

BEFORE THE GOVERNING BOARD OF THE
DUCOR SCHOOL DISTRICT
TULARE COUNTY, CALIFORNIA

2.11
RES. # 3

**RESOLUTION APPROVING PARTICIPATION IN THE 2023-2024
CLASSIFIED SCHOOL EMPLOYEE SUMMER ASSISTANCE PROGRAM**

WHEREAS, Education Code section 45500 provides the Governing Board of the Ducor School District with the option to participate in the Classified School Employee Summer Assistance Program (“CSE SAP”) for 2023-2024 School Year.

WHEREAS, the CSE SAP will allow a classified employee of the District who meets specified requirements to withhold an amount from his or her monthly paycheck during the 2023-2024 school year to be paid out during the summer recess period in 2024 when regular classes are not in session.

WHEREAS, the California Department of Education (“CDE”) will apportion funds to the District to provide to participating classified employee up to one dollar (\$1) for each dollar (\$1) that the classified employee has elected to have withheld from their monthly paycheck during the 2023-2024 school year.

WHEREAS, the CSE SAP is contingent upon an appropriation being provided in the annual Budget Act or another statute.

WHEREAS, the District is responsible for managing an account within its general fund called the “Classified School Employee Summer Assistance Program Fund” where monthly withholdings and CDE’s matching funds will be deposited and then paid out to eligible participating classified employees.

WHEREAS, Education Code section 45500, subdivision (n), specifies that State matching funds received by eligible employees from CDE as part of the CSE SAP are not considered compensation for purposes of determining CalPERS or CalSTRS retirement benefits.

WHEREAS, Education Code section 45500 contains eligibility requirements, responsibilities, and timelines for implementing the CSE SAP, as described by CDE in the attached Exhibit A.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Ducor School District that it hereby orders as follows:

1. The District elects to participate in the CSE SAP pursuant to Education Code section 45500 for the 2023-2024 school year.

2. The Superintendent/designee is authorized and directed to take all actions necessary to implement this Resolution.

PASSED AND ADOPTED by the following vote this ____ day of December, 2022.

AYE: _____

NO: _____

ABSTAIN: _____

ABSENT: _____

President of the Governing Board
Ducor School District
Tulare County, State of California

I, _____, clerk of the Governing Board of the Ducor School District,
do hereby certify that the foregoing Resolution is a true and correct copy of the Resolution that was
regularly introduced, passed, and adopted by the Governing Board at its December ____, 2022 meeting.

Name (print): _____
Clerk, Governing Board
Ducor School District
Tulare County, State of California

EXHIBIT A

1. Eligibility for the Classified School Employee Summer Assistance Program (“CSE SAP”) shall be determined in accordance with Education Code section 45500. Specifically, a classified employee must:
 - a. Be employed by the District in the employee’s regular assignment for fewer than 11 months out of a 12-month period. A “regular assignment” means a classified employee’s employment during the academic school year, excluding the summer recess period;
 - b. Have worked for the District for at least one year at the time the classified employee elects to participate in the CSE SAP; and
 - c. The classified employee’s regular annual pay, at the time of enrollment, received directly from the District is exactly or less than sixty-two thousand four hundred dollars (\$62,400) for an entire school year. This amount shall not include any pay received by the classified employee during the previous summer recess period, when regular class sessions were not being held during the months of June, July, and August.
2. District Responsibilities (which may be modified as needed to comply with California Department of Education (“CDE”) requirements)
 - a. By January 1, 2023, the District will notify classified employees that the District has elected to participate in the CSE SAP for the 2023-2024 school year.
 - b. By April 1, 2023, the District will notify the CDE in writing that it has elected to participate in the CSE SAP and will specify the number of classified employees that have elected to participate and the total estimated amount to be withheld from participating classified employee paychecks for the 2023-2024 school year.
 - c. By June 1, 2023, the District shall notify participating classified employees regarding the estimated amount of State matching funding that a participating classified employee can expect to receive.

- d. During the 2023-2024 school year, the District shall deposit the amounts withheld from participating classified employee monthly paychecks in accordance with the choices made by each participating classified employee, pursuant to provision 3(a)(i) below, in an account within its general fund, to be known as the “Classified School Employee Summer Assistance Program Fund” (referred hereafter as “Fund”).
- e. On or before July 31, 2024, the District will request payment from CDE for a matching amount to that which was withheld by a participating classified employee and deposited in the Fund.
- f. During June, July, and August 2024, the District will pay participating classified employees an amount equal to their withholdings plus the State match funding received from CDE. This payment will be in either one or two payments, in accordance with the classified employee’s selected option under provision 3(a)(ii) below.

3. Classified Employee Participation

- a. By March 1, 2023, classified employees must notify the District in writing, using the form provided by the CDE¹ that the employee elects to participate in the CSE SAP. The classified employee must specify:
 - i. The amount to be withheld from monthly paychecks during the 2023-2024 school year, which may be up to 10% of monthly pay; and
 - ii. Whether the employee wishes to have the withheld amounts paid out during the summer recess period in one or two payments.
- b. No later than 30 days after the start of school instruction for the 2023-2024 school year, participating classified employees must notify the District if the employee elects to either:
 - i. Withdraw from participation in CSE SAP; or,
 - ii. Reduce the amount to be withheld from monthly paychecks.

4. Mid-Year Termination of Participation

- a. If an eligible participating classified employee separates from District employment during the 2023-2024 school year, the employee may request from the District any pay previously withheld from their monthly paychecks and deposited in the Fund. A classified employee, due to economic or personal hardship, may also request from the District any pay previously withheld from their monthly paychecks and deposited in the Fund. If either request occurs, the employee is not entitled to receive any State matching funds.

¹ <https://www.cde.ca.gov/fg/aa/ca/csesap20forminfo.asp>.

2.12

**MEMORANDUM OF UNDERSTANDING
(Change to Hourly Rate)**

This Memorandum of Understanding ("MOU") is entered into by the **Ducor Union Elementary School District ("District")** and the **Ducor Teachers Association/CTA/NEA (the "Association")**. The District enters into this MOU as the Employer of the certificated employees in the bargaining unit represented by the Association. The Association enters into this MOU on its own behalf as well as on behalf of certificated employees who are members of the bargaining unit represented by the Association in its role as the Exclusive Representative.

RECITALS

1. The District and Association are parties to a Collective Bargaining Agreement dated July 1, 2020 - June 30, 2022 ("CBA").
2. The Parties are in negotiations for the 2022-23 school year.
3. The District agrees to pay bargaining unit members their hourly rate for any District approved activities outside of the regular school day. Teachers will need to provide a description of those activities prior to District consideration for approval.

This MOU will expire June 30, 2023.

RATIFIED

By affixing their signatures to this MOU, the District and the Association acknowledge that the matters set forth are fully settled. This MOU shall be binding upon their heirs, successors, devisees, administrators, employees, executors, and assigns of the parties hereto. The signatures signify that they are the authorized representatives of the District or Association as the proper parties to this MOU.

For the District:

November 30, 2022

Isidro Rodriguez
Superintendent

For the Association:

November 20, 2022

Steven McCurry
Ducor TA President

Advancing Wellness & Resiliency in Education

Tulare County Office of Education Special Services is excited to share that we were awarded a 5-year Project AWARE Advancing Wellness & Resiliency in Education grant through SAMHSA. The purpose is to create a sustainable infrastructure to promote mental health awareness, provide drug and alcohol abuse prevention/intervention activities, and increase and improve access to culturally relevant, developmentally appropriate trauma informed school and community based AWARE grant activities.

Through mental health awareness activities, training, shared resources, and student voice we will reach all students in Tulare County over the next 5 years. The grant will increase mental health awareness for students, educators, families, and communities. With an already strong support system in our county, we have CDE and DHCS as committed partners throughout the 5 years.

Our substance use prevention and intervention activities will be supported by our TCOE-CHOICES program with a prevention specialist as a part of the AWARE team.

Project AWARE has an annual budget of \$500,000 to provide an increased number of School Counselors in Tulare County schools. This will fund 10 school counselors at \$50,000 each year for 5 years. The School Counselor will become your district's Project AWARE Mental Health Awareness Resource Lead. School Counselors will be hired by the school districts, receiving funding through an agency agreement from TCOE Project Aware in the amount of \$50,000 each year for 5 years.

Responsibilities of Contractor

School District will hire a minimum of 1 School Counselor from 2022-2025 school years to provide mental health awareness and project AWARE support to k-12 schools in their district. District agrees to implement this model based on the guidelines provided by the Tulare County office of Education grant coordinator.

District agrees to:

1. Provide supervision of the School Counselor
District will utilize Tulare County Office of Education provided evaluation tools and agree to follow evaluation procedures and guidelines.
2. District agrees to gather the required data needed to implement this program.
3. School Counselor participates in monthly trainings provided by TCOE Project AWARE team
4. District participates in mental wellness listserv
5. District participates in chronic absenteeism awareness activities
6. District participates in mental health awareness campaigns on school campuses
7. District participates in Student Voice YouTube channel

If you are interested in funding to support an additional School Counselor in your district, please complete the below information and return by 11/4/22 to tiffanys@tcoe.org.

District: _____

Address: _____

Date : _____

Superintendent Name: _____

Superintendent Signature : _____

CLASS TITLE: COUNSELOR-ELEMENTARY TK-6**BASIC FUNCTION:**

Under the direction of the school administrator, this position will focus time to support the after school CHOICES program, during the regular school hours, the counselor provides all students equitable access to a quality developmentally appropriate and comprehensive counseling program focused on academic success, personal and social/behavioral development and career development. These services will be provided through education and behavioral counseling to individuals and small groups; assisting students in understanding and seeking solutions to academic, social and emotional challenges and issues; serving as a resource pertaining to student behavior management strategies, and welfare and attendance challenges and concerns and providing support to other educational programs.

REPRESENTATIVE DUTIES:**ESSENTIAL DUTIES:**

Will assist in developing student behavior management plans, groups and programs for the purpose of resolving social, emotional, and educational challenges and concerns.

Will assist in identifying school program needs for the purpose of developing school instructional programs geared to meet individual student needs, support school-wide VALORES program

Will assist in the planning, development, and, implementation of programs (e.g. student groups, guest speakers, Social Emotional Learning curriculum) for the purpose of promoting student educational and social development

Consults and collaborates with teachers, staff, parents, and community entities for the purpose of understanding and meeting the needs of students.

Coordinates with site staff, middle school staff, and/or community entities (e.g. service clubs, courts, child protective services, mentoring organizations, etc) and, in collaboration with the purpose of providing/receiving requested information, developing support programs, making recommendations and providing a successful transition between programs.

Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success.

Participates in school meetings (e.g. staff, student study team, IEP's, outside agency) for the purpose of providing and gathering information to meet the educational, social and emotional needs of students.

Plans, develops, and presents, as requested, a variety of reports pertaining to programs, initiatives, functions, and activities for the purpose of evaluating the effectiveness of the program and planning for success.

Provides direct counseling and therapy services (e.g. individual, group, whole class) for the purpose of supporting student educational, social, and emotional success.

Serves as a resource for site personnel, District personnel and members of the school community for the purpose of promoting student success

To attend job related meetings or activities. To perform non-administrative additional duties which enhance the counseling program, when assigned by the person in charge of the counseling department and/or the Principal as adjunct to regular stated duties, provided it is mutually agreed that these activities and duties do not interfere with the counseling responsibilities outlined above.

To develop as a professional school counselor.

Provide support and focus on developing a school climate that promotes the 1) attitudes, knowledge and skills that contribute to effective learning in school and being a life-long learner; 2) completion of elementary school with the academic preparation essential for secondary promotion with the ability to choose from a wide range of substantial post-secondary options, including college; and 3) understanding of the relationship of academics to the world of work and to life at home and in the community.

Oversee and coordinate formal and informal student events and activities that enhance career development

Throughout the year, consult with and/or provide resources to teachers to facilitate their instruction of counseling content and to infuse counseling content in the general educational curriculum.

Guide individuals and groups of students through the development of life-long learning skills: work with students in acquiring knowledge about and effective use of skills when interacting in the home, academic and peer environments.

Provide personal/social services to ensure that students will acquire the knowledge, attitudes and interpersonal skills to help them to understand and respect self and others; 2) make decisions, set goals and take necessary action to achieve goals; and 3) acquire personal safety skills.

Counsel individuals and small groups of students toward social and emotional growth: conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students. Topics may include academic failure, family issues, child abuse, attendance and/or behavior

problems, peer problems and substance abuse. Serve as a student advocate and avoid the role of a disciplinarian.

Consult with and train teachers, parents and staff regarding children's needs: participate in meetings; conduct professional development for teachers; act as a resource person for staff

and parents; conduct conferences with teachers and/or parents; conduct newsletters; assist families with school-related problems, including conducting home visits as needed.

Refer children with problems and their parents to special programs, specialists and outside agencies; consult and coordinate with in-district and community-based specialists, such as school administrators, nurses, school psychologists, family resource center, service agencies, and physicians.

Participate in and facilitate the intervention team process: assume an active role in designing, implementing, monitoring, and adjusting social/emotional interventions with small groups and individuals.

Plan and evaluate the counseling program: review the counseling program annually with staff and administration; establish the counseling program master calendar; evaluate learning activities as they are implemented; complete an annual counseling program evaluation.

Pursue continuous professional growth: attend state and local sponsored staff development offerings; join associations; read professional journals; take post-graduate courses; conduct professional development for colleagues and other staff.

Adhere to laws, policies, procedures, and ethical standards of the school counseling profession. Prepare records and reports related to the assignment; prepare letters to parents, progress reports, referrals, and related documents.

Willingness to embrace the District Core Values.

Perform related duties as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Counseling principles, laws, policies, procedures, and ethical standards of the school counseling profession.

Child abuse reporting laws.

Community referral sources, human growth and development, counseling theories and practices and possible handicapping conditions.

Special programs.

Interpersonal skills using professionalism, tact, patience, and courtesy.

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of District students.

Oral and written communication skills.

Record-keeping techniques.

ABILITY TO:

Gather, analyze and organize information and resources
Provide academic, career guidance, and personal/social counseling services for assigned students.
Effectively communicate with students, parents, and appropriate District staff regarding student progress.
Identify student needs and recognize symptoms of serious concerns.
Listen and effectively communicate with all people in a professional capacity and determine when referrals to other services are necessary
Perform a variety of administrative functions.
Read, perform basic mathematical calculations, write reports, and use technology effectively must be evident.
Prepare and maintain a variety of documents related to students.
Maintain current knowledge of counseling program rules, regulations, requirements and restrictions.
Establish and maintain cooperative and effective working relationships with others.
Read, interpret, apply and explain rules, regulations, policies and procedures.
Operate office equipment.
Work confidentially with discretion.
Report for duty consistently during student attendance days and other designated work days, in a punctual manner.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Possess a Master's Degree in psychology, school counseling, social work, or related field. Two years of school related work experience emphasis with social/emotional support. Bilingual Spanish/English preferred.

LICENSES AND OTHER REQUIREMENTS:

Possess a valid California Pupil Personnel Services – School Counseling Credential
Possess a valid California driver's license and have the ability to travel from one location to another

WORKING CONDITIONS:**ENVIRONMENT:**

Office environment subject to constant interruptions, subject to driving to off-site meetings.

Counselor Salary Cost

Base Salary	STRS	Medi	SUI	Wcomp	Total
	19.10%	1.45%	0.50%	1.16%	22.21%
\$ 38,895.00	\$ 9,550.00	\$ 725.00	\$ 250.00	\$ 580.00	\$ 50,000.00

2.14

RESOLUTION No. 2022-~~11~~
BEFORE THE BOARD OF TRUSTEES OF THE
DUCOR UNION ELEMENTARY SCHOOL
DISTRICT,
TULARE COUNTY, CALIFORNIA

In the Matter of California Uniform)	RESOLUTION ADOPTING CALIFORNIA
Public Construction Cost Accounting)	UNIFORM PUBLIC CONSTRUCTION COST
Act)	ACCOUNTING PROCEDURES AND
_____)	INFORMAL BIDDING ORDINANCE

WHEREAS, in order for the Ducor Union Elementary School District (DUESD) to be permitted to utilize the alternative bidding procedures set forth in Public Contract Code ("PCC") section 22032, et seq., the Board must first elect to adopt uniform public construction cost accounting procedures pursuant to PCC section 22000 et seq., the California Uniform Public Construction Cost Accounting Act ("Act"); and

WHEREAS, PCC section 22034 requires DUESD to enact an Informal Bidding Ordinance, as detailed herein, if it elects to utilize an alternative bid procedure for public works projects as described in PCC section 22030 et seq.; and

WHEREAS, it appears to be in the best interest of DUESD to enact the Informal Bidding Ordinance pursuant to the alternative procedure for public works bids.

NOW, THEREFORE, the Board of Trustees of the DUESD finds, determines, and orders as follows:

1. The foregoing recitals are adopted as true and correct.
2. The Board elects under Public Contract Code section 22030 to become subject to the uniform construction cost accounting procedures set forth in the Act and to the California Uniform Public Construction Cost Accounting Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended.
3. The Board directs the Superintendent of School, or his designee, to mail a certified copy of this Resolution to the Office of State Controller, Division of Accounting and Reporting, Local Government Policies Section, P.O. Box 942850, Sacramento, CA 94250.
4. The Board hereby enacts an Informal Bidding Ordinance ("Ordinance") as follows:

INFORMAL BIDDING ORDINANCE

1. Ducor Union Elementary School District (DUESD) shall maintain a list of qualified contractors, identified according to categories of work. Minimum criteria for development and maintenance of the contractors list shall be as determined by the California Uniform Construction Cost Accounting Commission.
2. Where a public project to be performed is subject to the provisions of this Ordinance, a notice inviting informal bids shall be mailed to all contractors for the category of work to be bid, as shown on the list developed in accordance with this Ordinance, or to all construction trade journals as specified by the California Uniform Construction Cost Accounting Commission in accordance with Public Contract Code section 22036. Additional contractors and/or construction trade journals may be notified at the discretion of the Superintendent or authorized designee. If the product or service out for bid is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.
3. All mailing of notices to contractors and/or construction trade journals pursuant to subdivision (2) above shall be completed not less than ten (10) calendar days before bids are due.
4. The notice inviting informal bids shall describe the project in general terms, how to obtain more detailed information about the project, and state the time and place for the submission of bids.
5. The Board, to the extent it does not make the award itself, hereby delegates authority to award informal contracts subject to the Ordinance to the Superintendent or authorized designee.
6. Consistent with Public Contract Code section 22032, public works projects that are less than the informal bid limit may be performed by the employees of DUESD by force account, by negotiated contract, or by purchase order. Public works projects that are less than the formal bid limit may be informally bid, except as described in Public Contract Code section 22034(d). All public works projects subject to formal bidding shall be subject to the notice procedures contained in Public Contract Code section 22037.
7. The Board hereby delegates to the Superintendent, or designee, the authority to declare an emergency pursuant to Public Contract Code section 22050. The emergency action shall subsequently be reviewed at the next regularly scheduled Board meeting.
8. The Ordinance may be used in conjunction with, or in place of, to the extent provided by law, other Public Contract Code requirements at the discretion of DUESD.
9. The Ordinance is effective on the date approved by Resolution of the Board. The Ordinance shall be amended from time to time by any subsequent amendments or changes to the Act.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,
seconded by Trustee _____, at a regular meeting held on February 13, 2019, by the
following vote:

AYES: _____
NOES: _____
ABSENT: _____

I, Isidro Rodriguez, ex-officio secretary of the DUESD, do hereby certify that the foregoing
Resolution was duly passed and adopted by said Board, at an official and public meeting
thereof, this 13th day of February 2019.

Isidro Rodriguez, Superintendent
Ducor Union Elementary School District

Pat Hunt Construction

276 N Oakmore St
Tulare, Ca 93274
License #950510
PWC #1000033329

Estimate

2.15

Date	Estimate #
11/20/2022	270

Name / Address
Ducor Union Elem School Isidro Rodriguez 23761 Ave 56 Ducor, Ca 93218

			Project
Description	Qty	Rate	Total
Ramp Surface Replacement - remove and replace deck surface on (4) ramps.			
Building entry decks		0.00	0.00
Labor Costs		6,464.16	6,464.16
Estimated Material Costs		3,650.00	3,650.00
Burden Expense		696.81	696.81
Construction Costs		1,621.64	1,621.64
		Total	\$12,432.61

Pat Hunt Construction
276 N Oakmore St
Tulare, Ca 93274
License #950510
PWC #1000033329

Estimate

Date	Estimate #
11/18/2022	271

Name / Address
Ducor Union Elem School Isidro Rodriguez 23761 Ave 56 Ducor, Ca 93218

			Project
Description	Qty	Rate	Total
Roof Coating - Cafeteria & North Ram Buildings			
Specialties - Roof Coating		0.00	0.00
Labor Costs		9,893.60	9,893.60
Estimated Material Costs		7,040.00	7,040.00
		1,250.00	1,250.00
Burden Expense		1,025.90	1,025.90
Construction Costs		2,881.42	2,881.42
		Total	\$22,090.92



Estimate - Exhibit "A"

2.16

Date	Estimate #
11/17/2022	9893

P.O. Box 27014 Fresno, Ca 93729-7014
(559) 441.0137 | License #959499

Name / Address
Integrated Designs by SOMAM, Inc. 6011 N. Fresno St., Suite 130 Fresno, CA 93710

Description	Total
<p>JOB SITE: Ducor ES @ 23761 Ave 56. Ducor, Ca 93270 Project #5417</p> <p>ADA STALLS</p> <ul style="list-style-type: none">- Saw cut and demo 1,100sq.ft. of existing asphalt and haul away.- Excavate 8" of existing base + soil, and haul away.- Import 8" of new class II base rock to be compacted.- Pave 1,100sq.ft. of 3" thick asphalt not to exceed 2% slope on (2) ADA stalls, as shown on plans. <p>STRIPING</p> <ul style="list-style-type: none">- Relocate (1) new ADA signage- Stripe (2) ADA stalls. <p>*Bid is based on P.W. rates</p> <p>***PLEASE REVIEW, SIGN, AND RETURN a copy of this estimate to our office. Upon receipt, we will forward our contract to you for execution. Once completed and returned to us, the work will be scheduled. This estimate is only valid for 30 calendar days. Thank you for your business***</p>	16,500.00
	Total \$16,500.00

Print, sign, & date:

2.17



Happy Holidays from . . .

School Services of California
INC.
An Employee-Owned Company

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Minimum Wage Increases Effective January 1, 2023

BY CHARLENE QUILAO

BY SUZANNE SPECK

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posted November 10, 2022

California's minimum wage is projected to increase to \$15.50 per hour for all workers effective January 1, 2023, as triggered by increasing costs due to inflation. Per Labor Code, the minimum wage rate will be adjusted annually for inflation based on the national Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W). Because the CPI-W exceeded 7%, the first adjusted increase was accelerated; therefore, employees will be guaranteed the \$15.50 rate even if they work for small employers—those employers with 26 employees or less (Labor Code Section 1182.12(c)(3)(A-B)) and the ongoing increase in the future is caused by Labor Code Section 1182.12(c)(1).

Below is a table illustrating minimum wage on an hourly, weekly, monthly, and annual basis. Based on inflation, School Services of California Inc. staff project that the minimum wage will continue to increase by the maximum amount allowed by law through 2028.

Minimum Wage	Effective Date: ≥ 26 Employees	Effective Date: < 26 Employees	Exempt Minimum Salary Weekly/Monthly/Annually
\$14.00/hour	January 1, 2021	January 1, 2022	\$1,120/\$4,853/\$58,240
\$15.00/hour	January 1, 2022	N/A	\$1,200/\$5,200/\$62,400
\$15.50/hour	January 1, 2023		\$1,240/\$5,373/\$64,480
\$16.00/hour	January 1, 2024		\$1,280/\$5,547/\$66,560
\$16.40/hour	January 1, 2025		\$1,312/\$5,685/\$68,224
\$16.80/hour	January 1, 2026		\$1,344/\$5,824/\$69,888
\$17.20/hour	January 1, 2027		\$1,376/\$5,963/\$71,552
\$17.60/hour	January 1, 2028		\$1,408/\$6,101/\$73,216

The forthcoming increase in the minimum wage highlights important operational considerations to ensure that employers are maintaining their obligation to comply with state and federal laws. Local educational agency human resources departments should review current salary schedules now, to identify salary cells that may fall below the scheduled minimum increase, in addition to preparing for future increases. Keep in mind that increases in the minimum wage also impact the threshold for exemption from the overtime rules of the Fair Labor Standards Act (FLSA). Exempt workers in California must be paid a salary that is at least twice the state's minimum wage as well as meeting the duties test under the FLSA. Information on overtime exemptions in California can be found on the Department of Industrial Relations website.

Remember that the minimum wage is an obligation of the employer and cannot be waived by any agreement, including collective bargaining agreements. So, even if you find yourselves in the middle of negotiations regarding salary, as employers, you are still obligated to comply with the minimum wage rate for the effective year.

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
BUS DRIVER
Effective 01/01/23

2	15.50
3	15.76
4	16.40
5	17.05
6	17.74
7	18.47
8	19.24
9	19.93
10	20.76
11	21.60
12	22.46
13	23.30
14	24.15
15	26.76

Date of Board Approval

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2021-2022 Classified Salary Schedule
BUS DRIVER

1	14.57
2	15.16
3	15.76
4	16.40
5	17.05
6	17.74
7	18.47
8	19.24
9	19.93
10	20.76
11	21.60
12	22.46
13	23.30
14	24.15
15	26.76

Date of Board Approval

11/9/21

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023
CAFETERIA WORKER
Effective 1/1/23

8	15.50
9	15.60
10	16.26
11	17.00
12	17.60
13	18.31
14	19.06
15	19.85
20	20.63

Date of Board Approval

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023
CAFETERIA WORKER
Effective 1/1/22

7	15.00
8	15.04
9	15.60
10	16.26
11	17.00
12	17.60
13	18.31
14	19.06
15	19.85
20	20.63

Date of Board Approval

12/14/21

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
CUSTODIAN
Effective 01/01/23

2	15.50
3	15.75
4	16.34
5	17.01
6	17.70
7	18.41
8	19.14
9	19.91
10	20.69
11	21.51
12	22.29
13	23.14
14	25.80
15	26.79

Date of Board Approval

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
CUSTODIAN

1	15.00
2	15.13
3	15.75
4	16.34
5	17.01
6	17.70
7	18.41
8	19.14
9	19.91
10	20.69
11	21.51
12	22.29
13	23.14
14	25.80
15	26.79

Date of Board Approval

12/14/21

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
INSTRUCTIONAL AIDE
Effective 1/1/23

7	15.50
8	15.57
9	16.84
10	17.55
11	18.22
12	18.99
13	20.06
14	20.30
15	21.33
20	22.15

Date of Board Approval

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
INSTRUCTIONAL AIDE
Effective 1/1/22

6	15.00
7	15.33
8	15.57
9	16.84
10	17.55
11	18.22
12	18.99
13	20.06
14	20.30
15	21.33
20	22.15

Date of Board Approval

12/14/21

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
LIBRARY MEDIA SPECIALIST
Effective 1/1/23

7	15.50
8	15.93
9	16.76
10	17.60
11	18.52
12	19.43
13	20.48
14	21.49
15	22.63

Board Approved

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
2022-2023 Classified Salary Schedule
LIBRARY MEDIA SPECIALIST
Effective 1/1/22

6	15.00
7	15.13
8	15.93
9	16.76
10	17.60
11	18.52
12	19.43
13	20.48
14	21.49
15	22.63

2.18

Tulare County
Office of Education
Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

November 21, 2022

Isidro Rodriguez,

Attached is your Agency Agreement from New Teacher Leadership Development

Please sign and return either by e-mail or by mail to:

E-mail: jodya@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Jody Arriaga, Director of Internal Business Services
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,


Jody Arriaga
Internal Business Director | 559-730-2751 | jodya@tcoe.org

AGENCY AGREEMENT 230478

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Ducor Union School District**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become

effective as

8/1/2022

and shall expire on .

6/30/2023

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 33,000.00

4. **METHOD OF PAYMENT:**

- a. **SUPERINTENDENT** must submit itemized invoices to **DISTRICT** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT

Isidro Rodriguez, Jr.
Ducor Union School District
23761 Avenue 56, P.O. Box 249
Ducor, CA 93218-0249

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hira

Date

11/21/2022

DISTRICT

Signature

Sign

Date

TCOE Program Information

Contact Person: Kathy Thompson

Telephone: 559-733-6513

Department/Program: New Teacher & Leadership Development

Please return an original copy to:Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Ducor Union School District.)

See Exhibit A

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

See Exhibit A

FEE SCHEDULE

The contract total for services to be provided are estimated to be

The contract total for services to be provided is \$3,000 per candidate/per year. The (DISTRICT/Agency) will be billed for a maximum of \$33,000.00 in December for candidates who are enrolled in the program at the time. Refunds will not be given to DISTRICTs whose candidates do not complete the Tulare County Teacher Induction Program. Candidates who are enrolled to clear an education specialist credential will have the opportunity to apply for a Local Solutions Induction Program grant. If approved, the fee for grantees will be reduced to \$1,000.00 per year.

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A) 22-23 Scope of Services - District Agreement.pdf 66.91KB

Exhibit (B)

Exhibit (C)

Exhibit (D)

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

- a. The Tulare County Office of Education (TCOE) Induction program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. The DISTRICT will enroll candidates into the Induction program in their first year of teaching with a preliminary credential.
- b. When providing mentors, DISTRICT agrees to provide qualified mentors who have:
 - Knowledge of the context and the content area of the candidate's teaching assignment;
 - Demonstrated commitment to professional learning and collaboration;
 - Possession of a Clear California Teaching Credential;
 - A minimum of three years of effective teaching experience.
- c. The DISTRICT will assign a mentor to each candidate within the first 30 days of the candidate's enrollment in the program, matching the mentor and candidate according to credentials held, grade level and/or subject area, as appropriate to the candidate's employment. (See Induction Eligibility*) The DISTRICT will provide information about the mentor and candidate to TCOE within the first 30 days of enrollment.
- d. The DISTRICT will provide an exemplary veteran teacher to work as a mentor, who will meet once a week with the candidate to provide on-going assistance and support. The DISTRICT will assure that each candidate receives an average of not less than one hour per week of individualized support. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills.
- e. The DISTRICT will ensure the mentor meets with the candidate to develop the goals of the ILP within the first 60 days of the candidate's enrollment of the program.
- f. The DISTRICT must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the Individual Learning Plan (ILP), for a minimum of two half-days.
- g. The DISTRICT will ensure mentors and candidates will attend scheduled meetings and trainings outlined by the program.
- h. The DISTRICT will ensure all staff will respect the confidentiality between the mentor and the candidate. The ILP must be designed and implemented solely for the professional growth and development of the candidate and not for evaluative purposes.
- i. The DISTRICT will ensure that the site administrator will assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the goals of the ILP.

EXHIBIT A

- j. The DISTRICT will appoint a coordinator who will oversee mentor and candidate responsibilities as described above and will attend the NTLD Leadership Team Forum meetings.
- k. The cut-off date for enrollment into the Teacher Induction Program is October 17, 2022; if candidates are hired after this date, the DISTRICT will agree to provide support for the candidate for the remainder of the school year. The candidate will start the Program in the 2023-2024 academic year. If the enrolled candidate is absent for more than 45 consecutive days, the candidate will need to repeat the year of Induction.
- l. The DISTRICT WILL develop and maintain a budget that allocates amounts sufficient to meet the cost of implementing its program responsibilities.
- m. The DISTRICT will participate in program evaluations through end-of-year surveys.

2. RESPONSIBILITIES OF SUPERINTENDENT:

- a. Provide a two-year, individualized; job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
- b. Employ, at a minimum, a full-time equivalent program director to perform services as described under the heading "Teacher Induction Program Director" in the program description.
- c. Employ, at a minimum, a full-time support staff to provide for the clerical needs of the program.
- d. Provide workspace for the Teacher Induction Program Director and support staff, and meeting space for program activities.
- e. Provide an Early Completion Option for "experienced and exceptional" candidates who meet the program's established criteria.
- f. Provide a process for equitable distribution of services to candidates and mentors in all participating DISTRICTs.
- g. Establish and maintain accurate records and reports; maintain a confidential file to store information on candidates involving individual progress through the program.
- h. Provide the California Commission on Teacher Credentialing with reports and other information as requested on all matters related to program requirements and activities.
- i. Participate in the *Leadership Team Forum* and provide current program updates to DISTRICT partners.
- j. Participate in the program accreditation process.
- k. Complete clear credential recommendations for candidates who have successfully

EXHIBIT A

completed the TCOE Teacher Induction Program.

- l. Provide overall fiscal responsibility for the administration of the program.
- m. Develop and maintain a budget that allocates amounts sufficient to meet the cost of implementing its program responsibilities.
- n. Expend income according to regularly established policies and procedures of the Tulare County Office of Education.
- o. Once a candidate is accepted and enrolled into the TCOE Teacher Induction Program, TCOE will offer the approved program, meeting the adopted standards, until the candidate:
 - (1) Completes the program;
 - (2) Withdraws from the program;
 - (3) Is dropped from the program based on established criteria (candidate Agreement); or
 - (4) Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.
- p. The program will document candidates who elect not to enroll in the Induction program, and notify districts/agencies directly.
- q. In the event the TCOE Teacher Induction program is discontinued, a teach out plan, which will include individual transition plans for each candidate, will be developed, in addition to a plan for how candidates and graduates will access their Induction records.

FEE SCHEDULE

The contract total for services to be provided is \$3,000 per candidate/per year.

The (DISTRICT/Agency) will be billed for a maximum of \$00.00 in December for candidates who are enrolled in the program at the time. Refunds will not be given to DISTRICTs whose candidates do not complete the Tulare County Teacher Induction Program.

Candidates who are enrolled to clear an education specialist credential will have the opportunity to apply for a Local Solutions Induction Program grant. If approved, the fee for grantees will be reduced to \$1,000.00 per year.

EXHIBIT A

INDUCTION ELIGIBILITY*

Who is Eligible?

Teachers identified by their employing agencies that are partnered with the CTI Induction Program or independent candidates and meet the following:

- TK-12 grade teaching assignment that includes access to instruct students on a regular basis in order to complete focused cycles of inquiry
- TK-12 grade teaching assignment in the subject area listed on the credential
- California preliminary teaching credentials eligible for induction
 - Preliminary General Education or Education Specialist
 - Preliminary Credentials (candidates needing to complete TPA and/or RICA)TK-12 grade teaching assignment in the subject area listed on the credential

***Teachers who are in the process of receiving their preliminary credential within 1-2 months may enroll in Induction. Confirmation must be provided by the teacher preparation program regarding completion of requirements.**

Who is Not Eligible?

- Day-to-day substitutes are not eligible for induction per CTC policy because the assignment of working with different groups of students each day does not support induction requirements and completing cycles of inquiry
- Employees teaching on a PIP, STSP, or Intern credential are not eligible for induction
- Teaching assignment in a setting where the candidate **Will Not** have access to the same group of students for at least 75% of a semester term August-December or January-June that supports completing the induction cycles of inquiry
- Teaching assignment that is not within a TK-12 setting (i.e., adult education)
- candidates not assigned to a mentor are not eligible for induction

2.19

COVID-19 PROCEDURES

DUCOR ELEMENTARY SCHOOL

2020-2021

Board approval:

Ducor Elementary School District COVID-19 Reopening Procedures

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These procedures apply while people are on the Ducor Elementary School District ("District" or "school") campus during the 2020-2021 school year, unless altered by the Superintendent, Tulare County Superintendent of Schools, County or State Health Officials or mandated by Executive Orders. The schedule is temporary and is subjected to changes as needed. Parent support, student participation and teacher leadership are all combinations of a successful program.

Daily Schedule: 180-240 Instructional Minutes

Time: Mon, Tues, Thur, Friday	GrandeTK-K/4-5	Grade 1/6	Grade 2/7	Grade 3/8	
Class Time	8:30-9:30	8:30-9:45	8:30-10:00	8:30-10:15	
Brunch	9:30-9:45	9:45-10:00	10:00-10:15	10:15-10:30	
Class Time	9:45-11:30	10:00-11:45	10:15-12:00	10:30-12:15	
Break	11:30-11:45	11:45-12:00	12:00-12:15	12:15-12:30	
Class Time	11:45-12:30	12:00-12:30	12:15-12:30		
Dismissal Time	12:30	12:30	12:30	12:30	
Lunch	GrabnGo	GrabnGo	GrabnGo	GrabnGo	
12:30-1:15	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	
1:15-2:50	Distance Learning	Distance Learning	Distance Learning	Distance Learning	

Online Distance Learning Schedule: Monday, Tuesday, WEDNESDAY, Thursday, Friday
(For families choosing to keep their children in distance learning and WEDNESDAY schedule:

Daily Call in for Math & ELA All work & Lessons will be online
Students must be on all daily required calls
Daily attendance will be recorded

Class Size

Ducor Elementary School has a student population of 142 students. The class size distribution is as follows.

Grade/Class Class Size Number of Staff Assigned to Class: 1:10 or 2:14

Instructional aide will be assigned to assist in class learning

Average class size will be 10-14 students per class

Students not returning to class will be assigned distance learning

Custodians

- ***Two custodians will be assigned cleaning duties during instructional time***
- ***Custodians will properly disinfect classrooms, sinks, desk, chairs, tables and restrooms after student use***
- ***Custodians will remove any food waste as needed***
- ***Bus drivers will disinfect the bus before and after student use***
- ***Custodians will manage all hand sanitizer stations and paper dispensers***

Classroom Layout

- Children remain in self-contained classroom settings.
- Students are socially distanced and seated at least 6 feet apart.
- A plexiglass partition will separate students in assigned seating.
- The teachers will wear face mask at all times
- Students should also be masked at all times indoors including during class time except when eating or drinking.
- Classroom supplies (such as crayons, markers, pencils, Chromebooks, textbooks) will not be shared. Each student will have their own supplies.
- Google Classroom/Edgenuity/AERIES will be used in all grade levels to submit classwork and homework and complete exams to cut down on the handling of papers.
- Staff members handling student papers will wear gloves and wash their hands before and after the handling of papers.

Meal Services

- The school requires children to practice proper hand washing/sanitizing before and after eating.
- The staff immediately cleans and disinfects tables and other touched surfaces before and after meals.
- Students and staff will eat in the classroom to minimize multiple uses of lunch tables.
- If eating in classrooms is not feasible or practicable, the school will stagger the meal schedule so that the group size is minimized.
- Meal servers will wear masks and gloves at all times during the serving and cleanup of food.
- Workers will wash their hands after removing their gloves or after directly handling used food service items.
- Pre Packaged brunch and lunch will be served daily. Nutrition department will deliver all meals to the classrooms. Students will be responsible for all paper products and waste to be deposited in the trash containers

Temperature Checks

Per CDPH guidance, daily visual wellness and symptom checks prior to entering campus recommended.

*Please use full HYPERLINK "<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>"
CDC list of symptoms for symptom screening*

- All employees will have to complete a COVID-19 Health Questionnaire before the start of their shift.
- All students, staff and visitors will have their temperature checked daily with a touchless thermo scanner. Any person with a temperature above 100.4 degrees will be sent home immediately.
- Students will have masks on while their temperature is taken.
- Staff taking temperatures will wear masks.
- No parent can come onto campus unless their temperature is taken as well. Visitors on campus will not be allowed without prior permission. Visitor temperature will be taken
- Quarantine area will be designated for any student with a high temperature
- COVID-19 testing is not required but is recommended if any staff or student present any signs of high temperature, coughing, breathing difficulties, body aches, loss of smell or loss of taste
- It is recommended that all visitors, staff, students get verbally screened regardless of temperature.
- staff taking temps should wear surgical masks, faceshield, gloves, visitors on campus should be limited; if necessary, visitors will be screened for symptoms and any potential exposure to COVID-19. Testing is recommended if any symptoms of COVID-19 from the CDC list linked, not just those listed out in text.

Masks

- All students will be required to wear facial coverings that cover their nose and mouth.
- All staff members must wear facial coverings while they are on campus.
- Students or staff members with a medical condition, mental health condition, or disability that prevents wearing a face covering are exempt. Please refer to CDPH's
- Please note that the state issues a mandatory masking for all people. It is recommended that all students wear a face covering unless unable due to medical exemption in which case a shield and drape can be worn.
- Face shield w drape can be worn *as their medical condition allows*

Guidance for the use of Face Coverings

- Students or staff members exempt from wearing a face mask per medical clearance.
- Extra masks will be available in the office if a student does not come to school with a mask
- Extra masks will be available as needed
- Any student refusing to participate or wear a mask must have medical clearance or will be asked to stay home for distance learning

Illnesses

Student Illnesses

- Any student who appears to not feel well throughout the day, will be sent to the quarantine room for isolation, temperature checked, monitored, and sent home
- The teacher will call the office prior to sending the student to the office.
- A quarantine room has been designated for the student
- If a student has a temperature greater than 100.4 degrees or is exhibiting symptoms, the student will be sent home immediately.
- Students not being tested for COVID-19 will need to follow the CDC isolation guidance and will not be allowed to return to campus until they have:
 - Isolated at home for 10 days after symptom onset
 - Resolution of fever for at least 24 hours, without the use of fever-reducing medicine
 - Improvement of other symptoms
- A doctor's note will also be required to clear the student to come back to school.
- A doctor's note or negative COVID-19 test and improvement of symptoms within the 10 day isolation period will allow a student to return to campus sooner.
- Disinfection of the isolation/quarantine room will be completed immediately after the student/adult has left the room. Person monitoring will wear full PPE- face shield, surgical mask, gloves and a gown as needed

Student or Staff Member Testing Positive for COVID-19

- Designated Primary Contact Person for Ducor: Isidro Rodriguez, Superintendent
- Designated Secondary Contact Person for Ducor: Ruby Navarro, Secretary
- Staff will be periodically tested by the primary care physician or through a community testing site.
- Staff will be tested based on testing site capacity and as practicable.
 - Recommended frequency includes all staff being tested over two months, where 25% of staff are tested every two weeks, or 50% every month to rotate which staff members are tested over time.
- Testing sites available for staff and parents:

Porterville Memorial Building- OptumServe
1900 W. Olive Ave
Porterville, CA 93257
888-634-1123

- If a student or staff member tests positive, they cannot return to school for a minimum of 10 days after the onset of symptoms, symptom improvement and 1 day without a fever.
- A student or staff member who tests positive for COVID-19 will also be required to provide a doctor's note to return to school.
- If a student or staff member tests positive for COVID-19, any student or staff who may have come in contact with that person will be notified by email, school messaging app, phone or text message by the Superintendent or school secretary.
- If a student is tested due to symptoms or high exposure risk, that student should stay at home while awaiting the test results. Upon receiving test results, the student or guardian of the student should notify the school by calling the front office and speaking with the secretary or Superintendent.
- If a student or staff member tests positive for COVID-19, any parents of children who may have come in contact with that person will be notified by email, school messaging app, phone or text message by the Superintendent or school secretary.
- The areas of potential contact of the positive staff or student will be sanitized and closed for 24 hours after cleaning before re-entry. Please note that 15 minutes is now cumulative within a 24 hour period.
- If 5% of the school tests positive for COVID-19, the school would go to Distance Learning for 10-14 days while the school is deep cleaned.
- When sending cohorts home they will need to quarantine for 14 days—10 days only applies to isolation of positive cases.
- We use the 5% guideline to determine closures but it could vary at the discretion of the Local Health Officer.
- Quarantine is 14 days, isolation is 10 days and applies to the positive individual. Testing is recommended at the end of quarantine.
-

Identification and Tracing of Contacts:

- At the start of in-person school:
 - Teachers will provide the Superintendent with their class roster and seating chart. If any seating changes are made, the teacher will provide the Superintendent with the updated chart within 24 hours of the changes being made.
 - The student enrollment form identifies siblings and relatives within our district.
 - A digital copy of the Student enrollment form spreadsheet is made available to all staff including the Superintendent and secretary.
- Contact Tracing Process-
 - The Superintendent will immediately notify local health officials of a confirmed case. These officials will assist the Superintendent in determining the proper course of action for the school.
 - The Superintendent will release proper communication to the school community through phone, text, email and school messaging app.
 - The Superintendent will work with the local health officials to determine appropriate next steps including a potential return to full distance learning.
 - All high-risk contacts, those within 6 feet of the confirmed positive person for more than 15 minutes, will need to be quarantined for 14 days from the last day or exposure.
 - All risk contacts, and especially high-risk contacts, will be recommended to test, at any of the sites mentioned on page 5 of this plan, at the end of the 14 day quarantine.
 - High-risk contacts will immediately move into distance/remote learning and complete all assignments digitally for the duration of quarantine. School laptops, chargers and hot spots will be provided to those in quarantine.
 - Those identified as a high-risk contact will not be allowed to return to campus before the 14 day quarantine is over, even if a COVID-19 test returned a negative result.
 - Should additional positive cases arise, the above contact tracing procedures will be followed.
- Please note that even if the test is negative, if you were exposed you would still need to complete quarantine and therefore testing is recommended at the end of quarantine.

Substitute Teacher Process:

- Should a teacher fall ill, COVID-19 related or not, a qualified substitute from the approved Tulare County Office of Education substitute list will be called. · Substitute teachers will be sent the health questionnaire prior to arriving on campus and will have their temperature checked with a touchless thermometer by a staff member prior to entering campus.

- If a substitute teacher does not meet the requirements on the health questionnaire, another substitute will be called.
- Substitute teachers will be required to wear a mask and practice social distancing rules.
- Upon entering campus, substitute teachers will report directly to the office where they will be presented a copy of the reopening plan and given daily instructions from the Superintendent and/or secretary.

Cleaning Procedures

- The classrooms will be cleaned on a regular basis using sanitizer approved by the Center for Disease Control and Prevention (CDC).
- Bathrooms will be sanitized after being used. They will be thoroughly cleaned at the end of the day.
- Staff will clean highly touched surfaces (such as door handles, cabinets, light switches) throughout the day.
- All classrooms will be sanitized at the end of each day using a commercial sprayer and sanitizer.
- Each classroom will have a spray bottle of sanitizer that staff will use to sanitize when the students are out of the classroom.
- A Custodial member will be assigned to check on the inventory of cleaning supplies and will place an order as soon as the cleaning supplies are running low.

Ventilation

- Doors and windows will be opened as much as possible unless it poses a safety or health risk to the students.

Handwashing

- The school implements and enforces handwashing guidelines for all staff and children.
- All students are required to use hand sanitizer or hand wash whenever they enter and exit the classroom.
- Students will wash their hands on a regular basis. All classrooms are equipped with a hand washing station. Each of these classrooms will be equipped with soap and paper towels from a dispenser.

Drinking Fountains

- All community drinking fountains are closed and water is turned off.
- Students will bring their own water bottles from home.
- Students will not be allowed to refill their water bottles.
- We will have available disposable cups for students who forget to bring their own water bottle or who run out of water during the day.

Restrooms

- The school sanitizes the sink and toilet handles before school, during school, and after each recess.
- The school teaches each child to use a tissue when using the handle to flush the toilet.
- The school allows for two children to enter the restroom at a time. There are two sinks in each bathroom.
- If there are two students in the bathroom already, students will stand on the socially distanced markers that are placed outside the bathroom.

Other

- Students cannot answer the classroom phone or use the office phone.
- All extracurricular activities will be placed on hold (such as sports)
- No student will be sent to the office to deliver notes etc.
- The Library will not be available for students to check out books.
- There will be no assemblies. All awards assemblies and flag pole ceremonies will be held virtually using Google Meets or zoom meetings.

School Day Activities

Bus

- Students will be socially distanced 6 feet apart and wear masks on the bus.
- Students will be assigned a seat according to their location on the bus route. Seats will be assigned to ensure students are not walking past other students.
- Upon arrival at school, students will exit the bus from the front to the back to ensure students are not walking past other students.
- Students will have masks on while their temperature is taken.
- Staff taking temperatures will wear masks.
- No parent can come onto the bus.
- All seats, handles and surfaces on the bus will be disinfected after every use.
(Consider seating back to front per bus pick-up route to avoid passing by in aisles; seat siblings together
Face coverings for children and driver while in bus (and children/parents waiting for bus)
Keep windows open as weather allows
Maintain 6-ft social distancing on buses)

Campus Arrival

- All students must wear a facial covering when arriving at school.
- All students will line up for temperature testing.
- Students will immediately go to their classroom and sit at their desk.
- If students need to use the restroom before the start of class, they are to follow the 2 students at a time and socially distanced markers as outlined in the previous bathroom section.

Recess

- *NO RECESS will be allowed at any time during the day.*

Brunch/Lunch

- Nutrition Department will deliver all brunch and lunch bags to each classroom
- Each student will receive a brunch or lunch
- Students will still be allowed to bring their own meals

Dismissal

- All students will follow the end of school dismissal map
- Bus riders will follow their path to the bus
- Students getting a ride will follow their path to the front of the school
- All walkers will follow their path exiting the school

Staff Training and Family Education

Family

- Communication with parents will be an on-going process throughout the 2020- 2021 school year.
- The school's modes of communication include our school website, school messaging App Thrillshare, email, mail, phone calls and text messages.
- Parents and students are given a copy of the parent/student handbook and reopening plan at the start of the school year.
- The Parent/Student Handbook and Reopening Plan are available to our families on our school website and messaging system.
- Monthly newsletters are sent home through our school messaging system with current information.

Staff

- Training for staff will be an on-going process throughout the 2020-2021 school year.
- All staff members were trained at the beginning of the school year from our assigned Tulare County Office of Education School Nurse.
- The Superintendent attended the Tulare County Public Health Webinar on contract tracing and shared the presentation slides with staff members.
- Staff meet on a monthly basis throughout the school year and will meet on an "as needed" basis.
- As new information is presented, the Superintendent emails to the staff.

SECTION 1. Article 9 (commencing with Section 32096) is added to Chapter 1 of Part 19 of Division 1 of Title 1 of the Education Code, to read:

(a) For purposes of this section, the following definitions apply:

(1) "Framework" means the document issued on May 27, 2022, titled "Preliminary Testing Framework for K-12 Schools for the 2022-2023 School Year" by the State Department of Public Health, as it is updated based on current scientific knowledge and anticipated trends.

(2) "Local educational agency" means a school district, county office of education, or charter school serving pupils in kindergarten or any of grades 1 to 12, inclusive.

(3) "Local health department" means either a city or county health department.

(b) The State Department of Public Health shall coordinate COVID-19 testing programs in local educational agencies funded by federal resources or organized under the California COVID-19 Testing Task Force, to the extent required by testing plans described in subdivision (e). In coordinating these COVID-19 testing programs, the State Department of Public Health may provide supportive services related to the local educational agency testing plans described in subdivision (e) and testing programs for teachers, staff, pupils, and surrounding communities that help local educational agencies reopen and keep local educational agencies operating safely for in-person learning. These supportive services may include, but are not limited to, any of the following:

(1) Technical assistance.

(2) Vendor support.

(3) Guidance.

(4) Monitoring.

(5) Testing education.

(c) The State Department of Public Health is encouraged to expand its contagious, infectious, or communicable disease testing guidance and other public health mitigation efforts to include prekindergarten and childcare centers as needed according to the framework.

(d) If the state secures additional federal funds through the United States Centers for Disease Control and Prevention Epidemiology and Laboratory Capacity for Prevention and Control of Emerging Infectious Diseases Program for the purposes of COVID-19 testing in local educational agencies, any federal funds shall be expended before allocating state funds for the purposes described in subdivisions (b) and (c).

(e) (1) Each local educational agency, after consulting with its local health department regarding any local guidance or best practices from the Safe Schools for All Hub, shall create a COVID-19 testing plan, or adopt the framework that is consistent with guidance from the State Department of Public Health. Each local educational agency shall publish the testing plan on its internet website.

(2) (A) Each local educational agency may designate one staff member to report information on its COVID-19 testing program to the State Department of Public Health.

(B) For purposes of this paragraph, publishing a testing plan on its internet website, as required pursuant to paragraph (1), shall satisfy the reporting provision described in subparagraph (A).

(3) All COVID-19 testing data shall be in a format that facilitates a simple process by which parents and local educational agencies may report data to the State Department of Public Health, or to a local health department, consistent with the framework.

(4) Testing plans shall not be required to include the provision of onsite testing or programs.

(5) Nothing in this section requires the State Department of Public Health to review or approve testing plans that are consistent with the framework before the testing plan is published or implemented.

(f) The State Department of Public Health shall determine which COVID-19 tests are appropriate for use for the testing programs described in this section.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Restrooms

- The school sanitizes the sink and toilet handles before school, during school, and after each recess.
- The school teaches each child to use a tissue when using the handle to flush the toilet.
- The school allows for two children to enter the restroom at a time. There are two sinks in each bathroom.
- If there are two students in the bathroom already, students will stand on the socially distanced markers that are placed outside the bathroom.

Other

- Students cannot answer the classroom phone or use the office phone.
- All extracurricular activities will be placed on hold (such as sports)
- No student will be sent to the office to deliver notes etc.
- The Library will not be available for students to check out books.
- There will be no assemblies. All awards assemblies and flag pole ceremonies will be held virtually using Google Meets or zoom meetings.

School Day Activities

Bus

- Students will be socially distanced 6 feet apart and wear masks on the bus.
- Students will be assigned a seat according to their location on the bus route. Seats will be assigned to ensure students are not walking past other students.
- Upon arrival at school, students will exit the bus from the front to the back to ensure students are not walking past other students.
- Students will have masks on while their temperature is taken.
- Staff taking temperatures will wear masks.
- No parent can come onto the bus.
- All seats, handles and surfaces on the bus will be disinfected after every use.
(Consider seating back to front per bus pick-up route to avoid passing by in aisles; seat siblings together
Face coverings for children and driver while in bus (and children/parents waiting for bus)
Keep windows open as weather allows
Maintain 6-ft social distancing on buses)

Campus Arrival

- All students must wear a facial covering when arriving at school.
- All students will line up for temperature testing.
- Students will immediately go to their classroom and sit at their desk.
- If students need to use the restroom before the start of class, they are to follow the 2 students at a time and socially distanced markers as outlined in the previous bathroom section.

Recess

- *NO RECESS will be allowed at any time during the day.*

Brunch/Lunch

- Nutrition Department will deliver all brunch and lunch bags to each classroom
- Each student will receive a brunch or lunch
- Students will still be allowed to bring their own meals

Dismissal

- All students will follow the end of school dismissal map
- Bus riders will follow their path to the bus
- Students getting a ride will follow their path to the front of the school
- All walkers will follow their path exiting the school

Staff Training and Family Education

Family

- Communication with parents will be an on-going process throughout the 2020- 2021 school year.
- The school's modes of communication include our school website, school messaging App Thrillshare, email, mail, phone calls and text messages.
- Parents and students are given a copy of the parent/student handbook and reopening plan at the start of the school year.
- The Parent/Student Handbook and Reopening Plan are available to our families on our school website and messaging system.
- Monthly newsletters are sent home through our school messaging system with current information.

Staff

- Training for staff will be an on-going process throughout the 2020-2021 school year.
- All staff members were trained at the beginning of the school year from our assigned Tulare County Office of Education School Nurse.
- The Superintendent attended the Tulare County Public Health Webinar on contract tracing and shared the presentation slides with staff members.
- Staff meet on a monthly basis throughout the school year and will meet on an "as needed" basis.
- As new information is presented, the Superintendent emails to the staff.

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- **Recommended Questions:** LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- **Required questions:** LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

**UPK Planning Template
Self-Certification**

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Ducor Union Elementary School District	Isidro Rodriguez Superintendent	superintendent@ducor.k12.ca.us	559-534-2261

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

\$ 27,895 -

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	4	4	6	8	10	10
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1	1
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher's Assistants	0	0	0	0	0	0

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
4	4	6	8	10	10

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	4	4	6	8	10	10

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.
 There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?
To provide an early academic, social and emotional positive experience that will establish a strong foundation for student learning, establish family roots in the community and the school.
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.
Extended Learning Opportunity, after school CHOICES program and the Community School Program. ELO program will offer extended learning that will incorporate STEM learning as well as extended TK academic learning. After school CHOICES program will offer extended STEM learning as well as offer tutoring assistance, snacks and sports. The Community School Program will offer resources to students and families that may need extended services outside the school environment; medical attention, home services, food, legal advice, tutoring services, utilities assistance and many other resources.
3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.
Under the direction of the superintendent and the support of the principal, the UPK program will be supported and monitored as well as to provide the necessary early learning academic program. With the support of the teacher and the county office of education, the UPK program will be designed under the early education program, early education assessment, early education structured environment and support for each student enrolled. The program will be monitored through daily visits in the classroom, admin and teacher meetings to discuss challenges and successes as well as admin and parent meetings to learn and understand if there are any additional support needed. This partnership will help develop a positive culture as well as improve school to community relationships.
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).
The principal will be assigned to monitor and evaluate the teacher and the program. The academic coach will support the teacher planning and preparing lesson plans, student support, assessments and reading through intervention. Education Services will be contracted through the county office of education. Their support will provide additional early education training, early education academic support, early education materials and supplies, assessment resources as well as guidance as needed. The county office of education will also provide

special education services. The SPED will be onsite weekly, providing support with any current or provide new services. Social Emotional Learning life coach will be onsite daily to provide support for our new students unfamiliar to the the school environment as well as any prior trauma, emotional concerns as well as extended family support as needed. The community school program will also offer extended support outside the school environment. With the lead program director support, all families will have access to any community services that will support their daily living needs, health support services and providers, food and welfare support provided by the county health department and many more services as needed.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.
The superintendent will discuss the plan with the school board members, the staff and community members. The superintendent will research the UPK program, deciding on the best practices and process that will maintain a strong UPK program. The superintendent will have continuous meetings with the principal to ensure that the teacher has the proper training, support and materials to maintain a healthy and positive classroom environment. The superintendent will communicate to all stakeholders as needed via text messages, emails, news letters and the school website.
6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.
Goal 1: All state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.
To achieve this goal, Ducor School will provide professional development to instructional staff, invest in instructional materials and programs for students, sponsor teams at countywide student events, provide teachers and paraprofessionals to provide more one-on-one assistance to students, and provide improvement coaching and consulting. Action item #1.14: Offer access to full-day Prekindergarten (transitional kindergarten) to students within the Ducor School District. Ducor School administration will make efforts to build relationships with community-based early learning programs in the area. Staff, supplies, and services will be provided to implement the program.
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.
A new modular building designed to house kindergarten students was purchased and installed. The modular has the facilities in the room to support student breaks as needed. The classroom is designed to be open, allowing the classroom to have the 21 Century equipment, academic resources, technology and allow creativity for the teacher, students and parents.
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.
The LEA has only one site to support. Previous information regarding the descriptions, process and planning are all targeted on to one school site classroom.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
TK stand-alone classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]
Full Day TK
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
Ducor School currently provides one class per grade level. Prior years, TK and K students were considered a combination class. This new school year, a new modular building designed to house TK students was manufactured and installed. All grade levels attend full day instruction. The TK class will follow along with the regular school day schedule. Since many siblings attend school together, the program will be designed to offer academic learning and social and emotional learning.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
No - the LEA has no plans to begin or expand a CSPP contract in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
No
- b. 2023–24 (Birthdays April 3 or after) [select one]
No
- c. 2024–25 (Birthdays June 3 or after) [select one]
Yes

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
The LEA only offers a public TK program for all incoming four year old. The LEA does not offer any other state or federal child care programs.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
The LEA will be offering extended day learning through the partnership of the after school program, CHOICES, under the direction of the county office of education. There are no other existing care partners in the community at this time.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?
The LEA will be offering the only early education program within its school boundaries. The LEA will continue to survey parents collecting data to determine if the need to open an early education program for three year old will be determined.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
With the support of the county office of education, the LEA will be in constant communication to ensure the relationship will continue to grow as the need to support students with a disability will be supported.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
Family or parent surveys
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The LEA will utilize the current qualified teacher with the current child development units and hours met to qualify to teach TK. Other recruitment efforts will be used to collect potential qualified teachers; EDJOIN, College and Careers, Indeed recruitment, local newspaper and the LEA website under employment opportunities.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

The LEA plan currently does not have any existing CSPP, Head Start or other early learning and care provider program in the school boundaries.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:

- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
- b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

- iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iv. Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)

Who will receive this professional learning? The TK instructor will continue to receive additional training supported and provided by the county office of education. Additional training and support will be provided by the mentor coach, reading specialist, special education teacher and the life coach for emotional support.

What content will professional learning opportunities cover? Contents for professional learning opportunities will cover early education framework, early education assessments, social and emotional learning together, early education math, reading and writing skills and developmental strategies for young learners, arts and music for the creative minds, physical education for health and well being, nutrition in and outside the class, and technology; practicing and identifying letters, sounds, colors, shapes utilizing web base programs designed for young learners.

Administration and use of child assessments to inform instruction; the teacher will be administrating and collecting data regarding student academic development and progress. The teacher will evaluate each student assessment, design a specific lesson plan in areas of need and improvement as well as support the student progress through continuous learning, whole class learning, individual learning, increase levels of learning, time and independence.

Engaging culturally- and linguistically-diverse families: The teacher will be fluent in dual languages that will support the students and parents. The teacher will utilize her primary language to model, explain and assess as well as translate the information. Parents will have ample opportunities to communicate with the teacher regarding class time, academic times, student growth, lesson planning, support in the classroom.

Coaching and mentoring: The teacher will receive extensive support with the LEA reading coach, administrator support as well as with grade level teachers and aides. The county office of education will also be available to provide specific coaching/mentoring in the areas of technology, ELA, EL, Math, Science, and writing.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P-3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

The district will engage P-3 teachers and support staff in planning and aligning academic strategies that will support student learning to improve academics through a scaffolding system of support and improvement that will be aligned to the common core for grades TK-3. Additionally, the MTSS team, Life Coach and the Community

School Program will be in support of the P-3 team. These additional support will help identify student and family needs on and off the school environment. Through constant collaboration and monitoring student progress, the teams will be able to identify early intervention strategies, early stages of academic struggles, early stages of behavioral challenges, as well as support family needs that can be provided by the community school program team. The SST team will be available to provide additional support when there is a need to identify struggling students who are not improving academically, social and emotionally as well as their attendance.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Provide advising on credential requirements and options for how to meet these requirements

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Developmental Reading Assessment (DRA)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

The LEA will be utilizing the current curriculum for UPK classrooms from the office of education early education program. The program is already aligned to the California Preschool Curriculum Frameworks. The LEA will also supplement the current curriculum with Nat Geo, Go Math, Fontas and Pinnell, Guided Reading, Scholastics, Lexia, and the county office of education Educational Resource Services Library, which provides online library books, curriculum support, student activities and coaching support.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

During the 2021-22 school year, the LEA administrator met with the county office of education early education director to collect their ongoing curriculum program. The LEA administrator then met with the kindergarten teacher to collect her prior experience, knowledge, and understanding using the early education curriculum program. With the support of the county office of education, the kindergarten teacher will be using the early education curriculum as well as supplement the curriculum with the LEA's current curriculum program and support. The kindergarten teacher will be assessing the students utilizing the following assessment resources; BAS, Illuminate, Guided Reading, DRA, LEXIA and any other supporting assessments as needed. During the 22-23 school year, the LEA principal will be monitoring teacher and student progress. The principal will be collecting data and meeting with the teacher to evaluate student progress as well as teacher lesson plan. Monthly meetings will be arranged with the following teams to help support the teacher; SST, MTSS, P-3, reading coach/mentor, Life Coach, Community School Program and parents. By the end of the 22-23 school year, the LEA will have a better understanding and the outcome of student success and challenges. During the school year, adjustments will be made to help support teacher and student success.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

The teachers prior experience will be the key to the classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population. The teacher will have had home base early education teaching before teaching in a classroom. The teacher's prior experience will be planned and ready to invite students into the classroom. The teacher will have established a routine for the students to begin learning. Model learning, model playing, model sitting down, model walking and talking to one another will be a few of the many new strategies, techniques and support the students will learn in the classroom. Supported by the SST, MTSS, Life Coach, reading coach/mentor, community school program and the parents support, the teacher will be establishing values or VALORES, so students will begin to understand their responsibilities and accountability for their actions. The classroom environment will be rich in activities, color, pictures, technology, hands on activities, books, reading, math and writing activities. The school schedule will allow students to participate in daily physical education activities, and attend the after school CHOICES program. Lastly, students will be participating in several

field trips. The field trips will be used to model good behavior, attention, respect and responsibilities. The students and parents enjoy all field trips very much.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

The UPK teacher will have prior experience teaching Kindergarten. The teacher will have already learned classroom practices that will be integrated and aligned for each grade level. The teacher will focus on student learning, engagement, listening, following instructions, participation, communication, accountability, and valores. The teacher will have already established an academic program for the students from day one and on. With the support of the P-3 team and all external support teams and the LEA administrator, the UPK program will be well integrated and aligned to the LEA's existing program and the states curriculum framework.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

The LEA will be contacting the county office of education for regular support regarding best practices designed to support children with disabilities. Currently the LEA receives one special education teacher to meet and monitor students once a week. Speech Therapist is scheduled to meet and monitor students with and IEP once a week. The county office of education also provides a psychologist assigned to the school once a week to meet and monitor students. These support providers will be asked to visit the classroom to meet with the students, schedule student push-in or pull-out plan, follow any existing IEP plans, meet with the SST and MTSS and P-3 teams to discuss ongoing best practices, support and adjustments in the classroom or schedule to support children with a disability.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

The teacher is bilingual English/Spanish and some sign language experiences. The teacher will be supporting all students providing specific instructions in both languages. The teachers prior experiences will be used to facilitate learning in the classroom. The teacher will also communicate with parents to provide educational support and ask for parent support as needed.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

The teacher will have establish prior experience utilizing and adapting early education program assessments. The teacher will support student comprehension by adapting any current or future assessments that are recognized as DLL. The teacher will use visual models, hands on experience, visual assessments, verbal assessments, one on one table time, small group table time, Reading through intervention time, blended math, pair share time as well as other pedagogy levels of learning. As the student improves, the teacher will continue to reinforce dual language acquisition towards comprehension and fluency.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

DRA

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

The LEA is a K-8 campus. UPK students will be assigned their own classroom and facilities. During meal times, the UPK students will be integrated with the first, second and third grade students. The UPK students will be assigned their own eating area. During recess time, the UPK students will be designated to play with the kinder students. After school, UPK students enrolled in the after school CHOICES program will be housed with other grade level students from K-3.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

The LEA has two buses that transport all students to and from school daily. Siblings, parents, grandparents and extended families transport children to and from school. daily. Transportation is available during school hours. After school during the after school program, parents are responsible to collect their children.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Breakfast will be served daily. All students from grades TK-8 that arrive on time or arrive late will be offered a breakfast meal from the nutrition department. The nutrition department will visit or call the TK classroom and provide breakfast to any student arriving late.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

The LEA will only have one early education program offered to all qualified UPK students. There are currently no other early education programs that will prevent the displacements of any student to enroll.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

i. If no, how many more classrooms does the LEA need? [identify number, open response]

ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

We will revisit the LEA plan and update the Facilities Master Plan to accommodate future early education programming.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Turfed area

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

Transportation to and from the TK program

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
Support for parent surveys to gauge interest in service delivery models
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
Support for multilingual learners, including home language development and strategies for a bilingual classroom
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
Workshops with external professional development providers
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
Encouraging purposeful play, choice, social interactions, and collaboration

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ducor Union Elementary School District	Isidro Rodriguez, Jr. Superintendent	superintendent@ducor.k12.ca.us 559-534-2261

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 67, Chapter 252, Section 9 and mentioned below in the "Planned Use of Funds" section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$40,730

The following table provides the LEA's expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized		

2.21

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.		
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.		
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.		
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
	Subtotal	

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

- (1) **Coaching and mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
- (2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
- (3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.
- (4) Strategies to implement **social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services**, and other approaches that improve pupil well-being.

- (5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
- (6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
- (7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
- (8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.
- (9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
- (10) Instruction, education, and strategies for certificated and classified educators in **early childhood education, or childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, **specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

2.22

Office of Public School Construction Application Number: **70/71894-00-002** (Design)

GENERAL INFORMATION

Grantee Name: **Ducor Union Elementary**

School Name: **Ducor Union Elementary**

Grant Amount: **\$146,230.00** of which **\$0.00** is Financial Hardship Assistance.

Authority: Statutes of 2018, Chapter 32, Sec. 21. (AB 1808) Education Code section 17375
Statutes of 2020, Chapter 24, Sec. 13. (SB 98) Education Code Section 17375, and Statutes of
2021, Chapter 44, Sec. 15. (AB 130) Education Code Section 17375.

PROJECT DESCRIPTION

Type of Work: **New Construction** (e.g., New Construction or Retrofit)

Number and type of Classrooms (e.g., Four preschool, Two transitional kindergarten classrooms, etc.): **One transitional kindergarten classroom**

Financial Hardship Approval Date: **October 7, 2022**

Financial Hardship Status is valid until: **End of day on April 6, 2023** (date)

Agreement includes Grants for: **Not Applicable** (Site Acquisition; Department of Toxic Substances Control fees and hazardous waste removal; etc.)

Agreement includes Grants for: **Site Development** (Site Development, if appropriate)

This Project scope and resulting funding determination relied on the following documentation and state agency approvals:

- *Application for Funding* (Form SAB 70-01), executed by the District Representative on **August 22, 2022**
- **Not Applicable** Preliminary/Final Site Approval letter from the California Department of Education dated XXXXX
- **Not Applicable** Preliminary/Final Plan Approval letter from the California Department of Education dated XXXXX
- **Not Applicable** Division of the State Architect Approval letter(s) dated XXXXX for DSA Application Number(s) YYYY.
- Financial Hardship Approval Letter from the Office of Public School Construction dated **October 7, 2022**
- **Not Applicable** Bridge Financing Approval Letter from the Office of Public School Construction dated XXXXX

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A copy of the documentation listed here is available as part of the Project file maintained by OPSC is also retained by the District for purposes of the Project audit.

Grants are to be used in accordance with the provisions contained in the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facility Grant Program (Education Code, Title 1, Division 1, Part 10.5, Chapter 3, commencing with Section 17375), Statutes of 2021, Chapter 44, Sec. 15. (AB 130) Education Code Section 17375, and this Agreement.

The Grantee shall not make any change to the Project that would require a Change of Scope, without the State Allocation Board first approving the change to the Project.

TERMS AND CONDITIONS OF GRANT

A. Definitions

Terms not defined below shall have the same meaning as set forth in Program Regulation (Regulation) Section 1860.2.

"Agreement" means a contract to do or not to do a certain thing and refers to this Grant Agreement.

"Audit report" means the annual compliance reviews and fiscal reviews of the Grantee's finances, in accordance with the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

"Capital Outlay," for the purposes of the Grantee using Savings, pursuant to California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program Regulation Section 1860.19, means capital assets in accordance with Section G of this Agreement.

"Change of Scope" means the addition or deletion of any work that would change the approved Grant amount for the Project or require updated state agency approval(s). This includes, but is not limited to, changes to site acquisition acres, or buildings, including full-day kindergarten classrooms, and any changes to the size of those buildings, the type of building (e.g., portable, modular, or permanent), or the location on the school site of those buildings.

"Expenditure Report" means the Form SAB 70-03 *Expenditure Report* and all required supplementary documentation, including but not limited to a detailed listing of Project expenditures organized by fund source and provided at an object-code-level of accounting detail, pursuant to the California School Accounting Manual, that shall include fields to identify information including, but not limited to dates, payees, warrant numbers, and the description and purpose of the expenditures as described in Regulation Section 1860.18.

"Application for Funding" means the Form SAB 70-01, *Application for Funding*, and all required supplementary documentation pursuant to the Program and Regulation Section 1860.7

"Fund Release Authorization" means the Form SAB 70-02, *Fund Release Authorization*, and all required supplementary documentation, which includes but is not limited to this Agreement, pursuant to the Program and the Regulations.

"Grants" means all eligible program grants provided by the Board to the Grantee in this Agreement.

"Grantee" means the School District (as defined in Regulation Section 1860.2 whose representative has signed this Agreement for Grants.

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"Grantee Representative" means the authorized representative of a School District (as defined in Regulation Section 1860.2 who signed this Agreement for Grants.

"Ineligible Expenditure" means an expenditure of Grants not in accordance with this Agreement or the applicable laws and regulations governing the use of Grants.

"Instructional Materials" for the purposes of the Grantee using Savings, pursuant to California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program Regulation Section 1860.19, means instructional materials to build capacity for the implementation of a California Preschool, Transitional Kindergarten and Full-Day Kindergarten Program and in accordance with Section G of this Grant Agreement.

"Local auditor" means an auditor hired at the Grantee's expense who conducts annual compliance reviews and fiscal reviews of the Grantee's finances, in accordance with the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

"Preschool Classroom" means a preschool classroom used or proposed to be used for instructional purposes in a California state preschool program.

"Preschool Program" means a full-day California state program pursuant to Article 7 (commencing with Section 8235) of Chapter 2 of Part 6.

"Professional Development" for the purposes of the Grantee using Savings, pursuant to California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program Regulation Section 1860.19, means professional development to build capacity for the implementation of a California Preschool, Transitional Kindergarten and Full-Day Kindergarten Program and in accordance with Section G of this Grant Agreement.

"Other Sources of Funds" means cash, the Grantee's matching funds, or in-kind contributions that are required or used to complete the Project beyond the Grants provided by this Agreement.

"Project" means the purposes for which the Grantee has applied for the Grants detailed in this Agreement.

"Regulations" means the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program regulations (California Code of Regulations, Title 2, Division 2, Chapter 3, Subchapter 4, Group 1, Subgroup 5.8, commencing with Regulation Section 1860).

"Savings" means Grants not used by the Grantee for the Project, pursuant to Regulation Section 1860.19, achieved by the Grantee's efficient and prudent expenditure of Grants.

(Authority: Regulation Section 1860.2)

B. Term of Grant Agreement

The Grantee and the Executive Officer, or designee, of the Office of Public School Construction shall be the parties to this Agreement. This Agreement must be entered into by both parties prior to, and as a condition of, the release of any funding for the Project. This Agreement becomes effective on the date the Board approves the Project for Apportionment. This Agreement terminates once (1) all Grants and the Grantee's matching funds, including interest generated by the Grants, is expended, and when all of the Parties' obligations under this Grant Agreement are fully satisfied, or (2) if the Board rescinds the Apportionment, or (3) if the Grantee withdraws its Application for Funding.

Office of Public School Construction Application Number: **70/71894-00-002** (Design)

C. Project Execution

1. The Board hereby awards to the Grantee a sum of money (Grants) **\$146,230.00** in consideration of and on condition that the sum be expended in carrying out the purposes as set forth in the description of the Project in this Agreement and its attachments and under the Terms and Conditions set forth in this Agreement. Grants may also be expended for Professional Development or Instructional Materials to build capacity for the implementation of a California Preschool, Transitional Kindergarten and Full-Day Kindergarten Program, or for the purposes of a future high priority Capital Outlay Project as the result of Savings, or for the purposes of reimbursement, pursuant to Regulation Section 1860.19.
(Authority: Education Code Section 17375)
2. Prior to the release of any funding for the Project, Office of Public School Construction staff has completed the following steps to finalize the Project funding amount outlined in this Agreement, as necessary:
 - i. The Application for Funding was accepted on **April 25, 2022** (date) and deemed to meet the definition of an Approved Application. The Grantee was provided written notification of any deficiencies and given 24 hours to remedy the identified deficiency(s) in order to retain the date upon which it was received.
 - ii. Upon confirmation of an Approved Application, Office of Public School Construction staff reviewed the Application for Funding for compliance with California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program Regulations and verified eligibility for all available program grants. The Grantee was provided written notification of all deficiencies and/or changes necessary and given 15 calendar days to respond and remedy the identified deficiencies and/or changes necessary.
 - iii. Upon review of the submitted corrections, Office of Public School Construction staff provided the Grantee written notification of any final deficiencies and required a response within four business days.
 - iv. Upon receipt of the final amendments to the Application for Funding, the Office of Public School Construction staff and the Grantee agreed that the Project was ready for presentation to the Board for Apportionment.
(Authority: Regulation Sections 1860.7, 1860.16 and Office of Public School Construction process)
 - v. Upon confirmation of an Approved Application, and before occupancy of classrooms in the project the district will meet Health and Safety Code (HSC) Division 2, Chapter 3.5 Article 2 and obtain and be approved for licensure by the California Department of Social Services, unless the district qualifies as a license-exempt program.
 - vi. Before occupancy of classrooms in the project the district will meet Title 22, Division 12, Chapter 1 and obtain and be approved for licensure

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by the California Department of Social Services, unless the district qualifies as a license-exempt program.

3. Grantee certifies that the Project complies with all laws and regulations applicable to the Project.
(Authority: Form SAB 70-01 certifications)
4. Grantee certifies that the Project complies with all labor and public contract laws, as applicable, including, but not limited to:
 - i. Public Contract Code Section 20111.6, as added by Chapter 808, Statutes of 2012 (Assembly Bill 1565), which became effective on September 30, 2012. This section was amended by Senate Bill 1171, Chapter 86, Statutes of 2016. Beginning January 1, 2014 through December 31, 2018, new contracting requirements are effective for School Districts with an average daily attendance of 2,500 or more for construction projects with estimated expenditures of at least \$1,000,000 that will be funded through any future state school bonds. These new Public Contract Code requirements require a standardized prequalification questionnaire and financial statement to be verified under oath from all bidders.
 - ii. Labor Code Section 1773.3, as amended by Senate Bill 877, Chapter 455, Statutes of 2018, which requires school districts to provide notice to Department of Industrial Relations of any public works contract subject to the requirements of that chapter, within 30 days of the award, but in no event later than the first day in which a contractor has workers employed upon the public work.

Project Execution Signature

All laws and regulations noted in Sections (i), and (ii) above have been, and will be, followed, as applicable.

X _____ Date _____

(Authority: Form SAB 70-01 certifications)

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D. Receiving Board Approval

1. Grantee must have (1) title or (2) other interest to Project lands. Title may include an order for pre-judgement possession issued by a court in an eminent domain proceeding.
(Authority: Education Code Section 17375; Regulation Section 1860.8)
2. Grantee understands and agrees that the Grants, combined with local funds, shall be sufficient to complete the Project.
(Authority: Education Code Section 17375)
3. The Grantee understands and agrees that (1) Grants required to be adjusted for site acquisition for New Construction Projects, and (2) unspent Financial Hardship Grants must be returned to the state school facilities fund from which the Grants were apportioned as a result of an audit, pursuant to Education Code Section 17375 and Education Code Section 41024, as applicable.
4. The Grantee understands and agrees that, if it does not remit the amount of Ineligible Expenditures identified in the audit report within 120 days of being invoiced by the California Department of Education, and if no repayment plan has been approved pursuant to paragraph (d) of Section 41024 of the Education Code, then the Controller shall deduct the total amount of any Ineligible Expenditures from apportionments pursuant to paragraph (d) of Section 41024 of the Education Code. The Grantee may request a payment plan pursuant to paragraph (d) of Section 41024 of the Education Code.
5. The statutorily-required Grantee matching funds have either been expended by the Grantee, have been deposited by the Grantee in the county fund, or will be expended by the Grantee prior to notice of completion of the Project.
(Authority: Education Code Sections 17375(b)(3) and 17375(b)(4); Regulation Sections 1860.11 and 1860.13; and Form SAB 70-01 certifications)
6. Financial Hardship Review Process
 - i. If the Grantee has requested Financial Hardship Grants, the Financial Hardship approval from the Office of Public School Construction was valid.
[Authority: Regulation Section 1860.14]
 - ii.
 - a) If the Grantee has requested Financial Hardship Grants and has a bridge financing debt instrument in place or will have a bridge financing debt instrument in place in the future in order to move the Project forward until Grants become available, then the Grantee agrees that it has received, or will receive, bridge-financing approval from the Office of Public School Construction.
 - b) The Grantee also agrees to retire all bridge financing debt within 60 calendar days of receiving Grants. Failure to retire all bridge financing debt within 60 calendar days of receiving Grants will result in the amount of the Financial Hardship Grants in this Agreement being reduced by the amount of the bridge financing that was not retired.

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7. [Instructions: The following sections only apply to the Program, or other circumstance, that is detailed in this Agreement.]

New Construction:

- i. The Grantee has received approval of the plans from the California Department of Education and the Division of the State Architect, and approval of the site from the California Department of Education if the Project included site acquisition. Plan approval is not required if request is for design or site advances. Site approval is not required if request is for design or site other two percent advances.

(Authority: Regulation Sections 1860.7, and 1860.10 through 1860.10.3)

Not Applicable *Site Acquisition:* The Grantee has complied with Regulation Sections 1860.10 through 1860.10.3, as appropriate. The Grantee shall provide all applicable county assessor parcel numbers for the land being acquired for the Project. Grantee understands and agrees that Grants for site acquisition (i.e., site purchase, hazardous materials mitigation, relocation, etc.) as described in Section F (Accounting for Spent Funds) of this Agreement are limited to actual eligible expenditures. Therefore, the audit report may result in an adjustment (decrease or if funds are available, increase) to the Grant amount based on the final approved expenditures related to site acquisition separate and apart from all other Grants.

E. Receiving an Apportionment and Receiving Funds

The Grantee and the Executive Officer, or designee, of the Office of Public School Construction shall enter into this Agreement prior to, and as a condition of, the release of any funding for the Project.

(Authority: Regulation Sections 1860.7 and 1860.16)

Additionally:

1. Any Grants provided to Grantee under this Agreement will be disbursed upon receipt of a complete Fund Release Authorization, unless for design or site other two percent advance funding, and shall not exceed **\$146,230.00** except for **Not Applicable** (site-related exceptions)
(Authority: Education Code Section 17375(c) Regulation Sections 1860.16 and Form SAB 70-02)
2. Supplementary documentation submitted with, or prior to, a Fund Release Authorization must include this Agreement as well as documentation, including but not limited to, that proves the Grantee has entered into a binding contract(s) for the completion of the Project included in the plans and specification applicable to this Project.
(Authority: Education Code Section 17375(c), Form SAB 70-02 certifications)
3. If the Office of Public School Construction finds that the Fund Release Authorization is incomplete, inadequate, or inaccurate, it will notify the Grantee that the Grantee has ten (10) business days to address the issue(s). If the issue(s) has not been addressed after ten (10) business days, the Office of Public School Construction will consider the submittal to be invalid and the request will be returned to the Grantee. The Grantee will

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retain the opportunity to submit a valid Fund Release Authorization within 180 days of Apportionment if the Project had Division of the State Architect Approval at the time of Apportionment and 12 months from Apportionment if the Project did not have Division of the State Architect approval at the time of Apportionment. However, if the Grantee does not submit a valid Fund Release Authorization by the applicable deadline, the Apportionment shall be rescinded by the Board.

(Authority: Education Code Section 17375(c), Regulation Section 1860.16)

F. Accounting for Spent Funds

1. For purposes of completing the Expenditure Report required pursuant to Education Code Section 17375, at the completion of the Project, the Grantee shall maintain a general ledger at a Project-specific level that includes fund, resource, Project year, goal, function, and object codes for all expenditures for the Project, including furniture and equipment, as they are described in the *California School Accounting Manual, Procedure 301: Overview of the Standardized Accounting Code Structure and Procedure 345: Illustrations Using Account Code Structure*.

(Authority: Education Code Section 17375(f), Regulation Sections 1860.18, Form SAB 70-03)

2. Annual Expenditure Reports

Pursuant to Education Code Section 17375(h), beginning 12 months from full fund release, the Grantee shall submit an *Expenditure Report* (Form SAB 70-03) to the Office of Public School Construction within one year, as described in the Program Regulation Section 1860.18.

3. Project Audit

The Grantee understands and agrees to the following:

- i. Upon Project completion pursuant to Regulation Section 1860.20, the Office of Public School Construction may notify the Grantee, the Grantee's County Office of Education, and the State Controller's Office that the Grantee is subject to an audit of the Project by a local auditor that is in accordance with the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. The Grantee shall retain all financial accounts, documents, and records necessary for an audit pursuant to Education Code Section 41024(a)(4) and shall provide Project documentation, if requested by the local auditor.
(Authority: Regulation Section 1860.20)
- ii. Project documentation that the Grantee shall provide when requested by the local auditor, for the purposes of the audits described in Education Code Section 41024, shall include, but is not limited to:
 - a) Proof of acreage purchased
 - b) Proof of site costs and adjusted site grants, where applicable
 - c) Copy of Form SAB 70-01
 - d) Copy of SAB Board item(s) (Approval of Project Apportionment)
 - e) DSA Approval Letter, if for New Construction Grant or Retrofit Grant Apportionment

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- f) Preliminary or Final CDE Approval Letter, as applicable
 - g) Architect Final Billing
 - h) Proof of Routine Restricted Maintenance Account
 - i) Project-specific accounting records, such as a general ledger, as described in Spending Funds (Section F, paragraph 1), for all sources of funding
 - j) Final construction billing and invoices,
 - k) Any and all change orders
 - l) Proof the School District implemented California preschool, transitional kindergarten and/or full-day kindergarten program
 - m) If the Grantee's matching funds have already been expended for this Project or have been deposited in the County School Facility Fund, the Grantee shall provide accounting records, such as a general ledger, for all sources of funding, verifying those previous expenditures or deposits. If the matching funds have been or will be spent from a Certificate of Participation (COP), then the Grantee shall indicate the fund that the proceeds from the COP were originally deposited into or will be deposited into. The Grantee shall also include a copy of the COP booklet. Providing the official notice of intent to sell bonds may be provided to prove that the Grantee will expend the Grants prior to the time the Project is completed, as described complete pursuant to Regulation Section 1860.18. If the Grantee has funds from another source not listed here, the Grantee shall provide the accounting records, such as a general ledger verifying the expenditures and deposits.
(Authority: Education Code Section 17375 and Regulation Section 1860.18)
 - n) California State Preschool license or license-exempt info
- iii. During the local auditor's audit and/or upon completion of the audit report, the Grantee understands and agrees that its Expenditure Report is final and may not be subsequently adjusted or amended.
- iv. The Grantee understands and agrees that:
 - (a) Should the audit report determine that the Grantee spent Grants on Ineligible Expenditures, the local auditor will inform the California Department of Education and the Office of Public School Construction of the amount of the Ineligible Expenditure. The amount to be remitted will be limited to the proportionate percentage of Grants and Financial Hardship Grants. Grantees will not be required to provide the state with payments related to the amount of their matching funds. Ineligible Expenditures funded by Grants will not be considered Savings.
 - (b) Should the audit report determine that the Grantee spent Grants on Ineligible Expenditures, the local auditor will inform the California Department of Education and the Office of Public School Construction of the amount of the Ineligible Expenditure. Should the grantee report that they were unable to obtain a license or license-exempt status the

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local auditor will inform the Department of Education and the Office of Public School Construction of the amount of the Ineligible Expenditures associated with the preschool portion of the project. Grantees will not be required to provide the state with payments related to the amount of their matching funds. Ineligible Expenditures funded by Grants will not be considered Savings.

(c)The Grantee may appeal the finding of any Ineligible Expenditures, as described in Education Code Section 41024(d).

(d)The California Department of Education will recover Grants spent on Ineligible Expenditures, pursuant to Education Code Section 41024(d)(1).

(e)The Grantee may request a repayment plan from the California Department of Education related to the recovery of Grants described in (c).

(d)In order to recover funds as part of a repayment plan described in (d), the California Department of Education will notify the State Controller of the repayment plan and the State Controller will withhold funds from the Grantee's principal apportionment or Education Protection Account payments, pursuant to Education Code Section 41024(d).

(Authority: Education Code Sections 17375(f) and 41024; Regulation Section 1860.20)

- v. The Grantee shall provide its Expenditure Report for a Project deemed complete pursuant to Regulation Section 1860.18, and any and all audit reports, including the audits of Savings, to the Office of Public School Construction.

(Authority: Education Code Section 17375(i))

- vi. The Grantee shall also provide site access to the local auditor to determine if the Project work is in accordance with the Board-approved Project scope, including a final inspection for a Project deemed complete pursuant to Regulation Section 1860.18.

(Authority: Education Code Section 17375(i).)

4. Savings Audit(s)

For Program funds provided pursuant to Regulation Section 1860.3(a), grantees may retain Savings for expenditure for other high priority capital outlay with the exception of when unexpended funds remain on Project that received Financial Hardship funding. Savings must be spent within one year of the completion of the Project. *(Authority: Education Code Section 17375 and Regulation Section 1860.19)*

For Program funds provided pursuant to Regulation Section 1860.3(b), grantees may retain Savings for expenditure for Professional Development or Instructional Materials to

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build capacity for the implementation of a California Preschool, Transitional Kindergarten or Full-Day Kindergarten Program, or for other high priority capital outlay.

- Savings on a Preschool project can only be used for Professional Development or Instructional Materials to build capacity for implementation of a Preschool Program, or for other high priority capital outlay.
- Savings on a Transitional Kindergarten project can only be used for Professional Development or Instructional Materials to build capacity for implementation of a Transitional Kindergarten Program, or for other high priority capital outlay.
- Savings on a Full-Day Kindergarten project can only be used for Professional Development or Instructional Materials to build capacity for implementation of a Full-Day Kindergarten Program, or for other high priority capital outlay.
- Savings on a project containing a combination of Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program can be used for Professional Development or Instructional Materials to build capacity for implementation of the programs included in the project, or for other high priority capital outlay.

Savings must be spent within one year of the completion of the Project.
(Authority: Education Code Section 17375 and Regulation Section 1860.19)

The Grantee understands and agrees to the following:

- i. Upon the Grantee declaring Savings pursuant to Regulation Section 1860.19, the Office of Public School Construction may notify the Grantee, the Grantee's County Office of Education, and the State Controller's Office, that the Grantee is subject to annual audits of the Savings by a local auditor that is in accordance with the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting until the Grantee has expended all Savings. The Grantee shall retain all financial accounts, documents, and records necessary for an audit pursuant to Education Code Section 41024(a)(4) and shall provide documentation related to the use of Savings, when requested by the local auditor.
(Authority: Education Code Section 41024 and Regulation Section 1860.19)
- ii. Savings documentation that the Grantee shall provide when requested by the local auditor, for the purposes of the audits described in Education Code Section 41024, shall include, but is not limited to:
 - a) The Grantee's expenditure report with actual savings submitted to the Office of Public School Construction, and
 - b) Project-specific accounting records, such as a general ledger, as described in Spending Funds (Section F, paragraph 1), and
 - c) General ledger report verifying that the Savings has been deposited to county school facilities fund and detail verifying the expenditure of the funds as applicable for Professional Development or Instructional Materials to build capacity for the implementation of a California

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Preschool, Transitional Kindergarten and/or Full-Day Kindergarten
Program, or for high priority Capital Outlay, and
d) Construction billing and related invoices.
(Authority: Education Code Section 17375(i) and Regulation Section
1860.20)

- iii. The Grantee understands and agrees that its Savings expenditure reports submitted to the local auditor are final and may not be subsequently adjusted or amended.
- iv. The Grantee understands and agrees that:
 - (a) Should the audit report determine that the Grantee spent Savings on Ineligible Expenditures, the local auditor will inform the California Department of Education of the amount of the Ineligible Expenditure. The amount to be remitted will be limited to the Savings. Grantees will not be required to provide the state with payments related to the amount of their matching funds.
 - (b) The Grantee may appeal the finding of any Ineligible Expenditures, as described in Education Code Section 41024(d).
 - (c) The California Department of Education will recover Grants spent on Ineligible Expenditures, pursuant to Education Code Section 41024(d)(1).
 - (d) The Grantee may request a repayment plan from the California Department of Education related to the recovery of Grants described in (c).
 - (e) In order to recover funds as part of a repayment plan described in (d), the California Department of Education will notify the State Controller of the repayment plan and the State Controller will withhold funds from the Grantee's principal apportionment or Education Protection Account payments, pursuant to Education Code Section 41024(d).(Authority: Education Code Sections 41024 and 17375(i); Regulation Section 1860.20)
- v. The Grantee shall provide its Savings expenditure reports, and any and all audit reports, to the Office of Public School Construction, pursuant to Education Code Section 17375(hi).
- vi. The Grantee shall also provide site access to the local auditor to determine if the Project work is in accordance with eligible uses of Savings.
(Authority: Education Code Sections 41024 and 17375(i))

5. **Not Applicable** Site Adjustments

Should the audit report determine that the amount of Grants received for site acquisition requires adjustment, then, upon receipt of the audit, the Office of Public School Construction will present the Project to the State Allocation Board for an adjustment to the Apportionment, in accordance with Education Code Section 41024 (c)(2). Adjustments resulting in an increase to the amount of funding provided will only be made if funds are available.

(Authority: Education Code Sections 41024 and 17375(i))

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6. Financial Hardship

Should the audit report determine that there are unspent Financial Hardship Grants, then the Grantee agrees to repay the unspent Financial Hardship Grants pursuant to Education Code Section 41024(c)(2)

(Authority: Education Code Sections 41024, and 17375(i), and Regulation Section 1860.14)

G. Advisory Listing Detailing Common Eligible Project Expenditures

Project expenditures not listed in this document will not be considered eligible for funding under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facility Grant Program. *

Project expenditures will only be considered eligible if:

- The expenditures are within the Project scope that was approved by the State Allocation Board
- The expenditures are substantiated with contracts, invoices, final billings, and verification of payment
(Authority: Education Code Section 41024)
- The expenditures are expended or encumbered prior to the time a Project is deemed complete, pursuant to Regulation Section 1860.18
(Authority: Education Code Section 17375(e))

The Grantee may seek written clarification from OPSC for items not included in the lists of eligible and ineligible Project expenditures. The local auditor may use the written response from OPSC to guide the audit of the Project expenditures.

*Project expenditures not listed in the following tables may be considered if those expenditures are reasonable and appropriate site development for the Program.

(Authority: Regulation Sections 1860.9(d), 1860.12(c), and 1860.12(d))

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**1. New Construction – Apportionment with Advance for Design Costs or Apportionment
 Common Eligible Project Expenditures**

DESIGN COSTS

	Type of Expenditure	Authority
a.	Advertising for Construction Bids	Ed. Code Section 17375(f)
b.	Architect's Fee for Plans	Ed. Code Section 17375(f)
c.	CDE Plan Check or Site Review Fee	Ed. Code Section 17375(f)
d.	California Environmental Quality Act (CEQA) Associated Costs	Ed. Code Section 17375(f)
e.	Consultant Fees – specific to SFP Project(s) (prorate if necessary)	Ed. Code Section 17375(f)*
f.	Division of the State Architect (DSA) Plan Check Fee	Ed. Code Section 17375(f)
g.	Energy Analysis Fee	Ed. Code Section 17375(f)*
h.	Legal Fees associated with: <ul style="list-style-type: none"> The review of the SFP Project-related lease agreements. The review of the SFP Project-related contracts between districts and contractors, architects, construction managers or engineers. The review of the SFP Project-related bid documents and bid responses. 	Ed. Code Section 17375(f)*
i.	Local Agency Plan Check Fees	Ed. Code Section 17375(f)
j.	Preliminary Site Tests	Ed. Code Section 17375(f)
k.	Engineering Fees	Ed. Code Section 17375(f)

*These costs are recognized as components of allowable costs pursuant to EC Section 17375, and may be included as allowable expenditures under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program.

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H. Advisory Listing Detailing Common Ineligible Project Expenditures

The following tables are intended to provide advisory listings of common, but not exhaustive, ineligible Project expenditures.

In addition to the ineligible Project expenditures listed on the following tables, any costs associated with the Grantee's local debt issuance or interest on the Grantee's local bond(s) are also ineligible Project expenditures.

The Grantee may seek written clarification from OPSC for items not included in the lists of eligible and ineligible Project expenditures. The local auditor may use the written response from OPSC to guide the audit of the Project expenditures.

1. New Construction – Apportionment with Advance for Design Costs or Apportionment Common Ineligible Project Expenditures

DESIGN COSTS

Type of Ineligible Expenditure		Authority
a.	Legal Fees not attributable to the Project	Ed. Code Section 17375(f)
b.	For Projects that received Design funds only any site and/or construction related expenditures are not eligible	Ed. Code Section 17375(f)

I. Record Retention

Grantee shall maintain satisfactory financial accounts, documents, and records for the Project, at a Project-specific level of detail. Grantee shall also retain such financial accounts, documents, and records necessary for an audit, pursuant to Education Code Section 41024(a)(4).

The district shall also provide a copy of the California Department of Social Services approved Child Care License, or license-exempt status, if requested by the local auditor.

Financial accounts, documents, and records may be retained electronically.
(Authority: Government Code Section 12275(a) and (b), and Education Code Section 41024)

J. Conflict of Interest

All Grantees are subject to State and Federal conflict of interest laws. Failure to comply with these laws, including business and financial disclosure provisions, will result in the application being rejected and any subsequent contract being declared void. Other legal action may also be taken. Applicable statutes include, but are not limited to, Government Code, Section 1090 and Public Contract Code, Sections 10410 and 10411, for State conflict of interest requirements.

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1. Employees of the Grantee: Employees of the Grantee shall comply with all applicable provisions of law pertaining to conflicts of interest, including, but not limited to any applicable conflict of interest provisions of the California Political Reform Act, Cal. Gov't Code § 87100 et seq.
2. Employees and Consultants to the Grantee: Individuals working on behalf of the Grantee may be required by the Department to file a Statement of Economic Interests (Fair Political Practices Commission Form 700) if it is determined that an individual is a consultant for Political Reform Act purposes.

K. Severability

If any provision of this Agreement or the application thereof is held invalid, that invalidity shall not affect other provisions or applications of this Agreement which can be given effect without the invalid provision or application, and to this end the provisions of this Agreement are severable.

L. Disputes

1. Any claim that the Grantee may have regarding performance of this agreement including, but not limited to, claims for additional compensation or extension of time, shall be submitted to the Office of Public School Construction. The Office of Public School Construction and Grantee shall then attempt to negotiate a resolution of such claim and process an amendment to this Agreement to implement the terms of any such resolution.
2. Any claim that the Grantee may have regarding the audit report's Project expenditure determination shall be adjudicated by the Education Audit Appeals Panel, consistent with Education Code Section 41344.

M. Electronic Filing

Any communication under this Grant Agreement shall be in writing and may be transmitted by electronic means. Communication sent electronically will be effective on the date of transmission.

N. Supplement, Not Supplant

The terms and conditions of this Agreement are intended to supplement, not supplant, the laws and regulations that apply to this Project. The Grantee understands and agrees to adhere to all laws and regulations that apply to this Project, even if those laws and regulations are not specifically cited in this Agreement, consistent with Education Code Section 17375(kl).

O. Exact Duplicate

This Agreement is an exact duplicate (verbatim) of the Agreement provided by the Office of Public School Construction. In the event a conflict should exist, the language in the Agreement provided by the Office of Public School Construction will prevail.

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SIGNATURES

The statements set forth in this Agreement are true and correct to the best of my knowledge and belief. IN WITNESS WHEREOF, this Agreement has been executed by the parties.

NAME OF GRANTEE REPRESENTATIVE (PRINT)	PHONE NUMBER
SIGNATURE OF GRANTEE REPRESENTATIVE	DATE
SIGNATURE OF EXECUTIVE OFFICER OF THE OFFICE OF PUBLIC SCHOOL CONSTRUCTION, OR DESIGNEE	DATE

December 9, 2022

Arts, Music and Instructional Materials (AMIM) Discretionary Block Grant.

The grant allocated \$75,440 to Ducor School for five purposes enumerated in Section 134(a) of Chapter 52 of the Statutes of 2022), which may be briefly summarized as:

- (1) obtaining standards-aligned professional development and instructional materials for specific subject areas;
- (2) obtaining professional development and instructional materials for improving school climate;
- (3) developing diverse, culturally relevant and multilingual school library book collections;
- (4) operational costs, including retirement and health care cost increases; and
- (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction. These funds are available for encumbrance through the 2025–26 fiscal year. Section 134(c) provides that LEAs “are encouraged, but not required” to “proportionally use ” their allocation for the five purposes enumerated in Section 134(a)(1)–(5).

Operational Costs:

Section 134(a)(4) of AB 181 authorizes spending of these grant funds for “operational costs, including but not limited to, to retirement and health care cost increases.”

Under the operational costs, the district will utilize these funds to pay for instructional salaries.

Board Action:

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



**This Program Plan Template Guide is required by California *Education Code* (EC)
Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos
and the name of their program.**

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Ducor Union Elementary
Contact Name: Isidro Rodriguez
Contact Email: superintendent@ducor.k12.ca.us
Contact Phone: 559-534-2261

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Ducor Union Elementary School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The programs will be offered on campus, one site. The programs will include art, music, science, math, reading, physical education, cooking and other academic and social and emotional activities. These programs will be guided and supported by the current staff members on site. Vendors will be solicited in provided extended learning opportunities for students to have more hands on experiences. The county office of education also will have supporting materials, coaches, and specialist in science, math and reading help extend learning opportunities for the students and continuous training for the staff. Field trips will also be an activity for all students to participate in. All field trips will be part of the extended learning opportunities for the students and family members.

Ducor School is a one site school. A rural school district that supports 141 students. The school is the center of the communities environment. The school is a safe environment for all school and community members.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The programs will offer extended learning through hands on activities. For example science will be offered for all students to participate in. Students and staff will have an opportunity to demonstrate basic to advance science activities. The science activities have been developed to meet state standards. The activity will be provided by a vendor who's background consist of prior education experience in the schools and science background knowledge.

Another extended activity will be in the arts and crafts. Our current teachers will offer hands on experience creating a variety of art and craft projects. The experience will social and emotional learning, cooperation, communication and critical thinking. The arts and crafts will allow students to be engaged as well as allow them to develop artistic models that are creative and special.

Other programs that will provide students to experience active and engaged learning will be the reading book club, computer skills development, gardening, sports, English second language development, math review, social and emotional

2021-22 \$107,824
2022-23 \$ 205,400

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Skill building activities is a purpose of improving a specific skill or set of skills. All program activities will have some type of purpose to improve a specific skill. For example in arts and crafts, students will be learning how to plan and prepare a project using a variety of colors, materials, texture and presentation. This type of skill building can be considered as part of critical thinking planning. Critical thinking has a very important role when students are discussing math questions, presentations, reading comprehension responses, test taking strategies and many other academic learning. Skill building is an area where most students continue to improve. Offering an extended day will not only support student learning and participation but it will also help improve skill building mastery.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

We currently have a student council-kid power team. The team is a collection of students from grades 4-8. The students meet weekly to plan for upcoming assemblies, student activities, field trips, sports program, classroom activities, holiday events and many other activities. The program has become a leader for other staff members to help offer an extended program among the younger students in grades TK-3. Our younger students will have an opportunity to be reflect on their own learning and share their thoughts about their experience in class, field trips, and school activities. All our programs offer support for our students to share their thoughts, opinions and ideas. All our staff members are great listeners and at times great leaders for our students.

Expanded Learning Opportunities Program Plan Guide

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The current after school program already received daily snacks. This snacks that are provided will be extended to all students. Another opportunity that the school will be considering is serving a "dinner" for our students. Administered by the U.S. Department of Agriculture (USDA), federal afterschool programs (ASP) give students the nutrition they need in constructive learning environments by providing a snack, a meal, or both. Ducor School will have this opportunity to order student meals for the extended program or hire a cook to help plan, prepare and serve the meals.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

All students will receive equitable time, space, attention and access to all academia. All our students will be provided an opportunity to be engaged, to learn freely, given ample time to use critical thinking and improve their learning skills.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All staff members will have had prior experience teaching the variety of pedagogy style of learning. The experiences that the staff retained to share their methodology will help enhance learning. Student engagement, a variety of learning styles, access to a variety of learning manipulatives, a variety of learning modalities as well as having materials to share will be

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The programs vision is to follow the definition provided by the California Department of Education purpose: "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Ducor School vision is to meet CDE purpose; to extend all student learning through interactive activities that will drive critical thinking skills, extending skill building strategies in writing, math skills, reading comprehension, test taking strategies, emotional learning and well being.

Expanded Learning Opportunities Program Plan Guide

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Tulare County Office of Education
Tulare county health and human services
Tulare County Sheriff Department
Tulare County Fire Department
U.S Department of Forestry
Walmart
Local Business Owners
Fresh Healthy Meals
Other vendors providing educational resources for all students

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Continuous Quality Improvement will be an ongoing process. With continuous communication with staff, students and parents, all programs will be evaluated and determined how to continue to improve the extended day for all students. All programs will be reviewed and determined how each program has supported student learning and participation.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

All programs will be approved through the school administration. The administration will support staff ideas and suggestions regarding program implementation, support and improvement. The administrator will collect invoice and process payments as needed. The staff will conduct all extended learning programs as well as provide extensive hands on learning, critical thinking strategies and solutions, guided learning opportunities, individual learning styles, whole group learning and independent learning time. Communication among the team and the administrator will be important to support all program management.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES will have a positive impact during the afterschool additional hours. ASES has enrolled up to 60 students. These students will continue to receive additional academic support, SEL support, RTI time, ELA and Math support, Physical Education, Arts and Music, Cooking, field trips, and other extended learning opportunities.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Under the UPK plan, the district will utilize UPK funding to help support staff. Additional funds from the LCAP, Educational Effectiveness Grant, Community Grant and the school districts general funds will include staff support to meet the required staff to student ratio.

Through the support of the county office of education, The Early Headstart Program, and the California Preschool Program, pre-existing curriculum programs and the local LEA current curriculum adoption will be adapted to meet the needs of the students academic learning and support. The LEA will support the teacher with additional training offered by the county office of education and the state preschool program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample schedule after the regular school hours:

ASES/CHOICES program extended learning providing RTI in ELA and Math

Arts and Craft class

Music Class

Cooking class

Field trips extended during the day so students can engage much deeper during their visits

Computer skills, coding, gaming,

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

2.24

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
INTERDISTRICT ATTENDANCE AGREEMENT

THIS AGREEMENT, made and entered into this 13th day of December, 2022, pursuant to Education Code Section 46600, by and between the Governing Board of the Ducor Union Elementary School District of Tulare County and the Governing Board of the Richgrove School District of Tulare County.

WITNESSETH:

IT IS MUTUALLY AGREED as follows:

1. Richgrove School District agrees to accept, insofar as facilities permit, the following named pupil from the Ducor Union Elementary School District:

1 Jayden Mendoza Madrigal K (Richgrove Elementary)

2. Student Name Grade

3. Student Name Grade

4. Student Name Grade

2. Richgrove School District agrees to furnish said pupils the same advantages, equipment, supplies and services as furnished to other pupils in attendance at this school, *excluding transportation*.

3. CHECK A OR B AS APPLICABLE:

A. XXXXX NO TUITION CHARGE: The district of attendance shall be credited with the pupil attendance for apportionment purposes and the revenue limit pursuant to Education Code Section 20904 or 20905 (Ed Code Sec. 10813-2b).

B. _____ TUITION CHARGED: The maximum charge shall be the actual cost per unit of average daily attendance for the grade level or program, less any income other than tuition, received by the district of attendance on account of such attendance. Any tuition payment shall be made no later than August 31 after the close of the year. (Ed Code Sec. 10813-2a).

4. This agreement is effective only for the school year beginning July 1, 2022 and ending June 30, 2023, and neither part is bound by said agreement or any of the covenants herein contained after the expiration of said school year.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed the day & year above.

GOVERNING BOARD OF THE DUCOR
UNION ELEMENTARY SCHOOL
DISTRICT

GOVERNING BOARD OF THE RICHGROVE
SCHOOL DISTRICT

BY: _____

BY: _____

TITLE: Superintendent

TITLE: _____

DATE:

DATE: _____

Reason: Did not state a reason

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
INTERDISTRICT ATTENDANCE AGREEMENT

THIS AGREEMENT, made and entered into this 6th day of December, 2022, pursuant to Education Code Section 46600, by and between the Governing Board of the Ducor Union Elementary School District of Tulare County and the Governing Board of the Porterville Unified School District of Tulare County.

WITNESSETH:

IT IS MUTUALLY AGREED as follows:

1. Porterville Unified School District agrees to accept, insofar as facilities permit, the following named pupil from the Ducor Union Elementary School District:

1	Kaylee Thomas	5 th Grade	(Westfield Elementary)
2.	Student Name	Grade	
3.	Student Name	Grade	
4.	Student Name	Grade	
2. Porterville Unified School District agrees to furnish said pupils the same advantages, equipment, supplies and services as furnished to other pupils in attendance at this school, *excluding transportation*.
3. CHECK A OR B AS APPLICABLE:
 - A. XXXXX NO TUITION CHARGE: The district of attendance shall be credited with the pupil attendance for apportionment purposes and the revenue limit pursuant to Education Code Section 20904 or 20905 (Ed Code Sec. 10813-2b).
 - B. _____ TUITION CHARGED: The maximum charge shall be the actual cost per unit of average daily attendance for the grade level or program, less any income other than tuition, received by the district of attendance on account of such attendance. Any tuition payment shall be made no later than August 31 after the close of the year. (Ed Code Sec. 10813-2a).
4. This agreement is effective only for the school year beginning July 1, 2022 and ending June 30, 2023, and neither part is bound by said agreement or any of the covenants herein contained after the expiration of said school year.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed the day & year above.

GOVERNING BOARD OF THE DUCOR
UNION ELEMENTARY SCHOOL
DISTRICT

GOVERNING BOARD OF THE PORTERVILLE
UNIFIED SCHOOL DISTRICT

BY: _____

BY: _____

TITLE: Superintendent

TITLE: _____

DATE:

DATE: _____

Reason: Annual Renewal