$0.00
PV - 260885		05 / 07 / 2026	484966609	1300-53100-0-0000-3700-470000-000-0000		\$2,334.06	\$0.00	\$0.00
PV - 260885		05 / 07 / 2026	484966602	1300-53100-0-0000-3700-470000-000-0000		\$1,660.03	\$0.00	\$0.00
PV - 260885		05 / 07 / 2026	484966602	1300-53100-0-0000-3700-430000-000-0000		\$230.71	\$0.00	\$0.00
PV - 260885		05 / 14 / 2026	484975484	1300-53100-0-0000-3700-470000-000-0000		\$1,644.67	\$0.00	\$0.00
PV - 260885		05 / 21 / 2026	484984207	1300-53100-0-0000-3700-470000-000-0000		\$1,302.49	\$0.00	\$0.00
PV - 260885		05 / 21 / 2026	484984207	1300-53100-0-0000-3700-430000-000-0000		\$188.23	\$0.00	\$0.00
PV - 260885		05 / 28 / 2026	484991944	1300-53100-0-0000-3700-470000-000-0000		\$966.26	\$0.00	\$0.00
PV - 260885		05 / 07 / 2026	484966613	1300-53100-0-0000-3700-470000-000-0000		\$2,761.49	\$0.00	\$0.00
PV - 260885		05 / 07 / 2026	484966613	1300-53100-0-0000-3700-430000-000-0000		\$221.57	\$0.00	\$0.00
PV - 260885		05 / 14 / 2026	484975483	1300-53100-0-0000-3700-470000-000-0000		\$2,350.46	\$0.00	\$0.00
Total Amount for Warrant						\$27,480.46	\$0.00	\$0.00
Total Amount Per Vendor						\$27,480.46	\$0.00	\$0.00
1355 TCM INVESTMENTS LP								
PV - 260882		06 / 01 / 2026	177353 DO	0100-00000-0-0000-9100-743900-100-0000		\$374.55	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177356 PESO	0100-00000-0-1110-9100-743900-200-0000		\$398.48	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177334 PESL	0100-00000-0-1110-9100-743900-200-0000		\$248.98	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177358 PESL	0100-00000-0-1110-9100-743900-200-0000		\$286.56	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177347 FESO	0100-00000-0-1110-9100-743900-300-0000		\$309.80	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177357 FESL	0100-00000-0-1110-9100-743900-300-0000		\$317.25	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177351 FESL	0100-00000-0-1110-9100-743900-300-0000		\$289.94	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177349 MSO	0100-00000-0-1110-9100-743900-500-0000		\$87.18	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177355 MSSS	0100-00000-0-1110-9100-743900-500-0000		\$280.89	\$0.00	\$0.00

* = Credit Card Payment

Requested By: magdalenom

For Payments Due By 6/5/2026

06/04/2026

4:20:23PM

Comments =

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 - 260882		06 / 01 / 2026	177354	MSL		\$272.55	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177350	MSL		\$289.94	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177348	BO		\$140.49	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177352	CHILDCARE		\$96.91	\$0.00	\$0.00
PV - 260882		06 / 01 / 2026	177352	CHILDCARE		\$96.91	\$0.00	\$0.00
Total Amount for Warrant						\$3,490.43	\$0.00	\$0.00
Total Amount Per Vendor						\$3,490.43	\$0.00	\$0.00
4570 VERIZON WIRELESS								
PO - 260187		05 / 23 / 2026	6144381131	4/24-5/23	P	\$138.46	\$0.00	\$0.00
PV - 260881		05 / 23 / 2026	6144381131	4/24-5/23		\$38.36	\$0.00	\$0.00
PV - 260881		05 / 23 / 2026	6144381131	4/24-5/23		\$383.60	\$0.00	\$0.00
Total Amount for Warrant						\$560.42	\$0.00	\$0.00
Total Amount Per Vendor						\$560.42	\$0.00	\$0.00
512 WEST VALLEY SUPPLY								
PO - 260646		05 / 05 / 2026	121878		P	\$185.01	\$0.00	\$0.00
PO - 260646		05 / 19 / 2026	122042		P	\$198.68	\$0.00	\$0.00
PO - 260646		05 / 22 / 2026	122084		P	\$76.42	\$0.00	\$0.00
Total Amount for Warrant						\$460.11	\$0.00	\$0.00
Total Amount Per Vendor						\$460.11	\$0.00	\$0.00
Total Amount of all Payments							\$81,939.72	
Total Number of Checks to print:			30	\$80,949.75			Use Tax	
Total Number of Credit Card Payments:			2	\$989.97			Taxable Amount	Tax Amount
Total Transfer for Use Tax						\$15,414.94	\$1,271.73	

* = Credit Card Payment

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 13.1

To: Pioneer School Board Members

Board Date: June 10, 2026

For:

- Information/Discussion
- Action
- First Reading

Recommendation:

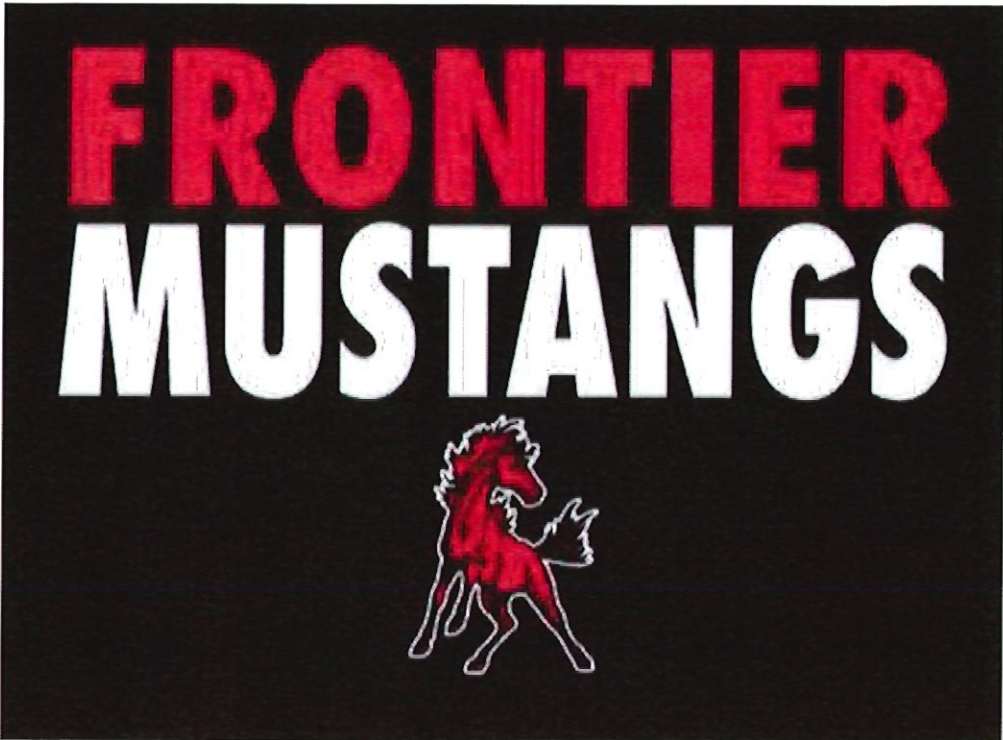
- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: School Plans for Student Achievement

Purpose:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code section 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frontier Elementary School	16-63990-0116699	May 21, 2026	June 10, 2026

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

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

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

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

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

Schoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	14
Student Population	18
Overall Performance	20
Academic Performance	22
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1	35
Goal 2.....	38
Goal 3.....	40
Goal 4.....	42
Goal 5.....	44
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Appendix A: Plan Requirements	57

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements60
Appendix C: Select State and Federal Programs63

Plan Description

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

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

Schoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Frontier School Site Council is made up of teachers, parents, classified employees, that work with the principal to develop, review and evaluate school improvement programs and school budgets. The School Site Council receives annual training in roles & responsibilities, SSC bylaws, and Robert's Rule of Law. Members of the council meet to review and provide feedback on the SPSA, School Safety Plan, LCAP, academic intervention programs, Parent Involvement Policy, and school wellness plans. PBIS data and academic data is reviewed throughout the year. The School Site Council meets a minimum of 4 times per school year. Members of the Frontier Site Council are elected by their peers.

The stakeholder groups that are consulted with include:

District Parent Advisory Council meetings: 10/7/25, 11/18/25, 2/3/26, 3/17/26, 5/19/26

Title I Parent Meeting: October 15, 2025, October 22, 2025, March 25, 2026, April 22, 2026

English Learner Advisory Council: 9/18/25, 12/4/25, 2/26/26, 5/28/26

Student Survey: Spring 2026

Frontier School Site Council Meetings: 10/6/25, 12/8/25, 3/16/26, 5/21/26

Teacher Survey: Spring 2026

Information shared with the stakeholders include state and local assessment data, actions to achieve goals, feedback on funding, and progress monitoring of metrics related to goals. Student assessment data is reviewed and presented in the following subgroup categories:

*All Students

*Significant Subgroups

*English Language Learners

*Foster/Homeless Students

*Gender, grade, ethnicity

*Socioeconomic Status

*Special Education

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

None to report at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism (Orange); Suspension Rate (Orange)

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

All Students (ELA) - Students with disabilities (red); All Students (Math) - Students with Disabilities ;

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.35%	1.13%	1.18%	2	7	7
African American	2.60%	3.23%	2.86%	15	20	17
Asian	2.43%	3.55%	3.87%	14	22	23
Filipino	2.95%	2.91%	3.03%	17	18	18
Hispanic/Latino	55.98%	56.38%	57.48%	323	349	342
Pacific Islander	0.52%	0.48%	0.50%	3	3	3
White	27.90%	26.66%	26.55%	161	165	158
Two or More Races	6.24%	5.17%	3.70%	36	32	22
Not Reported	1.04%	0.48%	0.84%	6	3	5
Total Enrollment				577	619	595

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		68	63
Kindergarten	95	76	90
Grade 1	74	100	84
Grade 2	82	71	89
Grade 3	98	90	78
Grade 4	114	98	95
Grade 5	88	116	96
Total Enrollment	577	619	595

Conclusions based on this data:

- Over the past 3 years, Hispanics are represented as the highest population at Frontier Elementary. There has been a steady increase in the Hispanic subgroup over the last 3 years.
- Over the past 3 years, there has been a slight decline in enrollment for the white subgroup which is also the second highest enrollment at Frontier. (2.65% decline)

3. Total enrollment for Frontier increased from the 23-24 school year to the 24-25 school year. However, it declined by 24 students during the 25-26 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	56	54	45	9.7%	8.7%	7.6%
Fluent English Proficient (FEP)	9	16	26	1.6%	2.6%	4.4%

Conclusions based on this data:

1. There was a decline in the number of EL students enrolled at Frontier during the 25-26 school year. Frontier declined by 9 students.
2. There has been an increase in students proficient in speaking english fluently over the last 3 years.
3. RFEP data has not been reported.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	107	94	92	107	93	89	107	93	89	100.0	98.9	96.7
Grade 4	82	117	98	81	112	97	81	112	97	98.8	95.7	99
Grade 5	78	90	114	78	90	112	78	90	112	100.0	100	98.2
All Grades	267	301	304	266	295	298	266	295	298	99.6	98	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2429.	2423.	2437.	23.36	25.81	29.21	27.10	20.43	28.09	24.30	27.96	22.47	25.23	25.81	20.22
Grade 4	2464.	2490.	2477.	29.63	33.93	34.02	16.05	26.79	19.59	23.46	20.54	18.56	30.86	18.75	27.84
Grade 5	2537.	2525.	2529.	32.05	30.00	32.14	29.49	31.11	31.25	20.51	15.56	17.86	17.95	23.33	18.75
All Grades	N/A	N/A	N/A	27.82	30.17	31.88	24.44	26.10	26.51	22.93	21.36	19.46	24.81	22.37	22.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.76	17.20	22.47	64.49	64.52	61.80	17.76	18.28	15.73
Grade 4	19.75	22.32	22.68	56.79	62.50	55.67	23.46	15.18	21.65
Grade 5	21.79	20.00	29.46	67.95	65.56	58.04	10.26	14.44	12.50
All Grades	19.55	20.00	25.17	63.16	64.07	58.39	17.29	15.93	16.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.15	12.90	13.48	64.49	59.14	64.04	23.36	27.96	22.47
Grade 4	17.28	17.86	21.65	59.26	62.50	55.67	23.46	19.64	22.68
Grade 5	26.92	27.78	19.64	60.26	54.44	62.50	12.82	17.78	17.86
All Grades	18.05	19.32	18.46	61.65	58.98	60.74	20.30	21.69	20.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.15	12.90	10.11	76.64	74.19	76.40	11.21	12.90	13.48
Grade 4	9.88	16.07	21.65	74.07	76.79	62.89	16.05	7.14	15.46
Grade 5	23.08	18.89	16.96	70.51	71.11	76.79	6.41	10.00	6.25
All Grades	14.66	15.93	16.44	74.06	74.24	72.15	11.28	9.83	11.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.82	18.28	16.85	71.03	66.67	73.03	12.15	15.05	10.11
Grade 4	20.99	24.11	23.71	56.79	68.75	62.89	22.22	7.14	13.40
Grade 5	26.92	28.89	26.79	62.82	56.67	64.29	10.26	14.44	8.93
All Grades	21.05	23.73	22.82	64.29	64.41	66.44	14.66	11.86	10.74

Conclusions based on this data:

- Over the last 3 years, there has been an increase of English Language Learner participation in taking the ELPAC assessment.
- Over the last 3 years, there has been a slight increase in English Language Learners meeting/exceeding standards in grades 3-5.
- Over the last 3 years, there has been an increase in English Language Learners meeting/exceeding standards in reading and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	107	94	92	107	92	90	107	92	90	100.0	97.9	97.8
Grade 4	82	117	98	79	112	97	79	112	97	96.3	95.7	99
Grade 5	78	90	114	78	90	111	78	90	111	100.0	100	97.4
All Grades	267	301	304	264	294	298	264	294	298	98.9	97.7	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2425.	2425.	2429.	15.89	16.30	16.67	32.71	38.04	34.44	19.63	14.13	25.56	31.78	31.52	23.33
Grade 4	2488.	2474.	2453.	27.85	12.50	17.53	25.32	35.71	25.77	27.85	29.46	23.71	18.99	22.32	32.99
Grade 5	2510.	2488.	2496.	24.36	20.00	19.82	21.79	14.44	21.62	25.64	33.33	25.23	28.21	32.22	33.33
Grade 11															
All Grades	N/A	N/A	N/A	21.97	15.99	18.12	27.27	29.93	26.85	23.86	25.85	24.83	26.89	28.23	30.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.36	23.91	23.33	52.34	46.74	55.56	24.30	29.35	21.11
Grade 4	43.04	21.43	21.65	39.24	47.32	41.24	17.72	31.25	37.11
Grade 5	21.79	14.44	14.41	51.28	51.11	56.76	26.92	34.44	28.83
Grade 11									
All Grades	28.79	20.07	19.46	48.11	48.30	51.34	23.11	31.63	29.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.63	21.74	21.11	49.53	47.83	55.56	30.84	30.43	23.33
Grade 4	20.25	19.64	22.68	51.90	56.25	42.27	27.85	24.11	35.05
Grade 5	19.23	16.67	10.81	53.85	46.67	58.56	26.92	36.67	30.63
All Grades	19.70	19.39	17.79	51.52	50.68	52.35	28.79	29.93	29.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.50	23.91	20.00	57.94	52.17	61.11	20.56	23.91	18.89
Grade 4	18.99	18.75	19.59	58.23	65.18	53.61	22.78	16.07	26.80
Grade 5	19.23	13.33	9.91	70.51	58.89	62.16	10.26	27.78	27.93
All Grades	20.08	18.71	16.11	61.74	59.18	59.06	18.18	22.11	24.83

Conclusions based on this data:

1. During the 24-25 school year, there was a decrease in students performing at or above grade level.
2. Approximately 70% of students in grades 3-5 are proficient in the area of concepts & procedures.
3. Based on the math data, FES teachers will increase opportunities for students to engage in mathematical reasoning. Teachers will increase opportunities for students to answer performance task type level questions with an increase in DOK levels. FES teachers will continue to collaborate and pace out math lessons including common formative assessments. Teachers will administer a math screener at the beginning of the 26-27 school year to measure student math performance in the Number Sense handover document created by teachers to identify essential skills in number sense.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1433.8	1414.6	1353.7	1447.5	1421.5	1362.1	1401.7	1398.3	1334.2	14	12	11
1	*	*	*	*	*	*	*	*	*	4	7	10
2	1479.5	*	*	1480.0	*	*	1478.2	*	*	13	4	7
3	*	1499.8	*	*	1507.3	*	*	1491.9	*	6	15	5
4	*	*	1511.8	*	*	1517.0	*	*	1505.9	7	8	14
5	*	*	*	*	*	*	*	*	*	9	4	10
All Grades										53	50	57

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	8.33	9.09	35.71	25.00	36.36	21.43	58.33	9.09	21.43	8.33	45.45	14	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	46.15	*	*	46.15	*	*	0.00	*	*	13	*	*
3	*	20.00	*	*	60.00	*	*	13.33	*	*	6.67	*	*	15	*
4	*	*	7.14	*	*	64.29	*	*	21.43	*	*	7.14	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.87	10.00	12.28	45.28	50.00	43.86	26.42	32.00	19.30	9.43	8.00	24.56	53	50	57

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	8.33	18.18	42.86	25.00	27.27	21.43	58.33	0.00	7.14	8.33	54.55	14	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	61.54	*	*	15.38	*	*	7.69	*	*	13	*	*
3	*	53.33	*	*	26.67	*	*	6.67	*	*	13.33	*	*	15	*
4	*	*	50.00	*	*	35.71	*	*	7.14	*	*	7.14	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.96	30.00	36.84	47.17	38.00	28.07	13.21	24.00	8.77	5.66	8.00	26.32	53	50	57

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	8.33	9.09	11.11	8.33	18.18	77.78	66.67	27.27	11.11	16.67	45.45	18	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	13.33	*	18.18	13.33	*	72.73	60.00	*	9.09	13.33	*	11	15	*
4	*	*	0.00	*	*	35.71	*	*	42.86	*	*	21.43	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.43	6.00	7.02	32.08	22.00	26.32	41.51	56.00	35.09	16.98	16.00	31.58	53	50	57

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	25.00	18.18	64.29	66.67	36.36	7.14	8.33	45.45	14	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	84.62	*	*	0.00	*	*	13	*	*
3	*	33.33	*	*	53.33	*	*	13.33	*	*	15	*
4	*	*	35.71	*	*	50.00	*	*	14.29	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.42	28.00	31.58	67.92	66.00	45.61	5.66	6.00	22.81	53	50	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	16.67	18.18	71.43	50.00	36.36	7.14	33.33	45.45	14	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	38.46	*	*	53.85	*	*	7.69	*	*	13	*	*
3	*	60.00	*	*	26.67	*	*	13.33	*	*	15	*
4	*	*	78.57	*	*	14.29	*	*	7.14	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.40	34.00	42.11	50.94	50.00	33.33	5.66	16.00	24.56	53	50	57

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	8.33	9.09	57.14	33.33	45.45	21.43	58.33	45.45	14	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
3	*	6.67	*	*	53.33	*	*	40.00	*	*	15	*
4	*	*	0.00	*	*	71.43	*	*	28.57	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.32	6.00	5.26	64.15	58.00	57.89	24.53	36.00	36.84	53	50	57

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	33.33	18.18	28.57	50.00	45.45	50.00	16.67	36.36	14	12	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	84.62	*	*	0.00	*	*	13	*	*
3	*	0.00	*	*	93.33	*	*	6.67	*	*	15	*
4	*	*	0.00	*	*	92.86	*	*	7.14	*	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.98	12.00	12.28	64.15	76.00	70.18	18.87	12.00	17.54	53	50	57

Conclusions based on this data:

1. There was an increase in the number of students taking the ELPAC from 23-24 to 24-25 by 7 students.
2. Reading & Writing Domain: There has been a decrease in the total number of students performing at the well developed stage.

3. Frontier will continue to provide English Learners with support and intervention that will help to build their English language skills. They will continue to receive designated and integrated ELD instruction in the classroom with their teacher and also receive additional small group instruction (Levels 1-3) with the EL instructor during the school day.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
619	47.2%	8.7%	0.8%
Total Number of Students enrolled in Frontier Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	8.7%
Foster Youth	5	0.8%
Homeless	0	0.0%
Socioeconomically Disadvantaged	292	47.2%
Students with Disabilities	50	8.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.2%
American Indian	7	1.1%
Asian	22	3.6%
Filipino	18	2.9%
Hispanic	349	56.4%
Two or More Races	32	5.2%
Pacific Islander	3	0.5%
White	165	26.7%

Conclusions based on this data:

1. The greatest subgroup at FES is the Socioeconomically Disadvantaged subgroup at 47.2%.

2. 8.7% (54) of Frontier students are English Language Learners.
3. Enrollment by race data shows that over half (56%) of the FES student population is Hispanic with the second biggest population being the white subgroup (27.9%).

School and Student Performance Data

Overall Performance






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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In five of the identified areas, FES is currently performing at a Level 4 (green) in ELA, a Level 3 (yellow) in math and chronic absenteeism, a level 2 (orange) in suspension rate and a level two (yellow) in English Learner Progress.
2. Every year, FES will continue to monitor student academic data in math and English Language Arts, Chronic Absenteeism, and Suspension Rates.

3. Academic, Attendance, English Learner progress, and PBIS data will continue to help FES determine interventions and supports for students that qualify for them.

School and Student Performance Data

Academic Performance English Language Arts

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>13 points above standard</p> <p>Maintained -0.6 points</p> <p>286 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>8.8 points below standard</p> <p>Maintained 2.7 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.1 points below standard</p> <p>Maintained 2.4 points</p> <p>151 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>110.3 points below standard</p> <p>Declined 49.7 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>19.4 points below standard</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7.1 points above standard</p> <p>Maintained 1.7 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>37.6 points above standard</p> <p>Increased 17 points</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>20.3 points above standard</p> <p>Declined 18 points</p> <p>67 Students</p>

Conclusions based on this data:

1. In Language Arts, all Frontier students that were tested are performing at a level 4 (green). The Frontier Socioeconomically Disadvantaged group, which is one of the greatest subgroups, is performing at a level 2 (orange).
2. Students socioeconomically disadvantaged are performing at a level 2 (orange).
3. FES students will continue to receive appropriate supports (small group guided reading instruction, tier 2 reading intervention services) in English Language Arts as identified by reading assessment data.

School and Student Performance Data

Academic Performance Mathematics

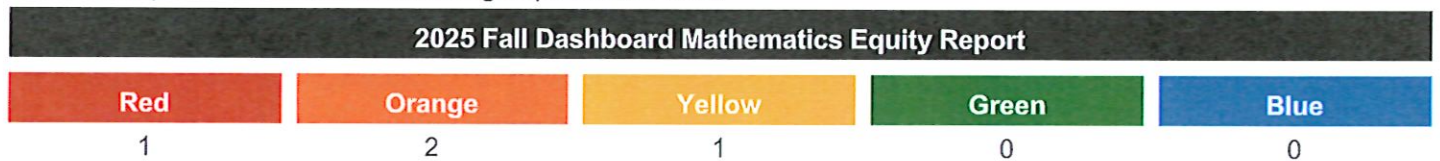
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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










This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 24.3 points below standard Declined 7.5 points 287 Students	<p>English Learners</p>  No Performance Color 24.7 points below standard Maintained 2.4 points 33 Students	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 48.4 points below standard Declined 11.1 points 151 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>131.3 points below standard</p> <p>Declined 40.1 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>60.3 points below standard</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>31.7 points below standard</p> <p>Declined 6 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.7 points below standard</p> <p>Increased 14 points</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>5.1 points below standard</p> <p>Declined 16 points</p> <p>67 Students</p>

Conclusions based on this data:

1. All Frontier students that were tested declined, overall, by 7.5 points and tested at a level 3 (yellow).
2. Socioeconomically Disadvantaged and Hispanic subgroups performed at a level 2 (orange). The white subgroup scored at a level 3 (yellow).
3. FES will continue to provide math supports for identified students based on formative math assessment data. FES staff will continue to provide students with rigorous math instruction as well as pull small groups in math to provide additional support for students that need additional math support.

School and Student Performance Data

Academic Performance Science

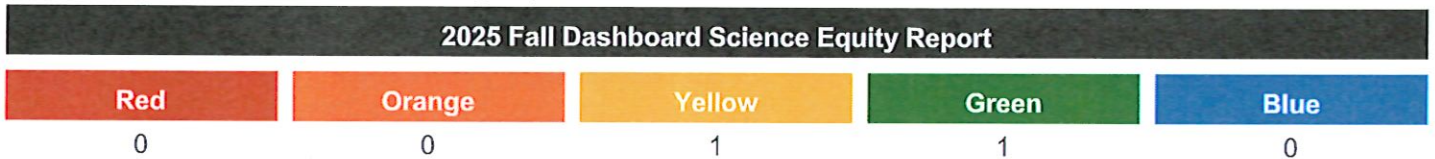
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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











This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>55.5 science points</p> <p>Maintained -1.7 points</p> <p>105 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>47.1 science points</p> <p>Declined 4.8 points</p> <p>54 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>Hispanic</p>  <p>Green 55.2 science points Declined 2.3 points 60 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>White</p>  <p>No Performance Color 56.5 science points Maintained -1 points 25 Students</p>

Conclusions based on this data:

1. 105 students performed at a level 4 (green) in science.
2. 54 socio economically disadvantaged students performed at a level 3 (yellow) in science.
3. 60 hispanic students performed at a level 4 (green) in science.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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



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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.4%	35.9%	2.6%	46.2%

Conclusions based on this data:

1. Frontier English Learner students scored in the level 3 (yellow) with 48.7% making progress. There were a total of 39 students tested.
2. 35.9% of English Learners maintained their proficiency level.
3. EL students at Frontier Elementary will continue to receive additional support (small group instruction) from the EL Instructor as well as receive support in the classroom by the classroom teacher (Integrated and Designated ELD instruction).

School and Student Performance Data

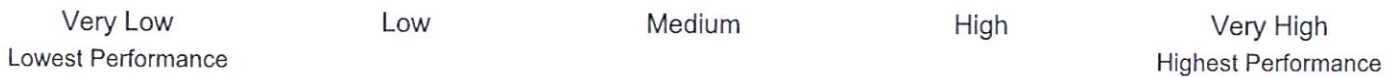
Academic Performance College/Career Report

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

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">All Students</div> <div style="text-align: center; margin-bottom: 10px;">  Orange </div> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">11.7% Chronically Absent</div> <div style="text-align: center; margin-bottom: 10px;">Increased 1.2</div> <div style="text-align: center;">643 Students</div>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">English Learners</div> <div style="text-align: center; margin-bottom: 10px;">  Green </div> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">9.7% Chronically Absent</div> <div style="text-align: center; margin-bottom: 10px;">Declined 2.4</div> <div style="text-align: center;">62 Students</div>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Long-Term English Learners</div>
<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Foster Youth</div> <div style="text-align: center; margin-bottom: 10px;">  No Performance Color </div> <div style="text-align: center; margin-bottom: 10px;">Fewer than 11 students - No Data for Privacy</div> <div style="text-align: center;">5 Students</div>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Homeless</div> <div style="text-align: center; margin-bottom: 10px;">  No Performance Color </div> <div style="text-align: center; margin-bottom: 10px;">0 Students</div>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin-bottom: 10px;">  Orange </div> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">14.5% Chronically Absent</div> <div style="text-align: center; margin-bottom: 10px;">Increased 3</div> <div style="text-align: center;">317 Students</div>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20.7% Chronically Absent</p> <p>Declined 3.9</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>4.3% Chronically Absent</p> <p>Declined 7.4</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4% Chronically Absent</p> <p>Declined 24.6</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Increased 19.1</p> <p>20 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>13.8% Chronically Absent</p> <p>Increased 4.2</p> <p>362 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>11.1% Chronically Absent</p> <p>Declined 5.2</p> <p>36 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>6.6% Chronically Absent</p> <p>Declined 3.2</p> <p>167 Students</p>

Conclusions based on this data:

1. One subgroup was in the level 3 (yellow) range for chronic absenteeism (Two or More Races).
2. Students with Disabilities had the highest Chronic Absenteeism rate at 20.7% (58 students).
3. FES will continue to work on decreasing overall chronic absenteeism. FES will continue to monitor student attendance and hold SART (School Attendance Review Team) meetings at the school site to address chronic absenteeism. FES will continue to notify parents in writing regarding attendance concerns, and utilize the School Resource Officer. The site will continue to hold attendance SSTs for students that are chronically absent. The site will continue to educate parents on the importance of attendance and the impact it has on student achievement during IEPs/504 meetings. The FES PBIS team will continue to implement student connectedness strategies to increase student engagement in the classroom and school.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 0.9%</p> <p>646 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>62 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 1.3%</p> <p>319 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>10.3% suspended at least one day</p> <p>Increased 7.3%</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Declined 1.5%</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4% suspended at least one day</p> <p>Increased 4%</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.1%</p> <p>365 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>5.6% suspended at least one day</p> <p>Declined 3.7%</p> <p>36 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 0.6%</p> <p>167 Students</p>

Conclusions based on this data:

- Overall, 4 student groups performed at a level 2 (orange) for suspension rates - all students, socioeconomically disadvantaged, students with disabilities, and the English Learners subgroup.
- Students with disabilities subgroup had the highest percentage of suspensions with 7.3% of 58 students suspended.
- FES will continue to implement best practices by utilizing the site PBIS team. Data will continue to be collected monthly and reviewed. The site PBIS team will continue to identify ways to support FES students behaviorally including explicitly communicating and teaching behavior expectations on campus, utilizing a check in/check out system for identified students, developing student leaders through Student Council and Buddy Squad, holding meetings to create behavior plans for students that need behavior accommodations and support, as well as providing incentives for students that consistently demonstrate appropriate behaviors on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

State Priorities : 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)
 59% of all Frontier students in 3-5 will meet/exceed grade level standards in ELA as measured by the 2025 Smarter Balanced Assessment California (SBAC).
 49% of all Frontier students in 3-5 will meet/exceed grade level standards in math as measured by the 2025 Smarter Balanced Assessment California (SBAC).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: All students will demonstrate progress towards grade level proficiency as defined by the California Department of Education.

Identified Need

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

Academic Performance Math (Level 2-Orange): Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Subgroups; Academic Performance ELA (Level 2 - Orange) Socioeconomically Disadvantaged

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2024	56.27% of students nearly met/exceeded standards as measured by ELA SBAC Spring 2024	59% of all Frontier students in 3-5 will meet/exceed grade level standards in ELA as measured by the 2025 Smarter Balanced Assessment California (SBAC).
CAASPP Math 2024	45.92% of students met/exceeded standards as measured by Math SBAC Spring 2024	49% of all Frontier students in 3-5 will meet/exceed grade level standards in math as measured by the 2025 Smarter Balanced Assessment California (SBAC).
ELA - CDE Dashboard Spring 2024	ELA Academic Dashboard Indicator: Green (13.5 above standard)	ELA Academic Dashboard Indicator: Green
Math - CDE Dashboard Spring 2024	Math Academic Dashboard Indicator: Yellow (16.8 points below standard)	Math Academic Dashboard Indicator: Yellow
English Language Learner Progress Spring 2024	EL Academic Dashboard Indicator: Orange 48.6% making progress	EL Academic Dashboard Indicator: Orange
EL Progress Rate	23-24 % Progress Rate = 48.6%	Increase the EL progress rate to 50%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide one and a half Title 1 Intervention Credentialed Teachers for Reading Intervention.	At-risk, low income students	54,943 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Intervention Teachers 20,775 Title I Part A: Allocation 3000-3999: Employee Benefits Intervention Teachers 1,400 Title I Part A: Allocation 4000-4999: Books And Supplies Intervention Teachers 542 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Intervention Teachers
1.2	Multi Tiered System of Support for students - Science of Reading, Tier 2 Math/ELA intervention support		0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries After School Teacher Salaries 0 LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits - After School 0.00 LCFF - Supplemental 4000-4999: Books And Supplies After School Supplies 10,929 LCFF - Supplemental 2000-2999: Classified Personnel Salaries EL Support Provider 3,817 LCFF - Supplemental 3000-3999: Employee Benefits EL Support Provider Benefits 150 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies EL Provider Supplies 0 Unrestricted 4000-4999: Books And Supplies EL Provider Supplies
1.3	EL Liaison - Provides academic support for English Learners.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Title 1 teachers supported students that were significantly below grade level (at least 2 years below) in most grade levels through their support of the Tier 2 level of interventions (Walk to Learn/Tier 2 Intervention) and through the reading intervention program (LLI).

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

Budget expenditures align with the services provided to Frontier students.

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

At this time, no changes, if any, will be made to this goal until Spring 2026 CAASPP data becomes available.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

State Priorities 5 (Pupil Engagement); 6 (School Climate)
 Frontier Elementary will reduce suspension rates from 1.8% to .8%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote positive student engagement and school climate which advance social and academic success.

Identified Need

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

The implementation of the PBIS program (Positive Behavior Intervention Supports) has shown reduced numbers in overall behavior referrals and suspensions. Frontier will continue to implement the PBIS program. Frontier will also continue to utilize all tools and support staff for social emotional support and well being.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE FES Dashboard 2025 Suspension Results	FES Dashboard Indicator: Orange - 1.8% suspended at least once.	FES Dashboard Indicator: Green- 0.8% suspended at least once.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School-wide PBIS Program: School-wide training and assemblies, Behavior Incentives (Parent-Teacher Club funded), Student Behavior Plans, Check-in/Check-out System, Peer Mentors (Buddy Squad), Intramural Sports/Clubs, Monthly PBIS Committee Team Meetings, School Counseling group and individual sessions.	All student groups including, but not limited to, Socioeconomically Disadvantaged, Hispanic, Students with Disability.	750 Local Categorical 4000-4999: Books And Supplies Money for school-wide PBIS incentives and rewards. 500 Unrestricted 4000-4999: Books And Supplies PBIS Incentives and Rewards

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Although there was an increase in suspensions during the 24-25 school year, all of the strategies identified have had an overall positive effect on school connectedness.

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

Budget expenditures are aligned to the services and programs offered to Frontier students.

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

Frontier Staff will continue to progress monitor student behavior and the strategies implemented and make adjustments based on the data reviewed.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

State Priority: 3 (Parent Involvement)
 Parents will have opportunities to participate in two-way, meaningful communication with Frontier staff with regard to student learning and building a positive school culture (involvement of school activities).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The district and school site will provide systems and venues for communication and input from parents and stakeholders.

Identified Need

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

Frontier continues to improve communication with our community. We will continue to provide a variety of opportunities (parent/teacher conferences, SSC, DPAC, ELAC, Title 1) for parents to collaborate, provide feedback, and input on school issues and topics. It is also important for the Frontier community to connect with the staff and school through PTC events. PTC is an important partner in providing our parents with school involvement activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Sign-in sheets/Raptor System Reports	Identify number of parent sign-ins through Raptor System	Increase the number of parents checking in to school functions
School Site Council	Election of Members and Training (Roster) SSC Meeting Agendas & Minutes	At least 4 meetings will be held annually. Meetings will have an agenda and minutes will be documented. Agendas will be posted outside of office.
Parent-Teacher Conferences	Review Parent Sign-in Sheets	100% Parent Attendance at Parent Conferences
Parent Bulletins and Informational Fliers	Copy of School Bulletins and fliers are collected and saved in office. Bulletins provide reminders and information about upcoming events and opportunities for parent volunteering.	Increase the number of parent volunteers and attendance of school events.
Annual Parent Survey	23-24 Parent Survey	Increase the amount of Parent completion of survey by offering a variety of methods for completing (online, hard copy sent home)
Frontier Parent-Teacher Club	Monthly meeting sign-in sheets, agendas, and minutes.	Increase parent volunteers and attendance of PTC school activities.

Infinite Campus Parent Messaging System: Automated phone calls, emails, and text messages	Infinite Campus reports of message usage	Increase messages that are communicated to parents.
Frontier School Events: Read Across America, Awards Assemblies, Back to School Night, Speech Festival, Spring Open House, Talent Show	Review attendance Raptor reports	Increase attendance to FES events.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	FES Parent Meetings - SSC, Parent-Teacher Conferences, PTC meetings FES Parent Communication - Raptor System, Annual Parent Surveys, Bulletins and informational fliers FES Parent Participation - Volunteer Packets, Sign-in sheets	All parents of all Frontier students will receive communication regarding opportunities for participation in school events.	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Frontier Parents have a variety of opportunities to be notified and to communicate with the school.

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

No major differences at this time.

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

If there are any changes necessary to this goal, it will be adjusted based on the 25-26 Dashboard data once it is published in the fall.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

State Priorities 5 (Pupil Engagement); 6 (School Climate)
 Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program schoolwide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote positive student engagement and school climate which advance social and academic success.

Identified Need

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

Increasing parent and student involvement and school connectedness will create a positive learning climate and culture on campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Family Activity Nights, PTC Meetings, Spring Carnival,	Frontier Parent Club (FEPTC)	
4.2	4.2 Continue to utilize PBIS program schoolwide/ongoing review	All Students	0 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Supplies
4.3	4.3 Active parent club/Parent advisory participation	Frontier Parent PTC	
4.4	4.4 Anti-Bully Pledge/Anti-Bullying Assemblies/Character Counts Program	All Students	
4.5	4.5 Buddy Squad opportunities for students to increase student responsibility and leadership.	Students in grades 4-5	
4.6	4.6 Character Counts Assemblies, Mustang Spirit Recognition, and Mustang of the Month Program.	All Students	
4.7	4.7 Intramural Sports/Clubs	Students in grades 4-5	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Frontier staff provide many opportunities for students to be engaged and connected to school. The staff has increased opportunities for students to build their leadership skills on campus. Based on student surveys, Frontier students are strongly connected to the school. Parents have many opportunities to participate in the various community events held on campus. The Frontier PTC is very active in building community connectedness to the school

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

No major differences.

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

At this time there are no changes that will be made to this goal. School Connectedness for students and parents is very important.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$77,660
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,806.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$77,660.00

Subtotal of additional federal funds included for this school: **\$77,660.00**

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$14,896.00
Local Categorical	\$750.00
Unrestricted	\$500.00

Subtotal of state or local funds included for this school: **\$16,146.00**

Total of federal, state, and/or local funds for this school: **\$93,806.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	14,896	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	14,896.00
Local Categorical	750.00
Title I Part A: Allocation	77,660.00
Unrestricted	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,943.00
2000-2999: Classified Personnel Salaries	10,929.00
3000-3999: Employee Benefits	24,592.00
4000-4999: Books And Supplies	2,800.00
5000-5999: Services And Other Operating Expenditures	542.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,929.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,817.00
4000-4999: Books And Supplies	LCFF - Supplemental	150.00
4000-4999: Books And Supplies	Local Categorical	750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	54,943.00
3000-3999: Employee Benefits	Title I Part A: Allocation	20,775.00

4000-4999: Books And Supplies	Title I Part A: Allocation	1,400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	542.00
4000-4999: Books And Supplies	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,556.00
Goal 2	1,250.00
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tenci Brown	Principal
Rebecca Woods	Classroom Teacher
Madelyn Cardoza	Classroom Teacher
Stacy Billings	Classroom Teacher
Anthony Romanazzi	Parent or Community Member
Joey Contente	Parent or Community Member
Adriana Anderson	Parent or Community Member
Oscar Navarro	Parent or Community Member
Chris Anderson	Parent or Community Member
Whitney Nelson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2026.

Attested:

Principal, Tenci Murillo-Brown on 5-21-26

SSC Chairperson, Anthony Romanazzi on 5-21-26

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

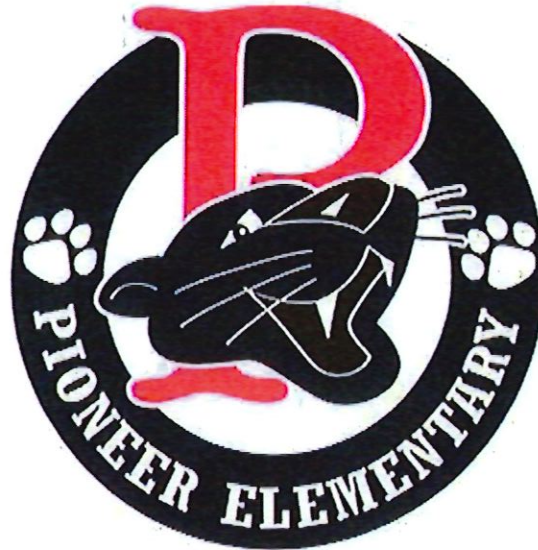
For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/col>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, October 2023

School Year:

2026-27



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Elementary School	16-63990-6010557	May 18, 2026	June 10, 2026

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

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

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

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

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

Schoolwide Program

Targeted Support and Improvement

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	41
Goal 3.....	43
Goal 4.....	46
Goal 5.....	48
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	51
School Site Council Membership	52
Recommendations and Assurances	53
Instructions.....	54
Appendix A: Plan Requirements	61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements64
Appendix C: Select State and Federal Programs67

Plan Description

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

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

Schoolwide Program

Targeted Support and Improvement

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pioneer Union Elementary School District solicited and provided multiple venues for stakeholder input.

The process used to consult with all stakeholders included: meetings and surveys. Diverse groups met throughout the school year to analyze actions, metrics and results, as well as gave input to school programs, school connectedness, and safety throughout the year. A survey is posted on the district website for parents and online during class for students in fourth and fifth grades to complete. The school site also offered hard copies of the survey in order to gain stakeholder input.

The stakeholder groups who are consulted with include:

- District Parent Advisory Council meetings: Five meetings were held during the 2025-2026 school year: 10/7/25, 11/18/25, 12/9/25, 2/3/26, 3/19/26 and 5/19/26
 - Title I Parent Meeting: 4/22/26
 - English Learner Advisory Council and District Language Advisory Council: 9/18/25, 11/19/25, 12/4/25, 2/26/26 and 5/28/26
 - Wellness Committee- 10/22/25, 12/10/25, and 2/18/26
 - PUESD Safety Committee- 10/13/25 and 11/17/25
 - Parent Survey: Spring 2026 (window 2/10/26-3/13/26)
 - School Site Council (SSC) meetings. Pioneer Elementary School will held SSC meetings on: 10/27/26, 12/8//26, 3/16/26, and 5/18/26
 - Teacher Survey (Individual): Spring 2026 (3/2/26-3/13-26 window)
 - Student Survey (including EL's): (3/2/26-3/13/26 window)
 - PUESD Curriculum Advisory Council Meetings: 9/18/25, 10/16/25, 11/20/25, 1/22/26, 3/19/26 and 4/16/26
 - District members/Classified Staff: Spring 2026
 - Principals/District administration: meetings were held throughout the year at District Cabinet Meetings
- Pioneer Teachers Association: 3/19/26 In-person meeting

Information shared with the stakeholders included State and local assessment data, actions to achieve goals and progress monitoring of metrics related to goals.

Specifically: information and data shared with stakeholders included quantitative data for the following areas and groups:

State and local assessments results for 2023-2024 and 2024-2025 (comparison data)

Subgroup:

All students
All significant subgroups
English Language Learners Foster and Homeless students
Performance by gender, grade level, and ethnicity
Socioeconomic Status
English language acquisition status (EL, FEP, RFEP)
Special Education population

OTHER MEASURES:

ELPAC Performance Reclassification rates Attendance Suspension rates Expulsion rates
Parent/Student Survey results
California State Dashboard (CAASPP and CAA State Assessments)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Not any at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

For the 2024-2025 school year, Pioneer Elementary received a RED on the CA Dashboard in the area of Chronic Absenteeism and an ORANGE in the area of Suspensions.

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

No applicable at this time.

Other Needs

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

At Pioneer Elementary School, we will continue to progress monitor all sub groups with real time data (i.e., in class weekly assessments and District Benchmarks). Grade Level Teams meet weekly during their designated PLC time to analyze current data and plan instructional next steps which includes planning for differentiated instruction and interventions needed.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.80%	0.97%	1.17%	4	5	6
African American	1.60%	1.35%	1.56%	8	7	8
Asian	1.80%	1.93%	1.76%	9	10	9
Filipino	2.20%	2.12%	1.95%	11	11	10
Hispanic/Latino	60.88%	62.55%	64.65%	305	324	331
Pacific Islander	0.20%	0.19%	%	1	1	
White	28.74%	26.83%	24.61%	144	139	126
Two or More Races	3.19%	3.67%	3.13%	16	19	16
Not Reported	0.60%	0.39%	1.17%	3	2	6
Total Enrollment				501	518	512

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	35	50	47
Kindergarten	81	70	91
Grade 1	69	83	65
Grade 2	80	65	88
Grade 3	76	75	59
Grade 4	82	84	76
Grade 5	78	91	86
Total Enrollment	501	518	512

Conclusions based on this data:

- Over the last three years, Hispanics are represented as the highest population at Pioneer Elementary. There has been a steady increase in the Hispanic subgroup over the last 3 years (approximately 2 % increase annually).
- We continue to see enrollment decline at Pioneer Elementary. There is some fluctuation as well year to year.

3. Over the past three years, Pioneer's subgroups are trending down with the exception of Hispanics/Latino and American Indian which are trending up.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	45	37	42	9.0%	7.1%	8.2%
Fluent English Proficient (FEP)	21	27	24	4.2%	5.2%	4.7%

Conclusions based on this data:

1. Over the last several years, the number of enrolled English Learners has increased and decreased. From 2023-2024 there was 45 students enrolled as English Learners. In 2024-2025, there was a decrease by 8 English Learners for a total of 37 English Learners. Currently we have a slight increase of 5 EL's totaling 42 ELs.
2. Data shows that the percent of EL's that are Fluent English Proficient (FEP) has decreased by 0.5%
3. It can be noted, based on provided state data, the number of English Learners enrolling at Pioneer has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	77	75	85	77	73	85	77	73	97.7	100	97.3
Grade 4	80	89	83	80	87	83	80	87	83	100.0	97.8	100
Grade 5	72	80	93	72	80	88	72	80	88	100.0	100	94.6
All Grades	239	246	251	237	244	244	237	244	244	99.2	99.2	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2447.	2448.	14.12	38.96	34.25	25.88	20.78	23.29	31.76	20.78	27.40	28.24	19.48	15.07
Grade 4	2489.	2492.	2499.	41.25	28.74	33.73	22.50	31.03	31.33	12.50	18.39	16.87	23.75	21.84	18.07
Grade 5	2503.	2521.	2520.	22.22	26.25	23.86	29.17	38.75	29.55	16.67	15.00	28.41	31.94	20.00	18.18
All Grades	N/A	N/A	N/A	25.74	31.15	30.33	25.74	30.33	28.28	20.68	18.03	24.18	27.85	20.49	17.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.65	25.97	20.55	61.18	57.14	71.23	21.18	16.88	8.22
Grade 4	23.75	20.69	26.51	62.50	65.52	61.45	13.75	13.79	12.05
Grade 5	20.83	16.25	21.59	58.33	68.75	63.64	20.83	15.00	14.77
All Grades	20.68	20.90	22.95	60.76	63.93	65.16	18.57	15.16	11.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.12	24.68	16.44	61.18	58.44	68.49	24.71	16.88	15.07
Grade 4	28.75	17.24	26.51	50.00	64.37	57.83	21.25	18.39	15.66
Grade 5	18.06	27.50	23.86	59.72	56.25	61.36	22.22	16.25	14.77
All Grades	20.25	22.95	22.54	56.96	59.84	62.30	22.78	17.21	15.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.76	12.99	15.07	76.47	71.43	69.86	11.76	15.58	15.07
Grade 4	11.25	20.69	20.48	80.00	70.11	73.49	8.75	9.20	6.02
Grade 5	8.33	15.00	9.09	77.78	73.75	81.82	13.89	11.25	9.09
All Grades	10.55	16.39	14.75	78.06	71.72	75.41	11.39	11.89	9.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.24	24.68	21.92	72.94	61.04	65.75	18.82	14.29	12.33
Grade 4	21.25	18.39	18.07	61.25	73.56	68.67	17.50	8.05	13.25
Grade 5	16.67	16.25	20.45	72.22	70.00	67.05	11.11	13.75	12.50
All Grades	15.19	19.67	20.08	68.78	68.44	67.21	16.03	11.89	12.70

Conclusions based on this data:

1. At PES, we continue to meet the criteria for participation on the CAASPP.
2. PES students decreased in the number of students Meeting or Exceeding standards in ELA moving from 61.48% achievement to 58.61% from 2023-2024 to 2024-2025. This is a decrease of 2.87%.
3. Based on the ELA data, PES teachers will continue to increase opportunities for students to engage in demonstrating understanding of literary and non-fiction texts, produce clear and purposeful writing, demonstrate effective communication skills, and be able to investigate, analyze, and present information to grade level expectations. Teachers will increase opportunities to answer performance task type level questions with an increase in DOK levels. PES teachers will continue to collaborate and pace out ELA lessons including common formative assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	78	75	85	78	73	85	78	73	97.7	100	97.3
Grade 4	80	90	83	80	88	83	80	88	83	100.0	97.8	100
Grade 5	72	80	93	72	80	88	72	80	88	100.0	100	94.6
All Grades	239	248	251	237	246	244	237	246	244	99.2	99.2	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2425.	2444.	2440.	11.76	23.08	20.55	30.59	29.49	30.14	34.12	28.21	30.14	23.53	19.23	19.18
Grade 4	2494.	2481.	2485.	23.75	21.59	15.66	35.00	18.18	33.73	26.25	44.32	34.94	15.00	15.91	15.66
Grade 5	2507.	2509.	2514.	20.83	22.50	27.27	18.06	25.00	18.18	37.50	26.25	29.55	23.61	26.25	25.00
Grade 11															
All Grades	N/A	N/A	N/A	18.57	22.36	21.31	28.27	23.98	27.05	32.49	33.33	31.56	20.68	20.33	20.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.12	23.08	26.03	62.35	53.85	56.16	23.53	23.08	17.81
Grade 4	35.00	22.73	25.30	50.00	47.73	59.04	15.00	29.55	15.66
Grade 5	22.22	28.75	29.55	51.39	40.00	46.59	26.39	31.25	23.86
Grade 11									
All Grades	23.63	24.80	27.05	54.85	47.15	53.69	21.52	28.05	19.26

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.29	29.49	20.55	57.65	50.00	53.42	27.06	20.51	26.03
Grade 4	18.75	20.45	14.46	60.00	55.68	66.27	21.25	23.86	19.28
Grade 5	15.28	15.00	20.45	61.11	63.75	59.09	23.61	21.25	20.45
All Grades	16.46	21.54	18.44	59.49	56.50	59.84	24.05	21.95	21.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.94	23.08	21.92	72.94	64.10	63.01	14.12	12.82	15.07
Grade 4	21.25	22.73	20.48	66.25	63.64	65.06	12.50	13.64	14.46
Grade 5	9.72	15.00	18.18	73.61	65.00	56.82	16.67	20.00	25.00
All Grades	14.77	20.33	20.08	70.89	64.23	61.48	14.35	15.45	18.44

Conclusions based on this data:

1. PES students increased and maintained the number of students Meeting or Exceeding standards in Math at 48.36%, up 2% from the previous year.
2. At PES, we continue to meet the criteria for the testing participation rate.
3. Based on the math data, PES teachers will increase opportunities for students to engage in modeling and analyzing data, as well as, mathematical reasoning and communicating conclusions. Teachers will increase opportunities to answer performance task type level questions with an increase in DOK levels. PES teachers will continue to collaborate and pace out math lessons including common formative assessments. Number Talk lessons will continue to be implemented.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1416.6	1415.5	*	1419.5	1420.2	*	1409.7	1404.7	*	11	13	10
1	*	*	*	*	*	*	*	*	*	8	*	5
2	1484.9	*	*	1492.2	*	*	1477.2	*	*	13	8	*
3	*	1493.8	*	*	1495.5	*	*	1491.5	*	4	12	7
4	*	*	1487.8	*	*	1484.5	*	*	1490.5	*	7	11
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										42	46	41

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	38.46	*	18.18	15.38	*	36.36	23.08	*	18.18	23.08	*	11	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	23.08	*	*	30.77	*	*	38.46	*	*	7.69	*	*	13	*	*
3	*	25.00	*	*	25.00	*	*	33.33	*	*	16.67	*	*	12	*
4	*	*	9.09	*	*	36.36	*	*	27.27	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	19.57	7.32	28.57	36.96	36.59	38.10	26.09	29.27	14.29	17.39	26.83	42	46	41

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	38.46	*	54.55	23.08	*	18.18	15.38	*	18.18	23.08	*	11	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13	*	*
3	*	33.33	*	*	41.67	*	*	8.33	*	*	16.67	*	*	12	*
4	*	*	36.36	*	*	27.27	*	*	18.18	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	36.96	21.95	42.86	36.96	36.59	16.67	10.87	19.51	11.90	15.22	21.95	42	46	41

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	38.46	*	38.46	15.38	*	23.08	15.38	*	23.08	30.77	*	13	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	16.67	*	18.18	16.67	*	45.45	41.67	*	36.36	25.00	*	11	12	*
4	*	*	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	15.22	0.00	33.33	28.26	14.63	28.57	30.43	48.78	26.19	26.09	36.59	42	46	41

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	38.46	*	45.45	38.46	*	18.18	23.08	*	11	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
3	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
4	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	30.43	21.95	59.52	54.35	58.54	14.29	15.22	19.51	42	46	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	23.08	*	63.64	53.85	*	18.18	23.08	*	11	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	53.85	*	*	46.15	*	*	0.00	*	*	13	*	*
3	*	41.67	*	*	33.33	*	*	25.00	*	*	12	*
4	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	43.48	26.83	50.00	36.96	46.34	14.29	19.57	26.83	42	46	41

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	38.46	*	54.55	30.77	*	27.27	30.77	*	11	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	53.85	*	*	30.77	*	*	13	*	*
3	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
4	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	13.04	2.44	54.76	56.52	46.34	33.33	30.43	51.22	42	46	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	45.45	46.15	*	18.18	15.38	*	36.36	38.46	*	11	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
3	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
4	*	*	0.00	*	*	90.91	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	19.57	7.32	50.00	56.52	75.61	26.19	23.91	17.07	42	46	41

Conclusions based on this data:

1. A total of 41 English Learners completed the ELPAC Assessment in 2024-2025 which is an decrease of 5 students from the previous school year. Of those tested, 43.91% of PES English Learners scored an overall 3 (Moderately Developed) or 4 (Well Developed). These scores indicate that less than half of the PES EL Population has developed the English language and may be struggling to access academic concepts.
2. 56.1% of PES English Learners scored at a Level 1 (Beginning Stage) or 2 (Somewhat Developed). There is an increase of students that are limited in English Language acquisition to previous year.

3. Pioneer will continue to provide English Learners with support and intervention that will help to build their English language skills. They will continue to receive designated and integrated ELD instruction in the classroom with their teacher and also receive additional small group instruction (Levels 1-3) with the EL instructor during the school day.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
518	50.6%	7.1%	0.4%
Total Number of Students enrolled in Pioneer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	7.1%
Foster Youth	2	0.4%
Homeless	0	0.0%
Socioeconomically Disadvantaged	262	50.6%
Students with Disabilities	40	7.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4%
American Indian	5	1%
Asian	10	1.9%
Filipino	11	2.1%
Hispanic	324	62.5%
Two or More Races	19	3.7%
Pacific Islander	1	0.2%
White	139	26.8%

Conclusions based on this data:

- Pioneer Elementary data is indicating that the greatest subgroup is the Socioeconomically Disadvantaged subgroup at 50.6% of the student population.

2. During the 2024-2025 school year, Pioneer had 37 students that were identified as English Language Learners (7.1% of the student population). This is a 1.9% decrease.
3. Enrollment by race data shows that over half of the PES student population is Hispanic (62.5%) with the second biggest student population being the White subgroup (26.8%).

School and Student Performance Data

Overall Performance






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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Pioneer's suspension data increased from the previous school year. Pioneer got a RED on the Dashboard which is a decline from the previous year where we got a GREEN. Pioneer will continue to implement our Positive Behavior Intervention and Support program to encourage positive student behaviors. Additionally, we will be continuing to implement our social emotional learning program and offer counseling support and social skills groups.

2. PES will continue to monitor academic progress in ELA and Math. We currently scored GREEN in English Language Arts (decreased one level) and YELLOW in Math (decreased one level) on the Spring 2025 CAASPP testing.
3. There has been an increase in chronic absenteeism going from a GREEN on the Dashboard to a RED this past year. We will continue to implement all of our school-wide attendance incentives, parent contacts, SART/SARB protocols, and awards to encourage school attendance. PUESD has also decreased the number of times a parent can report a sick child without a doctor's note to 6 days.

School and Student Performance Data

Academic Performance English Language Arts

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>21.4 points above standard</p> <p>Maintained 0.3 points</p> <p>232 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>4 points below standard</p> <p>Increased 4.7 points</p> <p>30 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.3 points above standard</p> <p>Maintained 2.8 points</p> <p>130 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>81.1 points below standard</p> <p>Declined 26.3 points</p> <p>16 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Fillipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7.8 points above standard</p> <p>Maintained -1.9 points</p> <p>155 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>46.5 points above standard</p> <p>Increased 7.5 points</p> <p>52 Students</p>

Conclusions based on this data:

1. Overall, students in grades 3rd-5th are performing at a Level 4 (GREEN). This is one level decrease.
2. English Learners are performing at 4 points below the standard but we had an increase of 4.7 points overall in 2024-2025. There were 30 students in the EL subgroup in 3rd-5th who tested.
3. PES students will continue to receive appropriate supports (small group guided reading, reading intervention services, Science of Reading instruction, UFLI Phonics, Core Phonics Screeners, In Class Tier 2 Supports, and Heggerty Phonemic Awareness) in ELA as identified by reading assessment data.

School and Student Performance Data

Academic Performance Mathematics

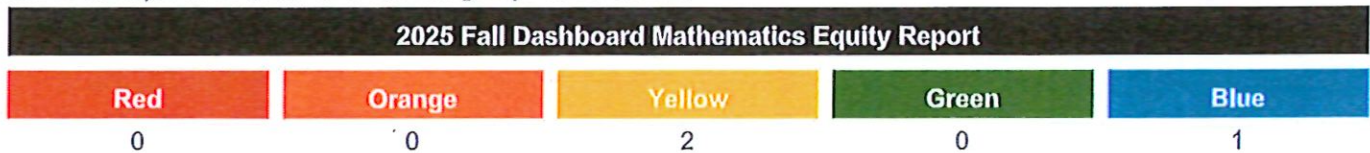
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.9 points below standard Maintained 0.3 points</p> <p>232 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>14.3 points below standard Increased 7.2 points</p> <p>30 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>16.3 points below standard Maintained 0.8 points</p> <p>130 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>82.4 points below standard</p> <p>Increased 18.3 points</p> <p>16 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Fillipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>17.4 points below standard</p> <p>Declined 6.3 points</p> <p>155 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.1 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>27.7 points above standard</p> <p>Increased 21 points</p> <p>52 Students</p>

Conclusions based on this data:

1. In Mathematics, based on the CASPP assessment data, Pioneer scored in the YELLOW range (Level 3-Medium) which was 1.9 points below the standard with a 0.3 points increase to maintain growth. We had a total of 232 students who tested.
2. English Learners did not have a reported score due to not enough students to have a significant subgroup in the testing range. Overall, EL's scored 14.3 points below the standard average but had 7.2 points increase overall. EL students will continue to get EL supports with the EL Instructor and from their credentialed classroom teacher during designated ELD Instruction.
3. PES will continue to provide math supports for identified students based on formative math assessment data. PES staff will continue to provide students with rigorous math instruction, as well as pull small groups in math to provide additional support for students that need additional math support.

School and Student Performance Data

Academic Performance Science

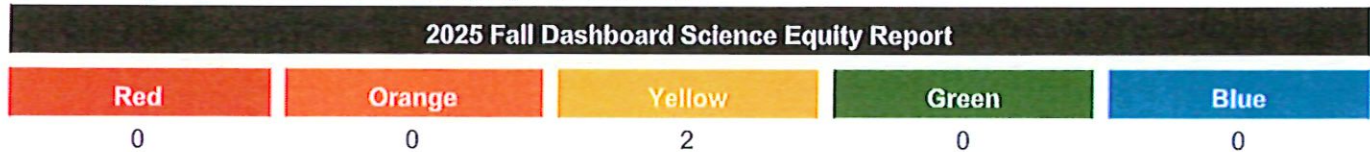
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
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>56.9 science points</p> <p>Maintained 1.9 points</p> <p>82 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>52.9 science points</p> <p>Maintained -0.4 points</p> <p>42 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>Yellow 52.5 science points Maintained -0.1 points 50 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>White</p>  <p>No Performance Color 64.3 science points Increased 4.1 points 24 Students</p>

Conclusions based on this data:

1. Pioneer 5th Grade students scores in the GREEN range (High) in Science overall. 82 students tested. Compared to the previous year's data, PES maintained growth.
2. Two of our major subgroups, Hispanic and Socioeconomically Disadvantaged students scored in the YELLOW range maintaining growth.
3. Subgroups with no performance color include: Asian, Filipino, Pacific Islander, White, LTELs, English Learners, and Two or More Races.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 34.5 making progress. Number Students: 29 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 27.6%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 37.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 34.5%

Conclusions based on this data:

- Of the 29 English Learners reported and tested on ELPAC (English Language Proficiency Assessment for California) during this reported school year, 34.5% of these students are showing progress toward proficiency.
- During this reported school year data, it is to be noted that 27.6% of students decreased one ELPI Level, 37.9% Maintained one level growth, while 34.5% who tested progressed at least one level.
- English Learners at Pioneer Elementary will continue to receive additional support (small group instruction) from the EL Instructor, as well as receive support in the classroom by the classroom teacher for designated EL Instruction.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

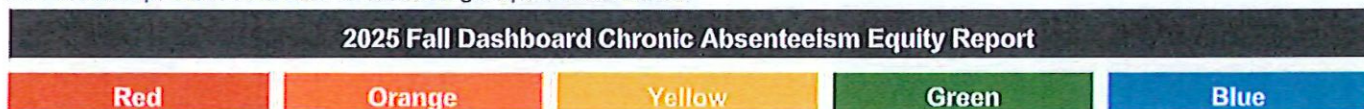
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p style="background-color: #e0e0ff; padding: 2px;">12.9% Chronically Absent</p> <p>Increased 3.9</p> <p>541 Students</p>	<p>English Learners</p>  <p>Orange</p> <p style="background-color: #e0e0ff; padding: 2px;">15.7% Chronically Absent</p> <p>Increased 8.1</p> <p>51 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p style="background-color: #e0e0ff; padding: 2px;">15.2% Chronically Absent</p> <p>Increased 3.8</p> <p>290 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20% Chronically Absent</p> <p>Increased 8.9</p> <p>45 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>Declined 6.3</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>13.5% Chronically Absent</p> <p>Increased 3</p> <p>340 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Increased 25</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>10.6% Chronically Absent</p> <p>Increased 3.8</p> <p>141 Students</p>

Conclusions based on this data:

- Overall, all subgroups averaged in the RED on the Dashboard for Chronic Absenteeism. This was a increase of 3.9% in absenteeism from the 2024-2025 school year. PES has a 12.9% absenteeism rate.
- Pioneer's largest subgroup, Hispanics, received a ORANGE on the dashboard with a 13.5% chronically absent rate with a 3% increase. The second largest subgroup White, received a ORANGE on the Dashboard with a 10.6% chronically absent rate with a 3.8% increase.
- PES will continue to work on decreasing overall chronic absenteeism. PES will continue to monitor student attendance and hold SART (School Attendance Review Team) meetings at the school site to address chronic absenteeism. PES will notify parents in writing regarding attendance concerns and make phone calls. We will continue to utilize the School Resource Officer. The site will continue to hold attendance SSTs for students that are chronically absent. The site will continue to educate parents on the importance of attendance and its direct impact on student achievement during SSTs, 504s, and IEP meetings. The PBIS team will continue to implement student connectedness strategies to increase student engagement in the classroom and school.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 0.7%</p> <p>552 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>51 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>299 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>4.3% suspended at least one day</p> <p>Declined 2.3%</p> <p>47 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Increased 9.1%</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Fillipino</p>  <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Increased 9.1%</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.5%</p> <p>347 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>142 Students</p>

Conclusions based on this data:

- Overall, all students scored ORANGE on the Dashboard for the 2024-2025 school year. This is a increase from the prior year with a 2.5% daily average suspension rate which is a 0.7% increase
- PES had two subgroups in the ORANGE range (high) for suspensions (Hispanics and SED). Students with Disabilities scored a YELLOW (Medium) with a suspension rate of 4.3% which is a decline of 2.3%. Finally, English Learners scored YELLOW on the Dashboard with a suspension rate of 0.1%.
- PES will continue to implement best practices by utilizing the site PBIS Team. Data will continue to be collected monthly and reviewed. The site PBIS Team will continue to identify ways to support PES students behaviorally including: explicitly communicating and teaching behavior expectations on campus, utilizing a check in and check out system for identified students, developing student leaders through the Student Council and Panther Pals, holding meetings to create Behavior Support Plans for students that need behavior accommodations and support, as well as providing incentives for students consistently demonstrate appropriate behaviors on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

State Priorities: 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)
62% of all students in 3rd-5th will meet/exceed grade level standards in ELA as measured by the 2026 Smarter Balanced Assessment California (SBAC).
51% of all students in 3rd-5th will meet/exceed grade level standards in Math as measured by the 2026 Smarter Balanced Assessment California (SBAC).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: All students will demonstrate progress towards grade level proficiency as defined by the California Department of Education.

Identified Need

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

There is a need to continue providing a strong core program in ELA and Math so that students will continue to achieve at high levels. There is a need to provide high needs students with instructional supports that include a strong instructional program coupled with support and intervention (i.e., significant subgroups that need more support are Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2025 Met or Exceeded	<p>Spring 2025 58.6% students Met or Exceeded standards 41% students did Not Meet or Nearly Met</p> <p>Spring 2024 61.5% students Met or Exceeded standards 38.5% students did Not Meet or Nearly Met</p> <p>Spring 2023 51% students Met or Exceeded standards 49% students did Not Meet or Nearly Met</p> <p>Spring 2022 54.31% students Met or Exceeded standards 45.67% students did Not Meet or Nearly Met Outcome for CDE Dashboard: MEDIUM</p>	62% of All students will meet or exceed standards. (Spring 2026)
CAASPP Math 2025: Met or Exceeded	<p>Spring 2025 48% students Met or Exceeded standards 52% students did Not Meet or Nearly Met</p> <p>Spring 2024 46% students Met or Exceeded standards 54% students did Not Meet or Nearly Met</p> <p>Spring 2023 47% students Met or Exceeded standards 53% students did Not Meet or Nearly Met</p> <p>Spring 2022 46.55% students Met or Exceeded standards 53.4% students did Not Meet or Nearly Met Outcome for CDE Dashboard: MEDIUM</p>	51% of All students will meet or exceed standards. (Spring 2026)
ELA- CDE Dashboard Spring 2025 results	<p>Spring 2025 Outcome for CDE Dashboard: GREEN (MEDIUM-HIGH) 21.4 points above standard; 0.3 points to maintain growth</p> <p>Spring 2024 Outcome for CDE Dashboard: Blue (VERY HIGH)</p>	ELA Academic Dashboard Indicator: GREEN (maintain) or BLUE (increase) on Spring 2026 CASPP

	21.1 points above standard; 22.2 points increased	
Math- CDE Dashboard Spring 2025 results	<p>Spring 2025 Outcome for CDE Dashboard: YELLOW (MEDIUM) 1.9 points below standard; made 0.3 points to maintain</p> <p>Spring 2024 Outcome for CDE Dashboard: Gree (MEDIUM-HIGH) 2.3 points below standard; Increased 3.1 points</p>	MATH Academic Dashboard Indicator: Medium HIGH to GREEN on Spring 2026 CAASPP
English Learner Progress Rate = ELPAC (2024-25) AND CA Dashboard Results Spring 2025	<p>2024-2025 ELPAC Results CA Dashboard - No Performance Color (7.1% ELs at Pioneer Elementary) Level 4 (Well Developed): 7.3% Level 3 (Moderately Developed): 36.6% Level 2- (Somewhat Developed): 29.3% Level 1- (Beginning Stage):26.8% Total Number of Students Tested= 44</p> <p>MATH CAASPP- Current ELs scored 41.7 points below standard but increased by 24.8 points ELA- CAASPP- Current ELs scored 44.9 points below standard but increased by 11.7 points</p>	English Learner Dashboard Indicator: To maintain or increase growth for ELs and RFEP 7 or more ELs.
EL Reclassification Rates 2025	<p>2025 Number of Students RFEP= 11 RFEP Scored 32.96 points above standard in MATH and 66.7 points above standards in ELA *District average is 10 per year (+/-).</p>	Reclassify a minimum of 7 students (In 202)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide one and a half Title 1 Intervention Credentialed Teachers for reading intervention and Professional Development to support new teacher hires (NTI).	All Students and Low Income Students.	<p>98,917 Title I 1000-1999: Certificated Personnel Salaries Restricted Funds</p> <p>34,401 Title I 3000-3999: Employee Benefits Restricted Funds</p> <p>1,400 Title I 4000-4999: Books And Supplies Restricted Funds</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			541 Title I 5000-5999: Services And Other Operating Expenditures Restricted Funds
1.2	Multi-Tiered Support System (MTSS) Tier 2 Supports= (Kinder- 5th Grades)- All Certificated Staff- K-5th Grade Teachers will participate in this school-wide program to meet all student needs. Courses offered will include: Review of Identified Mathematics Standards, Reading Instruction and Comprehension, Science of Reading (Heggerty, UFLI, Core Phonics), Fountas & Pinnell Intervention LLI Reading Groups, and SEL (Social Emotional Learning). Tier 2 Supports are built into the school day schedule. There is no additional costs for the Tier 2 Program.	All Students (MTSS- Tier 2) ; English Learners, Low Income, Low Performing Identified Students	750 Local Categorical 4000-4999: Books And Supplies Costs for Walk to Learn
1.4	Identified English Language Learners will receive additional support in English language development with an ELD Instructor-Liaison	English Language Learners	16,119 LCFF - Supplemental 2000-2999: Classified Personnel Salaries EL Support Provider 5,727 LCFF - Supplemental 3000-3999: Employee Benefits EL Support Provider Benefits 150 LCFF - Supplemental 4000-4999: Books And Supplies EL Program Supplies and Books 0 Unrestricted 4000-4999: Books And Supplies ELL Program Supplies and Books

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Title 1 teachers supported students that were significantly below grade level (at least 2 years below) in most grade levels through their support of the Tier 2 level of intervention and through the reading intervention programs (Science of Reading =UFLI, Core Phonics, Heggerty, LLI Reading Groups).

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

Budget expenditures align with the services provided to Pioneer Elementary students.

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

At this time there will be a staffing change made to this goal during the 2026-2027 school year. Pioneer will continue to implement Tier 2 Programs in class and Reading Lab Intervention with 1.5 teachers which is 1 teacher less than prior years due to budget constraints.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

State Priorities 5 (Pupil Engagement); 6 (School Climate) Pioneer Elementary will reduce suspension rates from 2.5% daily average rate to 1.5% or lower.

SCHOOL GOAL #2

The total number of disciplinary referrals school-wide will be within national benchmark standards of an average of less than .5 referrals per day per 100 students for the year as measured by disciplinary data in our Illuminate student information system. Pioneer Elementary will reduce our Suspension Rate back to 1.5% or lower. Pioneer will strive to keep behavior referrals to 100 or fewer for the 2026-2027 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote positive student engagement and school climate which advance social and academic success.

Identified Need

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

The implementation of the PBIS Program (Positive Behavior Intervention and Supports) has shown to reduce the numbers in overall Behavior Referrals and Suspensions. Pioneer will need to continue to implement our PBIS school wide program. Pioneer will also need to continue to utilize all tools and support staff for Social Emotional support and well being. Pioneer will need to continue with SEL (Social Emotional Learning) lessons for students school wide to teach overall empathy for others, respect for all, teaching coping and good decision making skills, and help with needed emotional support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard 2025 Suspension Results	CDE Dashboard 2025 ALL STUDENTS= ORANGE (High) 2.5% suspended at least one day; increased by 0.7% (N=552) English Learners= YELLOW SED= 3.3% suspended at least one day; maintained at 0.1% (N=299) ORANGE SWD= YELLOW HISPANIC= 2.6% Suspended at least one day; increased by 0.5% (N=347) ORANGE WHITE= GREEN African American, American Indian, Asian, Filipino, Foster Youth, and Homeless = NO PERFORMANCE LEVEL	Decrease the Suspension Rate back to 1.5% or lower (Spring 2027) Expected Suspension Rate to MEDIUM to LOW for all subgroups and all students.
Infinite Campus Student Information System Data	2025-2026 (May 2026) Number of Referrals=109 Suspensions=27	Keep the number of yearlong school referrals to 100 or less each year and

	2024-2025 (June 2025) Number of Referrals= 82 Suspensions=19 2023-2024 (June 2024) Number of Referrals= 122 Suspensions= 46 2021-2022 School Year Data Number of Referrals= 85 Suspension=12	to reduce the number of suspensions by 25% by June 2027.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School-wide PBIS Program: Behavior Incentives, Individual Behavior Plans, SEL Lessons, PBIS school-wide training and assemblies, school signage, Check-in and Check-out System, Peer Mentors (Panther Pals), Kindness Crew ambassadors, and Monthly PBIS Committee Team Meetings. PBIS Committee will provide Agendas and Minutes. PBIS incentives are often at no cost as the the Parent Teacher Club pays for them such as the Kindergarten Treasure Boxes with Prizes, 1st & 2nd Grade Panther Store, and 3rd-5th Grade Panther Pride trips/rewards, on site School Counselor services, and Partnership with community agencies (Kings County Office of Behavioral Health, Kings County Office of Education).	All Student Groups but not limited to: African American Students with Disability Hispanic Socioeconomically Disadvantaged	500.00 Unrestricted 4000-4999: Books And Supplies Designated money for school-wide reward for PBIS 0 Donations 5000-5999: Services And Other Operating Expenditures Designated for PBIS Signage Replacements on Campus (annual and/or bi-annual) The Parent Teacher Club pays for our sign replacements.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Pioneer Elementary will continue to implement our school-wide PBIS Program, use Restorative Practices, conduct Parent Conferences, develop formal Behavior Intervention Plans as needed, and Use of Think Sheets and Counseling with Support Staff. These actions prove to be ways to reduce to suspensions.

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

Budget expenditures are aligned to the services and program offered to Pioneer Elementary School students.

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

Adjustments will be made throughout the year as our Support Staff plans for alternative ways to support students. The Pioneer Team will continue to implement the school-wide PBIS Program and supporting practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

State Priority: 3 (Parent Involvement)
(Based on conclusions from Analysis of Program Components and Student Data pages)

SCHOOL GOAL #3- Parent Involvement correlates with increased student achievement. Parents will participate in regular two-way, meaningful communication involving student academic learning and other school activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The District and each school will provide systems and venues for communication and input from parents and stakeholders.

Identified Need

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

At Pioneer it is important to have clear communication to our community and provide opportunities for involvement. There is a need to continue to provide venues for parent meetings to discuss expectations, school goals for student achievement, and review data (i.e., Parent Conferences, SSC, ELAC, Title 1). It is also critical to continue to partner with our Parent Teacher Club as to provide opportunities for parents to be involved at school events and be a part of our community. Family events will continue in partnership with the PEPTC.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Events	Read Across America Winter Family Fun Night Awards Assemblies Kinder Winter Program Restaurant Nights Fall Fundraiser Back to School Night Spring Open House Fall Festival Family Paint Night and/or Family Picnic and Games Night	Participation at events will be high: 200+ in attendance
School Site Council	Election of Members and Training (Roster can be made available; and is posted on school website) Posted Agendas and Minutes (online publicly)	All elected members will attend all meetings and a quorum is established. Minutes, Agendas, and the Roster will be completed and posted for public review.
Annual Parent Conferences	Review of Parent Sign-in Sheets	100% Parent Attendance at Parent Conferences.
Parent Information (fliers)	Review parent information that goes home (fliers). Fliers for events should	High participation to events as a result of good communication fliers.

	be clear and welcoming to parents so parents are informed of upcoming parent involvement opportunities. All parent communication is saved in the office and available online weekly.	
Automated Phone Calls (Infinite Campus)	Automated Calls to Parents to inform them of upcoming events. Reports in Infinite Campus will be reviewed to assess successful delivery of messages.	High participation to events as a result of good automated calls.
Pioneer Elementary Parent Teacher Club	Established PEPTC Board and board positions are filled. Monthly Meetings with Agendas and Minutes.	Higher participation at school events.
Annual Parent Survey	Results from the 2025-2026 Parent Survey	Increase the amount of Parent Participation on the Annual Parent Survey by offering it online and by paper copy. Results will be shared with stakeholders at the SSC Meeting at the site and at the ELAC and DPAC meetings for the District level.
Office Sign-ins and Raptor System Reports	Review Office Sign-ins from Raptor and Sign-in Sheets	Continue to increase the number of sign-ins as measured by report totals.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1-School Site Council (Roster and Sign-in Sheets) 2-Pioneer Elementary Parent Teacher Club 3-Parent Volunteer Packets and School Board Approval 4-Review of Sign-in Sheets of Events 5-Annual Parent Conference Sign-in Sheets 6-Parent Information Sent Home (flyers) 7-Automated Parent Announcements to keep parents informed of school-wide Parent Involvement Opportunities. 8-Office Sign-ins (Raptor System; Sign-in Log) 9-Annual Parent Surveys	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Pioneer parents have a variety of opportunities to be notified and to communicate with the school.

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

No major differences to note at this time.

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

If there are any changes necessary to this goal, it will be adjusted during the 2026-2027 school year. Dashboard data will be our baseline to determine changes if needed.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

State Priority 5 (Pupil Engagement); Priority 6 (School Climate)
 Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program schoolwide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote positive student engagement and school climate which advance social and academic success.

Identified Need

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

Pupil engagement and school climate are integral in the academic and social success of students. The District developed this goal because the data related to chronic absenteeism and suspension rates for all students and a number of student groups are below the expected outcomes. The actions and metrics of this goal were developed and identified as they, grouped together, directly impact and measure students engagement and school climate. Increasing parent student connectedness will create a positive learning climate and culture on campus leading to improved student success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Training (Passport Day) School-wide to teach our Pioneer PAWS Expectations	Reduced Referrals and Suspensions (less than 100 for year) Students Connectedness will Increase as more students will join school adjuncts/clubs and intramurals.	100% students will participate in our PBIS training on the first day of school. Students who enter later throughout the year, will be trained individually by Student Leadership Students.
Accountability Projects (PBIS, Restorative Justice)	Reduced Suspensions and Referrals (less than 100 for year)	Students who break a school rule/expectation, will have the opportunity to do a learning project in lieu of receiving a referral or possible suspension.
SEL Mondays (school wide lessons on social emotional learning)	All Teachers will teach daily the weekly SEL focus and complete activities. SEL Focus- Creativity, Upstander, Gratitude, Empathy, Growth Mindset, Kindness, Courage, Confidence, and Integrity.	Increased empathy across campus with positive verbiage while simultaneously decreasing the number of referrals and suspensions.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	PTC Meetings, Monthly School-wide Family events (Paint Night, Back to School, Open House, Read Across America, Fall Festival/Trunk or Treat, etc...), and Parent Information/Education Nights (Title 1)	Pioneer Elementary Parent Teacher Club (PEPTC)- All Students Benefit	0 None Specified
4.2	Anti-Bullying Pledge/Anti-Bullying Assemblies/Character Counts Programs/ Morning Meetings Curriculum/SEL Monthly Focus and Lessons	All Students	None Specified
4.3	Character Counts Assemblies (Panther Pride Rallies), Character Counts Panthers of the Month, SEL Lessons and Monthly Awards	All Students	
4.4	Panther Pals and Student Council opportunities for students to increase responsibility and leadership (4th & 5th). Kindness Crew Leadership Opportunity for students in 2nd-5th grades. School Day Sports Intramurals during unstructured time (4th & 5th).	2nd- 5th Grade Students	0 None Specified
4.5	Positive Behavior and Intervention Supports Program & Restorative Practices	All Students	0 None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Pioneer Staff Provides many opportunities for students to be engaged and connected to school. The staff has increased opportunities for students to build their leadership skills on campus through activities and clubs. Pioneer students are strongly connected to the school. Parents have many opportunities to participate in various community events held on campus. The Pioneer PTC is very active in building community connectedness through the school with all of the school events they host.

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

No major differences at this time.

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

At this time there are no changes that will be made to this goal. School Connectedness for students and parents is very important. At Pioneer Elementary we are very successful with providing student and parent opportunities to get involved.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$135,259.46
Total Funds Budgeted for Strategies to Meet the Goals In the SPSA	\$158,505.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$135,259.00

Subtotal of additional federal funds included for this school: **\$135,259.00**

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

State or Local Programs	Allocation (\$)
Donations	\$0.00
LCFF - Supplemental	\$21,996.00
Local Categorical	\$750.00
None Specified	\$0.00
Unrestricted	\$500.00

Subtotal of state or local funds included for this school: **\$23,246.00**

Total of federal, state, and/or local funds for this school: **\$158,505.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	1	1.00

Expenditures by Funding Source

Funding Source	Amount
Donations	0.00
LCFF - Supplemental	21,996.00
Local Categorical	750.00
None Specified	0.00
Title I	135,259.00
Unrestricted	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,917.00
2000-2999: Classified Personnel Salaries	16,119.00
3000-3999: Employee Benefits	40,128.00
4000-4999: Books And Supplies	2,800.00
5000-5999: Services And Other Operating Expenditures	541.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Donations	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,119.00
3000-3999: Employee Benefits	LCFF - Supplemental	5,727.00
4000-4999: Books And Supplies	LCFF - Supplemental	150.00
4000-4999: Books And Supplies	Local Categorical	750.00
	None Specified	0.00

1000-1999: Certificated Personnel Salaries	Title I	98,917.00
3000-3999: Employee Benefits	Title I	34,401.00
4000-4999: Books And Supplies	Title I	1,400.00
5000-5999: Services And Other Operating Expenditures	Title I	541.00
4000-4999: Books And Supplies	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	158,005.00
Goal 2	500.00
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sharon Cronk, Principal	Principal
Lindsay McCullough	Classroom Teacher
Brittini Gingrass	Classroom Teacher
Melissa Ruth	Classroom Teacher
Shari Davis , Assistant Principal	Other School Staff
Michelle Sholander	Parent or Community Member
Nicole Kopitzke	Parent or Community Member
Candace Nelson	Parent or Community Member
Talia Caperetta	Parent or Community Member
Adriana Bueno	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

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

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

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

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

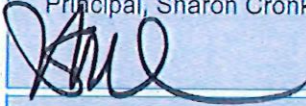
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee Shari Davis
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/26.

Attested:

 Principal, Sharon Cronk on 5/18/26
SSC Chairperson, Sharon Cronk on 5/18/26

PIONEER UNION SCHOOL DISTRICT

Agenda Item Form

Item: 14.1

To: Pioneer School Board Members

Board Date: June 10, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Personnel Requests

Purpose:

Position

Food Services Worker - Floater - AA594
Inst. Aide II - SDC - AA581
Inst. Aide II - SDC - AA594

Request

Increase from 20.00 hrs wkly to 25.00 hrs wkly
Decrease from 30.00 hrs wkly to 25.00 hrs wkly
Increase from 15.00 hrs wkly to 20.00 hrs wkly

*Pioneer Union Elementary School District
Personnel Request*

School/Department: Frontier Elementary Date of Request: 06/03/2026
Classification: Classified Program: Student Support

Add New Position

Permanent Projected First Day of Job: _____
 Temporary Help – (Less than 6 months) From _____ to _____
Hours per day: _____ From: _____ to _____
Work Week: _____ Other: _____

Job Title and Duties:

Special Qualification or Training:

Justification for Request

Requesting Administrator's Signature

Change Current Position (hours, days, funding)

Job Number: AA581 Date of Change: 08/12/2026

Delete Remain Unfilled Increase Decrease Hours

New Schedule: _____

Old Hours: 30.00 New Hours: 25.00

Funding Change

Justification for Request: Redistribution of hours due to student support needs

Tina Brooks

Digitally signed by Tina Brooks
Date: 2026.06.03 09:32:21 -07'00'

Requesting Administrator's Signature

Fiscal Authorization

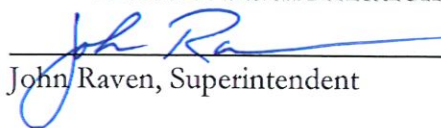
Approve Deny



Shelley Leal, Assistant Superintendent of Fiscal Services

District Authorization

Approve Deny



John Raven, Superintendent

Board Approved – Date: _____

**Pioneer Union Elementary School District
Personnel Request**

School/Department: Food Services Date of Request: 06/03/2026
Classification: Classified Program: _____

Add New Position

Permanent Projected First Day of Job: _____
 Temporary Help – (Less than 6 months) From _____ to _____

Hours per day: _____ From: _____ to _____
Work Week: _____ Other: _____

Job Title and Duties: _____

Special Qualification or Training: _____

Justification for Request _____

Requesting Administrator's Signature

Change Current Position (hours, days, funding)

Job Number: AA594 Date of Change: 08/11/2026

Delete Remain Unfilled Increase Decrease Hours

New Schedule: _____

Old Hours: 20.00 New Hours: 25.00

Funding Change

Justification for Request: Operational needs to provide additional support within staffing structur

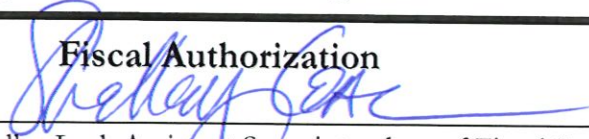
Tina Brooks

Digitally signed by Tina Brooks
Date: 2026.06.03 09:24:57 -07'00'

Requesting Administrator's Signature

Fiscal Authorization

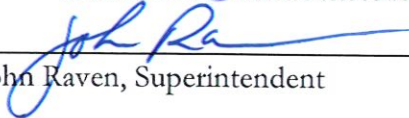
Approve Deny



Shelley Leal, Assistant Superintendent of Fiscal Services

District Authorization

Approve Deny



John Raven, Superintendent

Board Approved – Date: _____

*Pioneer Union Elementary School District
Personnel Request*

School/Department: Frontier Elementary Date of Request: 06/03/2026
Classification: Classified Program: Student Support

Add New Position

Permanent Projected First Day of Job: _____
 Temporary Help – (Less than 6 months) From _____ to _____

Hours per day: _____ From: _____ to _____
Work Week: _____ Other: _____

Job Title and Duties:

Special Qualification or Training:

Justification for Request

Requesting Administrator's Signature

Change Current Position (hours, days, funding)

Job Number: AA617 Date of Change: 08/12/2026

Delete Remain Unfilled Increase Decrease Hours

New Schedule: _____

Old Hours: 15.00 New Hours: 20.00

Funding Change Move position from FES to PES

Justification for Request: Additional support services due to increased SDC enrollment at PES

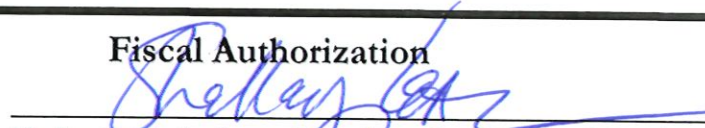
Tina Brooks

Digitally signed by Tina Brooks
Date: 2026.06.03 09:28:46 -07'00'

Requesting Administrator's Signature

Fiscal Authorization

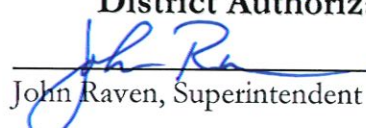
Approve Deny



Shelley Leal, Assistant Superintendent of Fiscal Services

District Authorization

Approve Deny



John Raven, Superintendent

Board Approved – Date: _____

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 15.1

To: Pioneer School Board Members

Date: June 10, 2026

For:

- Information
- Discussion
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: \$0

Item: Adoption of Board Delegation of Powers/Duties by Resolution 061026

Purpose:

This resolution allows the Assistant Superintendent, Fiscal Services to adjust budgets, make transfers or make other financial transactions necessary to close out the fiscal year.

RESOLUTION NO. #061026

RESOLUTION OF THE GOVERNING BOARD
OF THE
PIONEER UNION ELEMENTARY SCHOOL DISTRICT

BOARD DELEGATION OF POWERS/DUTIES OF GOVERNING BOARD
(EDUCATION CODE §35161)

WHEREAS, Education Code § 35161 provides that “the governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board . . .”; and

WHEREAS, Stats. 1987, c. 1452, § 200, effective January 1, 1988, amended Education Code § 35161 and added the following new language which provides further that the governing board “may delegate to an officer or employee of the district any of those powers or duties. The governing board; however, retains ultimate responsibility over the performance of those powers or duties so delegated . . .”, and

WHEREAS, the Governing Board of the Pioneer Union Elementary School District recognizes that while the authority provided in Education Code § 35161 authorizes the Board to delegate any of its powers and duties, the Governing Board retains the ultimate responsibility over the performance of those powers or duties.

NOW THEREFORE, BE IT RESOLVED that in accordance with the authority provided in Education Code § 35161, the Governing Board of the Pioneer Union Elementary School District hereby delegates the authority to act on its behalf in performance of the duties and powers granted to the Board in law to the following officers or employees of the district and for the responsibilities and period of time indicated below:

BOARD-DELEGATED
POWER OR DUTY
INCLUDING ANY
LIMITATIONS OR
RESTRICTIONS
APPLICABLE THERETO

BOARD-AUTHORIZED
DISTRICT
EMPLOYEE/OFFICER

BOARD-AUTHORIZED
TIME PERIOD

Pioneer Union Elementary School District	John Raven or Raul Luna (Eff. 7/1/26)	June 20, 2026 Through September 30, 2026
---------------------------------------------	------------------------------------------	------------------------------------------------

The adoption of the foregoing resolution was moved by Board Member _____, seconded by Board Member _____, and passed by _____ vote of Board Members present.

I, John Raven, Secretary of the Governing Board of the Pioneer Union Elementary School District hereby certify that the foregoing is a true and correct copy of a Resolution duly made, adopted and entered in the Board minutes of the Governing Board meeting on the 10th day of June.

Secretary, Governing Board

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 15.2

To: Pioneer School Board Members
Board Date: June 10, 2026
For:

- Information/Discussion
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact:

Item: Prop 28: Arts and Music in Schools (AMS) Funding Annual Report

Purpose: Local educational agencies (LEAs) must submit an annual report for the prior year to be Board approved, submitted to the CDE and posted on the LEA's website. The mandated information for this report must include: the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served and the number of school sites providing arts education with AMS funds.

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Pioneer Union Elementary
CDS Code: 1663990-0000000
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

At Pioneer and Frontier Elementary School sites the art teacher will provide art education in the visual arts to all students in targeted grade levels. The remainder of the funds will be used to purchase materials and supplies to provide this education to students. At Pioneer Middle School the art teacher will provide art education in media arts to students as an elective option for 7th and 8th grades. The remainder of the funds will be used to purchase materials and supplies to provide this education to students.

2. Number of full-time equivalent teachers (certificated).	1.7
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	1,266
6. Number of school sites providing arts education.	3

Date of Approval by Governing Board/Body 6/10/2026 12:00:00 AM

Annual Report Data URL
<https://www.pioneerunion.org/departments/fiscalservices/prop28>

Submission Date 5/29/2026 11:36:10 AM

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Agenda Item Form

Item: 15.3

To: Pioneer School Board Members

Date: June 10, 2026

For:

- Board Meeting
- Information
- Action
- First Reading

Recommendation:

- Approve
- Deny
- N/A

Fiscal Impact: Revenue \$144,036.57

Item: MOU for Children and Youth Behavioral Health Initiative (CYBHI) Capacity Grant

Purpose: This Memorandum of Understanding ("MOU") is to specify the terms of agreement regarding the implementation of the Children and Youth Behavioral Health (CYBHI) School Linked Partnership and Capacity Grant. The source of the funding is incentive funding from the California Department of Health Care Services (OCHS) and administered by the Sacramento County Office of Education (SCOE) with Kings County Office of Education (KCOE) as the fiscal agent. This MOU is entered into by the Kings County Office of Education (KCOE) and the Pioneer Union Elementary School District ("District"), which may be individually referred to as "Party" and jointly referred to as the "Parties."

**MEMORANDUM OF UNDERSTANDING BETWEEN
KINGS COUNTY OFFICE of EDUCATION AND
PIONEER UNION ELEMENTARY SCHOOL DISTRICT**

**CHILDREN AND YOUTH BEHAVIORAL HEALTH INITIATIVE (CYBHI)
SCHOOL-LINKED PARTNERSHIP AND CAPACITY GRANT**

This Memorandum of Understanding ("MOU") is to specify the terms of agreement regarding the implementation of the Children and Youth Behavioral Health (CYBHI) School Linked Partnership and Capacity Grant. The source of the funding is incentive funding from the California Department of Health Care Services (DCHS) and administered by the Sacramento County Office of Education (SCOE) with Kings County Office of Education (KCOE) as the fiscal agent. This MOU is entered into by the Kings County Office of Education (KCOE) and the Pioneer Union Elementary School District ("District"), which may be individually referred to as "Party" and jointly referred to as the "Parties."

I. RECITALS

1. The purpose of this MOU is to detail the roles and responsibilities of KCOE and the Pioneer Union Elementary School District. This funding aims to increase the number of LEAs who meet the fee schedule's operational requirements and expand access by increasing the availability, equity, and range of behavioral health services and growing service capacity and infrastructure.
2. The purpose of the CYBHI Capacity Grant is to provide the District with incentive funds to support the implementation of the Project Plan. Those incentive funds will be administered by SCOE and KCOE.
3. The Parties understand that the source of the funding is incentive funding funded by the California Department of Health Care Services (DHCS) coordinated by SCOE and KCOE, and consequently, the Parties must comply with the corresponding terms, conditions, and any other requirements that may be imposed on them by accepting the funding.
4. The purpose of this MOU is to specify the terms of the agreement and detail the roles and responsibilities of the Parties regarding the implementation of the CYBHI Capacity Grant, focusing on the following goals:
 - a. **Fee schedule readiness:** Increase the number of Local Educational Agencies (LEAs) who meet the operational readiness requirements needed to join the behavioral health provider network and utilize the fee schedule. The Statewide Multi-Payer School-Linked Fee Schedule (Fee Schedule) is a new model that establishes a specific set of behavioral health services and rates at which Medi-Cal and commercial plans are required to reimburse local educational agencies, public institutions of higher education, and other school-affiliated providers. Attaining fee schedule readiness will ensure that one-time funds are used in a way that promotes long-term sustainability.

- b. **Expanded access:** Increase availability, equity, and range of behavioral health services in schools or school-linked settings by augmenting LEAs' capabilities and capacity. This provides an opportunity for educational entities to increase capacity and expand service delivery in the nearer term. Similarly, investments in the systems around school-linked services can help expand access to behavioral health care in schools.
- c. **Collaborative Infrastructure:** Develop or enhance collaborative infrastructure across LEAs, Medi-Cal and commercial managed care plans (MCPs), county behavioral health departments, and community-based organization (CBO) providers that focus on child and youth behavioral wellbeing. Grant funds can be spent on developing plans to achieve common goals, policies to enable and measure success, and tools to improve collaboration to help these systems better support children and families.

II. PURPOSE

The purpose of this MOU is to disseminate Grant Program funds to District ("Grant") and detail the roles and responsibilities of COE and District in the Grant Program. Work funded by the Grant Program will be informed by other work Districts have done to build school-based mental health and wellness services, and the Grant Program may supplement such prior work and services.

III. TERMS AND CONDITIONS

1. This MOU is entered into and effective from May 15, 2026, through June 30, 2027, unless terminated early pursuant to the provisions of this MOU. This MOU shall not automatically renew.
2. This MOU is contingent upon KCOE's execution of a contract with SCOE and its continued existence and funding. This MOU will be terminated if the contract with SCOE is not executed or is subsequently terminated.
3. Parties understand that funding for the referenced program may involve special restrictions on use and/or other requirements imposed by the funding entity. Any such special restrictions and/or requirements are incorporated into this MOU. Parties agree that any such requirements applicable to them will be fulfilled to the satisfaction of the requiring entity or agency. District agrees to use the funding solely in accordance with the terms, conditions, and any other requirements imposed by the underlying grant and for no other purpose.
4. As a condition of receiving this Funding, District represents and warrants that District or any of its Principals:
 - A. Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any federal

- agency or from participating in any state or federal healthcare programs.
- B. Have not, within a three (3) year period preceding this offer this MOU, been convicted of, or had a civil or criminal judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract.
 - C. Have no conflicts of interest, or received special treatment or consideration from, with, or by KCOE, SCOE, or DHCS, including those individuals associated with incentive program-making activities.
5. As a condition of receiving the funding, District represents that it will support: (1) a licensed public school through the California Department of Education serving Transitional Kindergarten through 12th grade; (2) are an academic provider to Medi-Cal/socioeconomically disadvantaged students; and (3) located in Kings County
 6. District shall submit reports to KCOE that document progress made during the reporting periods in accordance with the milestones, Table 1. Failure to submit timely and complete reports may impact receipt of incentive payment funding under this Agreement.
 7. No Assignment or Delegation. This MOU may not be delegated. District may not assign or otherwise transfer its rights or obligations under this MOU without the written approval of KCOE, SCOE, and DHCS.
 8. Subcontractors. Subcontractors shall agree to be bound by all applicable terms and conditions of this MOU. Any other attempted assignment shall be null and void *ab initio* and is considered a material breach of this MOU.
 9. Nondiscrimination. In performing this MOU, each Party agrees to do so without discrimination toward any students, employees, or other persons to the extent prohibited by law, including on the basis of race, color, national origin, citizenship, sex, age, sexual orientation, disability, religion, immigration status or other factors.
 10. Confidentiality. The County Office of Education and its employees, agents, or subcontractors shall protect from unauthorized disclosure names and other identifying information concerning persons either receiving services pursuant to this Agreement or persons whose names or identifying information become available or are disclosed to the County Office of Education its employees, agents, or subcontractors as a result of services performed under this Agreement, except for statistical and deidentified information not identifying any such person.

IV. SCOPE OF WORK

1. The district will submit an Implementation Plan to KCOE (see Exhibit A), through an online form within 60 days of the COE submitted Implementation Plan. The Implementation Plan should outline how the

District plans to use its Grant. The use of funds indicated in the Implementation Plan should align with the grant purpose and intended use of funds (see Exhibit B, DHCS School-Linked Partnerships and Capacity Grants Funding Guidance Overview (DHCS Funding Guidance Memo) for a description of permissible uses of funds). Any updates or changes to the Implementation Plan require approval by KCOE.

2. Submit all reports in a timely manner and in accordance with the timeline detailed below:
 - a. ~~LEA Progress Report #1 on work completed between January 1, 2025, and June 30, 2025; due by July 15, 2025. This report may include updates on key activities such as: LEA spending of the Grant Funds (in alignment with DHCS Funding Guidance Memo); and progress toward completion of deliverables identified in the LEA Implementation Plan. Requests to modify the LEA Implementation Plan may be submitted as part of this progress report.~~
 - b. ~~LEA Progress Report #2 on work completed between July 1, 2025, and December 31, 2025; due by January 15, 2026. This report may include updates on key activities such as LEA spending of Grant Funds (in alignment with DHCS Funding Guidance Memo); and progress toward completion of deliverables identified in the LEA Implementation Plan. Requests to modify the LEA Implementation Plan may be submitted as part of this progress report.~~
 - c. LEA Progress Report #3 on work completed between January 1, 2026, and June 30, 2026; due by July 15, 2026. This report may include updates on key activities such as: LEA spending of the Grant Funds (in alignment with DHCS Funding Guidance Memo); and completion of deliverables identified in the LEA Implementation Plan.
 - d. LEA Progress Report #4 on work completed between July 1, 2026, and December 31, 2026; due by January 15, 2027. This report may include updates on key activities such as: LEA spending of the Grant Funds (in alignment with DHCS Funding Guidance Memo); and completion of deliverables identified in the LEA Implementation Plan.
 - e. LEA Final Progress Report on work completed between January 1, 2027, and June 30, 2027; due by July 15, 2027. This report may include updates on key activities such as: LEA spending of the Grant Funds (in alignment with DHCS Funding Guidance Memo); and completion of deliverables identified in the LEA Implementation Plan.

If an LEA completes grant-funded activities before June 2027, they may submit their final progress report early and will not be obligated to submit any additional reports beyond that time.

V. DISBURSEMENT OF FUNDING

1. KCOE shall distribute up to \$144,036.57 (total allocation) to COE in grant funds based on milestones outlined in Table 1 below for successful performance of the deliverables set forth in this agreement.
2. The budget will be included as a part of the Implementation Plan and must be aligned with the permissible use of funds.
3. The district shall submit progress reports to KCOE (via an online form) on the below schedule reflecting deliverables performed during that quarter. These reports will include:
 - i. Detailed budget information.
 - ii. Project descriptions and timelines, including progress towards deliverables in the Implementation Plan as set forth in section IV which will include:
 - a. Progress toward meeting operational readiness requirements.
 - b. Updated milestones and timelines for grant activities.
4. Updates and revisions to Implementation Plan deliverables and budgets must be reviewed and approved by KCOE.
5. Invoices must be submitted with and aligned with Table 1 below.

Table 1

The total Budget and Invoice amount may not exceed the allocation as follows:

Milestone #1: Completion of MOU with KCOE Signed MOU due to KCOE by May 31, 2026	N/A
Milestone #2: Baseline Survey, LEA Implementation Plan Funds: 100% of funds released upon signed MOU and approval of LEAs completed Implementation Plan Signed MOU due to KCOE by June 15, 2026	\$86,421.94
Milestone #3: Progress Report #1 Date range: covering work from January 1, 2025 — June 30, 2025 Funds: 20% of funds released upon completion of Progress Report #1 Progress Report 1 due to KGOE by July 15, 2025, via online form	N/A

Milestone #4: Progress Report #2 Date range: covering work from July 1, 2025 – December 31, 2025 Funds: 20% of funds released upon completion of Progress Report #2 Progress Report 2 due to KCOE by January 15, 2026, via online form	N/A
Milestone #5: Progress Report #3 Date range: covering work from January 1, 2026 – June 30, 2026 Progress Report due to KCOE by July 15, 2026, due via online form	\$57,614.63
Milestone #6 Progress Report #4 Date range: covering work from July 1, 2026 – December 31, 2026 Progress Report due to KCOE by January 15, 2027, due via online form	N/A
Milestone #7 Final Progress Report Date range: covering work from January 1, 2027 – June 30, 2027 Progress Report due to KCOE by July 15, 2027, due via online form	N/A
GRAND TOTAL	\$144,036.57

All expenditures should be directly, demonstrably, and credibly related to achieving operational readiness, developing collective infrastructure, or improving equity, access, and range in school-linked behavioral health services. Expenditures outside of these guidelines will not be permitted without explicit permission from DHCS. If LEA would like to request funds for another purpose, a proposal may be submitted to KCOE for consideration. Any excess funds may be utilized by the LEA for purposes consistent with the Grant Program goals; however, in this situation, entities shall send an updated Implementation Plan to KCOE. To the extent expenditures are deemed to be outside of the DHCS Funding Guidance Memo, KCOE may seek recoupment of Grant Funds. These payment provisions are contingent upon KCOE's receipt of full payment from SCOE and DHCS. If SCOE's payments to KCOE are reduced, delayed, or terminated at any time during the term of this MOU, KCOE's payment to LEA will be similarly reduced, delayed, or terminated.

VI. CORRECTIVE ACTION AND TERMINATION

1. As necessary and subject to the approval of the Department of Health Care Services (DHCS), KCOE may modify this MOU and/or implement a

corrective action plan in order to facilitate District's compliance. District shall be provided a reasonable period of time to achieve compliance to the satisfaction of SCOE and KCOE.

- a. If District fails to achieve compliance with the modified terms and/or corrective action plan, KCOE may terminate this MOU by providing 30 days advance written notice to District and DHCS. If this MOU is terminated prior to the end of the MOU term in Section II, the District shall return any Funds received from KCOE under this MOU to SCOE.
2. Immediate Termination by KCOE. This MOU may be terminated immediately for cause by KCOE, as pertains to the district. Cause for termination shall be:
 - a. A violation of any law or regulation that materially impairs District's ability to perform this MOU.
 - b. Failure to maintain District's insurance as required by this MOU or the Knox-Keene Act.

VII. MONITORING

1. Record Keeping. District agrees to maintain accurate books and records relative to all its activities associated with the funding that is the subject of this MOU. All records shall be maintained as required by state and federal laws and regulations. Notwithstanding the foregoing, all records shall be maintained in an accessible location and condition for at least five years from the date of this MOU.
2. Audit. KCOE shall have the right to, and District shall permit examination, copying and auditing of all books, records, documents, accounting procedures, and practices, and other evidence that reflect the use of the funding provided pursuant to this MOU. Copies of such records shall be immediately provided to KCOE upon request.
3. Good Faith. Each Party agrees to cooperate in good faith and provide reasonable assistance, as may be necessary, for the other Party to fulfill its respective obligations imposed by this MOU and the underlying grant.

VIII. INDEMNIFICATION

1. Each Party agrees to hold harmless and indemnify KCOE for any fines, penalties, reimbursement obligations or other financial obligations that may arise from noncompliance with the provisions of the underlying grant or malfeasance associated with the use of the funding by District or District-related personnel.

IX. NO RIGHT OF ASSIGNMENT OR DELEGATION

District may not assign or otherwise transfer its rights or delegate any of its obligations under this Agreement without the approval of KCOE, SCOE and

DHCS. Subcontractors shall agree to be bound by all applicable terms and conditions of this Agreement, including those contained in this Section VIII. Any other attempted assignment shall be null and void *ab initio* and is considered a material breach of this Agreement.

X. VALIDITY AND AMENDMENT

If any term or part of any term or condition of this Agreement is determined to be invalid, it shall not affect the validity of the other terms and conditions. This Agreement can be modified by an amendment written and authorized by KCOE, SCOE and District and upon written consent of DHCS.

XI. COMPLIANCE WITH APPLICABLE LAWS

District agrees to comply with all applicable federal, state, and local laws, ordinances, regulations, or guidance.

XII. ENTIRE AGREEMENT

This MOU and the Exhibits incorporated herein represent the complete, total and final understanding of the parties, and no other understanding or representations, oral or written, regarding the subject matter of this MOU, shall be deemed to exist or to bind the parties hereto at the time of execution.

XIII. CHOICE OF LAW AND RESOLUTION

1. Governing Law. This MOU shall be construed according to the laws of the State of California without regard to its provisions regarding conflict of laws.
2. The parties shall attempt to resolve disputes informally and in good faith.

XIV. THIRD PARTY BENEFICIARIES

There are no third-party beneficiaries to this MOU. The MOU may only be enforced by the parties.

XV. SEVERABILITY

If any provision of this MOU is found to be illegal or unenforceable, this remaining provision of the MOU shall nevertheless remain in full force and effect, and the illegal or unenforceable provision shall be stricken.

XVI. WAIVER

No waiver of a breach of any provision of this MOU shall be effective unless it is written and signed by the Party against whom it runs. No waiver shall be deemed a waiver of either the same or different provision or any other matter.

XVII. NOTICES

Any notices required or permitted to be given shall be in writing and shall be deemed delivered upon personal delivery; twenty-four (24) hours following

deposit with a courier for overnight delivery; or seventy-two (72) hours following deposit in the U.S. Mail, registered or certified mail, postage prepaid, return-receipt requested, addressed to the parties at the following addresses or to such other addresses as the parties may specify in writing:

To KCOE: Kings County Office of Education
Attn: Todd Barlow
1144 W. Lacey Blvd.
Hanford, CA 93230

To District: Pioneer Union Elementary School District
Attn: Mr. John Raven
1888 N. Mustang Dr.
Hanford, CA 93202

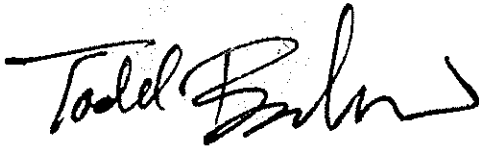
XVIII. AUTHORIZED SIGNATURE

This MOU correctly sets forth District's understanding of the terms and conditions of the Funds. District accepts this MOU by having, and represents that it has, an authorized individual sign and date in the spaces provided below.

By their signatures below, the signatories represent and warrant that they are authorized to enter into this Agreement on behalf of the parties.

Kings County Office of Education

SIGNATURE:



PRINT NAME: Todd Barlow

TITLE: Superintendent

DATE: 5/15/2026

Pioneer Union Elementary School District

SIGNATURE:

PRINT NAME: _____

TITLE: Superintendent or Designee

DATE: _____

Exhibit A: Implementation Plan Template

Exhibit B: Funding Guidance Memo