

## **Ducor School**

23761 Avenue 56 – P.O. Box 249

Ducor, CA 93218

(559) 534-2261

### **Board of Trustees:**

Mary McGill, (Board President)

Diana Vance (Member)

Gabina Becerra (Member)

Amparo Mariscal (Clerk)

Florance Pace (Member)

## **School Board Meeting/DLAC Meeting**

May 11, 2021

Meeting Place: Cafeteria, Room 25/ 26

resolution(s): 3

Open Session 05:30 PM

**\*Possible board action**

**Agenda/Video Conference**

**Meeting ID: 734 5018 2323**

**Passcode: N72SVu**

(assigned for each meeting)

### **Board Agenda**

#### **1. Called to order: Time: \_\_\_\_\_ pm**

\_\_\_\_\_ Board President Mary McGill      \_\_\_\_\_ Board Member Florance Pace      \_\_\_\_\_ Board Member Gabina Becerra

\_\_\_\_\_ Board Member Diana Vance      \_\_\_\_\_ Clerk Amparo Mariscal

1.1 Pledge of Allegiance

1.2 Introduction of Visitors:

1.3 Community Input:

#### **2. Regular Business Agenda/Board Action:**

2.1 \* PUBLIC HEARING: Ed. Code. 54954.3 Opportunity for the public to address legislative body:

Public hearing was open at: \_\_\_\_\_

Public hearing was closed at: \_\_\_\_\_

2.2 \* Review Special Board Minutes: April 27, 2021 for review and approval

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.3 \* Review Board Minutes: April 13, 2021 for review and approval

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.4 \* Accounts Payable for the month April/May 2021.

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Diana Vance \_\_\_\_\_

2.5\* Interdistrict Attendance Agreement:

1) Terra Bella: 1 student; pre-k

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.6 \* Budget Revision Report: change amount to proposed budget

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.7 \* ELO Plan; Assembly Bill (AB) 86 states that the funds shall be expended for the purposes of actions "that increases the amount of instructional time or services provided to pupils based on their learning needs" (EC Section 43522(b)(1)) and are "accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports." (EC Section 43522(b)(2)): Plan must be turned in by June 1.

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.8 \* TCOE Review of Second Period Interim Report, 20-21; Satisfactory fiscal position and the indication the district will be able to meet its financial obligations

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.9 \* TCOE Library and Multimedia Center Contract; Fee amount \$1251.25 for 143 students for one school year.

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.10 \* Superintendent Evaluation/Contract: Evaluation review. Superintendent Contract for the 2021-22 school year.

Adoption:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

**3. Informational:**

- 3.1 Attendance
- 3.2 Proposal for 2020 Developer Fee Justification Study
- 3.3 Budget Hearing June dates
- 3.4 Calendar
- 3.5 LCAP 2019-20

**4. New Business: Any new business to include or discuss at the next meeting.**  
4.1.

**5. Adjourn to Closed Session: Time: \_\_\_\_\_ pm**

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

**6. Closed Session: Business**

- 6.1. Employee Business (Gov. Code 54957)
- 6.2. Superintendent Business

**7. Report Out of Closed Session: Time: \_\_\_\_\_ pm**

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

Agenda # \_\_\_\_\_:

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

**8. Adjournment: Time: \_\_\_\_\_ pm**

Action: Mrs. McGill \_\_\_\_\_ Mrs. Mariscal \_\_\_\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

**All community members are welcome to participate, signatures are voluntary.**

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**Board of Trustees:**

Board President Mary McGill

Diana Vance(Member)

Gabina Becerra (Member)

Amparo Mariscal (Clerk)

Florance Pace (Member)

**SPECIAL School Board Meeting**

April 27, 2021

Meeting Place: Cafeteria #25/26

resolution(s): 3

Open Session \_\_3:30\_\_ PM

**\*Possible board action****Agenda****Telecommunication Zoom****Meeting ID: 717 5314 0695****Passcode: aUb83M****MINUTES****1. Called to order: Time: \_\_3:34\_\_ pm**☒\_x\_ Board President Mary McGill ☒\_x\_ Board Member Gabina Becerra☒\_x\_ Board Member Florance Pace ☒\_x\_ Board Member Diana Vance ☐\_ABS\_ Clerk Amparo Mariscal

1.1 Pledge of Allegiance

1.2 Introduction of Visitors: Joanna Todd, Mrs. Woodruff, Mrs. Navarro, Mr. Sosa

1.3 Community Input: None

**2. Regular Business Agenda/Board Action:**

2.1 \* PUBLIC HEARING: Ed. Code. 54954.3 Opportunity for the public to address legislative body: None

Public hearing was open at: \_\_\_\_\_

Public hearing was closed at: \_\_\_\_\_



2.2 \* Informational: Joana Todd, Gallagher Insurance, health benefits: Mrs. Todd presented information regarding different health packages, price adjustments, comparable prices, district price, individual price

Action: No Action

Action: Mrs. McGill \_\_M\_ Mrs. Mariscal \_\_ABS\_\_ Mrs. Pace \_\_\_\_ Ms. Becerra \_\_\_\_ Mrs. Vance

2.3 \* Superintendent Contract for the school year 2021-22; evaluation review and contract review; salary proposed increase for 2021-22 \$100,557.47. Attached are the past salary scheduled.

Action: Move to close session

Action: Mrs. McGill \_\_M\_ Mrs. Mariscal \_\_ABS\_\_ Mrs. Pace \_\_aye\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_1\_\_

**3. Informational:**

4. New Business: Any new business to include or discuss at the next meeting.  
4.1.

**5. Adjourn to Closed Session: Time: \_\_3:58\_\_ pm**

Action: Mrs. McGill \_\_M\_ Mrs. Mariscal \_\_ABS\_\_ Mrs. Pace \_\_2\_\_ Ms. Becerra \_\_1\_\_ Mrs. Vance \_\_aye\_\_

**6. Closed Session: Business**

- 6.1. Employee Business (Gov. Code 54957)  
6.2. Superintendent Business

**7. Report Out of Closed Session: Time: \_\_6:39\_\_ pm**

Action: Mrs. McGill \_\_M\_ Mrs. Mariscal \_\_ABS\_\_ Mrs. Pace \_\_aye\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_1\_\_

2.3: No action taken

**8. Adjournment: Time: \_\_6:39\_\_ pm**

Action: Mrs. McGill \_\_M\_ Mrs. Mariscal \_\_ABS\_\_ Mrs. Pace \_\_aye\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_1\_\_

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Florance Pace (Member)

**School Board Meeting/DLAC Meeting**

April 13, 2021

Meeting Place: Cafeteria, Room 25/ 26      **resolution(s): 3**

Open Session 05:30 PM

**\*Possible board action**

**Agenda/Video Conference**

**Meeting ID: 734 5018 2323**

**Passcode: N72SVu**

(assigned for each meeting)

**Minutes**

**1. Called to order:      Time: \_\_5:35\_\_ pm**

☒ Board President Mary McGill      ☒ Board Member Florance Pace      ☒ Board Member Gabina Becerra

☒ Board Member Diana Vance      ☐ Clerk Amparo Mariscal

1.1 Pledge of Allegiance

1.2 Introduction of Visitors: Mrs. Ruby Navarro, Mrs Maryann Woodruff, Mrs. Lara Fielder

1.3 Community Input: None

## 2. Regular Business Agenda/Board Action:

2.1 \* PUBLIC HEARING: Ed. Code. 54954.3 Opportunity for the public to address legislative body: None

Public hearing was open at: \_\_\_\_\_

Public hearing was closed at: \_\_\_\_\_

2.3 \* Review Board Minutes: March 9, 2021 for review and approval: Mrs Vance asks to re correct agenda item 2.4 she voted aye.

Adoption: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_2\_\_ Ms. Becerra \_\_1\_\_ Mrs. Vance \_\_aye\_\_

2.4 \* Accounts Payable for the month March 2021. Mrs. Vance wanted to thank Mr. Sosa for answering her questions. Mrs. Becerra asked if food is still being delivered to the homes. Superintendent Rodriguez replied yes.

Adoption: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_aye\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_1\_\_

2.5\* Interdistrict Attendance Agreement: no questions or concerns

1) Pixley USD to Ducor School: Three students

Adoption: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_aye\_\_

2.6 \* 2021-22 School Calendar: Staff accepted option 2-long christmas break. Mrs Becerra asked if the calendar would be shared with parents. Superintendent Rodriguez said yes. Mrs. Vance questioned the children being home alone or without supervision if High School students were still attending classes. Mrs. Vance asked what the original calendar dates of winter break. Mrs. Fielder commented on that spec. Ed was not serving students enough during the breaks. Mrs. McGill commented that many students do not return to school during the first week of January.

Adoption: move to close session

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_2\_\_ Ms. Becerra \_\_1\_\_ Mrs. Vance \_\_aye\_\_

2.7 \* Ducor Teaches Association Initial Proposal 20-21 and 21-22 school year. Currently reviewing the budget, H/W and MYP report with TCOE. H/W cost per classification for 20-21 year.

Adoption: No action, table for next meeting

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_\_\_\_ Ms. Becerra \_\_\_\_\_ Mrs. Vance \_\_\_\_\_

2.8 \* MOU between Ducor School and CSEA: Mrs. Pace requested that future instructional aides receive extra training through TCOE if they offer support.

Adoption: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_aye\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_1\_\_

2.9 \* Graybar : retrofit to led lighting. Proposal to replace all interior and exterior lights. Cost amount is \$24,732.86. This does not include labor and installation. Superintendent Rodriguez explained that the lighting in all classrooms and the cafeteria needed to be replaced. The price did not include labor. The board requested to get a complete cost with the labor before deciding.

Adoption: table

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_aye\_\_ Ms. Becerra \_\_1\_\_ Mrs. Vance \_\_2\_\_

2.10 \* Michael Noland, Consultant Strategic Labor Solutions, LLC; designated representative to the meetings and negotiating process with the district's bargaining units; consulting shall also be available to facilitate work between the board of trustees and the superintendent. Monthly fee of \$1000 beginning July 1 2021 to June 30 2022. Superintendent Rodriguez explained how Mr. Noland has been supporting negotiations. Mr. Noland spoke to the board. The board had questions and spoke with Mr. Noland. The board requested a move to close session for further discussion.

Adoption: moved to close session

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_aye\_\_ Mrs. Vance \_\_2\_\_

2.11 \* Salary Increase for Management Employee: Ruby Navarro, School Administrator Secretary. Increased salary is subject to change based on the hourly state rate change. Board member Mrs. Vance questioned salary schedule steps 1,2 and 3, if a new person was to be hired would they begin at that salary schedule. Superintendent Rodriguez explained that the salary schedule can change as needed, but the responsibilities would need to change. Mr. Sosa, business manager, explained the change in hourly rate and how her salary schedule needed to change. Mr. Sosa also explained that it was the Ca. law and the changes were required.

Adoption: Motioned to move to close session

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_aye\_\_ Mrs. Vance \_\_2\_\_

2.12 \* Budget Hearing Planning Form: Budget planning, LCAP planning public hearing date and budget adoption date. June 8 regular board meeting/public hearing and June 22 Special Board meeting budget adoption date

Adoption: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_aye\_\_

2.13\* Superintendent Evaluation/Contract: Evaluation review. Superintendent Contract for the 2021-22 school year. Board Member Mrs. McGill asked if any person online or in person had any questions or comments regarding Mr. Rodriguez. A few members from the audience made a few positive comments.

Adoption: Moved to a special meeting for April 27 at 3:30 pm.

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_2\_\_ Ms. Becerra \_\_aye\_\_ Mrs. Vance \_\_1\_\_

**3. Informational:**

- 3.1 Juan Reyes Consulting; summary report and contract for the school year 2021-2022.
- 3.2 Federal/State Resources for COVID -19 funding
- 3.3 Expanded Learning Opportunity Plan \$170,699, Plan due June 1, send to TCOE
- 3.4 Attendance Report
- 3.5 TCOE: no petition calling for a special election

4. New Business: Any new business to include or discuss at the next meeting.  
4.1.

**5. Adjourn to Closed Session: Time: 7:36 pm**

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_aye\_\_ Mrs. Vance \_\_2\_\_

**6. Closed Session: Business**

- 6.1. Employee Business (Gov. Code 54957)
- 6.2. Superintendent Business

**7. Report Out of Closed Session: Time: 9:07 pm**

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_aye\_\_ Mrs. Vance \_\_2\_\_

Agenda #\_2.6\_: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_2\_\_ Ms. Becerra \_\_1\_\_ Mrs. Vance \_\_naye\_\_

Agenda #\_2.10\_: Approved

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_aye\_\_

Agenda #\_2.11\_: Approved for a 1 year salary

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_aye\_\_

**8. Adjournment: Time: 9:10 pm**

Action: Mrs. McGill \_\_M\_\_ Mrs. Mariscal \_\_abs\_\_ Mrs. Pace \_\_1\_\_ Ms. Becerra \_\_2\_\_ Mrs. Vance \_\_aye\_\_

2.4

Vendor No    Vendor Name		Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012924	A & G TELEPHONE SERVICE	PV-210673	4/9/2021		6788		010-00000-0-00000-27000-59000-0-0000 updated time on valcom	\$160.00		
Total Check Amount:								\$160.00		
013312	AMERIPRIDE - CAFETERIA	PV-210654	2/5/2021		1502756000		130-53100-0-00000-82000-55000-0-0000 cafeteria/ first aid supplies	\$93.15		
	AMERIPRIDE - CAFETERIA	PV-210655	1/22/2021		1502748398		130-53100-0-00000-82000-55000-0-0000 cafeteria/first aid supplies	\$93.15		
	AMERIPRIDE - CAFETERIA	PV-210657	12/25/2020		1502733689		130-53100-0-00000-82000-55000-0-0000	\$93.15		
	AMERIPRIDE - CAFETERIA	PV-210658	12/11/2020		1502725994		130-53100-0-00000-82000-55000-0-0000	\$93.15		
	AMERIPRIDE - CAFETERIA	PV-210659	11/27/2020		1502718385		130-53100-0-00000-82000-55000-0-0000 cefeteria/first aid supplies	\$93.15		
	AMERIPRIDE - CAFETERIA	PV-210663	4/30/2021		1503004023		130-53100-0-00000-82000-55000-0-0000 cafeteria/first aid supplies	\$93.15		
Total Check Amount:								\$558.90		
013311	AMERIPRIDE UNIFORM SERVICE	PV-210660	4/16/2021		1502796101		130-53100-0-00000-82000-55000-0-0000 cafeteria/first aid supplies	\$93.15		
	AMERIPRIDE UNIFORM SERVICE	PV-210661	4/16/2021		1502796098		010-00000-0-00000-82000-55000-0-0000 maintenance supplies	\$74.83		
	AMERIPRIDE UNIFORM SERVICE	PV-210662	4/30/2021		1503004019		010-00000-0-00000-82000-55000-0-0000	\$74.83		
Total Check Amount:								\$242.81		
013593	Brustein & Manasevit, PLLC	PV-210668	4/1/2021		4010501		010-00000-0-00000-71500-52000-0-0000 CDE Workshop re: CARES & CRSAA for Isidro & Jer	\$195.00		
	Brustein & Manasevit, PLLC		4/1/2021		4010501		010-00000-0-00000-27000-52000-0-0000	\$195.00		
Total Check Amount:								\$390.00		
013518	California Department of	PV-210680	4/1/2021		QTR01 YR2021		010-07230-0-00000-36000-58000-0-0000 diesel fuel tax	\$1.00		
Total Check Amount:								\$1.00		
013422	Document Tracking Services, LL	PV-210677	4/14/2021		9321805		010-00000-0-00000-27000-58000-0-0000 translate school report card to Spanish	\$545.00		
	Total Check Amount:							\$545.00		

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013504	Figueroa Consulting Co.	PV-210682	4/30/2021	1			010-31820-0-11100-10000-58000-0-0000	\$6,000.00		
	Figueroa Consulting Co.	PV-210683	4/30/2021	1			SEL support with Valores and mtss 010-31820-0-11100-10000-58000-0-0000	\$15,975.00		
							MTSS planning, CSI planning, system design work			
							<b>Total Check Amount:</b>	<b>\$21,975.00</b>		
013386	G&S Electric	PV-210676	3/23/2021		4105		010-07230-0-00000-36000-58000-0-0000	\$791.46		
							fixed diesel pump			
							<b>Total Check Amount:</b>	<b>\$791.46</b>		
013375	INFINITY COMMUNICATIONS	PV-210684	5/3/2021		12230		010-00000-0-00000-72000-58000-0-0000	\$2,000.00	L	
							Erate consulting service fee, 2nd payment			
							<b>Total Check Amount:</b>	<b>\$2,000.00</b>		
013349	INTEGRATED DESIGNS By SOMAM	PV-210675	4/14/2021		21563		350-77150-0-00000-85000-62000-0-0000	\$1,738.70		
							construction-Kindergarten addition			
							<b>Total Check Amount:</b>	<b>\$1,738.70</b>		
013516	JUAN GARCIA	PV-210687	4/22/2021		D 38-632		010-11000-0-11100-10000-58000-0-0000	\$27.20		
	JUAN GARCIA	PV-210688	4/28/2021		D 38-715		dry clean graduation gowns 010-11000-0-11100-10000-58000-0-0000	\$13.60		
							dry clean for graduation gowns			
							<b>Total Check Amount:</b>	<b>\$40.80</b>		
013517	LEAF	PV-210669	4/20/2021		11796944		010-00000-0-00000-72000-58000-0-0000	\$551.42		
							contract payment for lease on copiers			
							<b>Total Check Amount:</b>	<b>\$551.42</b>		
013338	LEON ENVIRONMENTAL	PV-210666	4/19/2021		12016		350-77150-0-00000-85000-62000-0-0000	\$625.00		
							asbestos survey for new Kinder addition			
							<b>Total Check Amount:</b>	<b>\$625.00</b>		
013502	Louis Smith	PV-210689	4/5/2021		ref i.d. 2-40S8UF		010-40350-0-11100-10000-58000-0-0000	\$625.00		
							reimbursement for payment made to CTC for GELAP	\$102.50		
							<b>Total Check Amount:</b>	<b>\$625.00</b>		

\*\*\* FINAL \*\*\*

Batch No 354

Audit

Amount

Flag

EFT

\*\*\* FINAL \*\*\*

Batch No 354

Audit  
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	
013502	Louis Smith	PV-210690	4/10/2021		359295		010-63000-0-11100-10000-43000-0-0000	\$417.67
							reimbursement for purchase of classroom supplies	
							<b>Total Check Amount:</b>	<b>\$520.17</b>
013005	LOZANO SMITH	PV-210674	4/1/2021		2133230		010-00000-0-00000-71100-58000-0-0000	\$320.78
							legal services	
							<b>Total Check Amount:</b>	<b>\$320.78</b>
013513	Maria Barajas	PV-210691	4/21/2021		6280		010-63000-0-11100-10000-43000-0-0000	\$27.38
	Maria Barajas	PV-210692	4/21/2021		47439		reimbursement for items purchased for Earth Day ac 010-63000-0-11100-10000-43000-0-0000	\$96.95
							<b>Total Check Amount:</b>	<b>\$124.33</b>
012443	QUILL CORPORATION	PV-210686	3/19/2021		15445091		010-00000-0-00000-27000-43000-0-0000	\$15.89
							office supplies	
							<b>Total Check Amount:</b>	<b>\$15.89</b>
013372	SAN JOAQUIN COUNTY OF ED.	PV-210664	4/27/2021		202095		010-00000-0-00000-27000-58000-0-0000	\$450.00
							account fees for Edjoin agreement 2020/2021	
							<b>Total Check Amount:</b>	<b>\$450.00</b>
012681	SISC III	PV-210685	5/1/2021		5/1/2021-5/31/2021		010-00000-0-00000-00000-95024-0-0000	\$20,389.40
	SISC III		5/1/2021		5/1/2021-5/31/2021		Health & Welfare 010-00000-0-00000-00000-95028-0-0000	\$2,318.40
							<b>Total Check Amount:</b>	<b>\$22,707.80</b>
012141	SMART & FINAL	PV-210678	4/13/2021		15301		010-11000-0-11100-10000-43000-0-0000	\$105.35
							science experiment supplies	
							<b>Total Check Amount:</b>	<b>\$105.35</b>
005384	SOUTHERN CALIFORNIA EDISON	PV-210681	4/23/2021		April 23rd, 2021		010-00000-0-00000-82000-55000-0-0000	\$1,546.02
							electricity	
							<b>Total Check Amount:</b>	<b>\$1,546.02</b>
013594	Steven Arciaga Inspection Serv	PV-210651	4/1/2021		#1		350-77150-0-00000-85000-62000-0-0000	\$1,546.02
							Inspector-welding in plant inspection at Class Lea	\$6,786.00
							<b>Total Check Amount:</b>	<b>\$1,546.02</b>



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APY500

							*** FINAL *** Batch No 354 Audit		
Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check Account Code	Amount	Flag	EFT
013594	Steven Arciaga Inspection Serv	PV-210652	4/1/2021	#1		350-77150-0-00000-85000-62000-0-0000  Inspector-attend meetings, plan review, submittal	\$3,680.00		
013547	Strategic Labor Solutions, LLC	PV-210679	4/20/2021	138		Total Check Amount:  010-00000-0-00000-72000-58000-0-0000  monthly contractual fee-negotiations	\$10,466.00		
							\$1,000.00		
013578	THE FRUITGUYS	PV-210670	5/3/2021	5744130		Total Check Amount:  130-53700-0-00000-37000-43000-0-0000 produce items for students from the Fruit and Vegg 130-53700-0-00000-37000-43000-0-0000 produce items for students from Fruit & Veggi prog	\$1,000.00		
	THE FRUITGUYS	PV-210671	4/19/2021	5739902			\$444.00		
							\$427.00		
012837	THE HOME DEPOT PRO-Supplyw	PV-210672	4/7/2021	609911219		Total Check Amount:  010-00000-0-00000-82000-55000-0-0000  foam dispenser & wet wipes	\$871.00		
	rs						\$4.14		
012709	TULARE COUNTY OFFICE OF ED.	PV-210665	4/5/2021	211575		Total Check Amount:  010-00000-0-00000-71500-52000-0-0000 registration for virtual Equity conference for 1st 010-00000-0-00000-71100-58000-0-0000 2020-2021 Lozano Smith legal consortium 2nd half	\$4.14		
	TULARE COUNTY OFFICE OF ED.	PV-210667	3/23/2021	211483			\$15.00		
							\$2,474.85	L	
013383	VAST Networks	PV-210653	5/1/2021	27648		Total Check Amount:  010-00000-0-00000-27000-59000-0-0000  internet connection	\$2,489.85		
							\$195.00		
013260	VIRGINIA WALKER	PV-210693	4/17/2021	37780		Total Check Amount:  010-63000-0-11100-10000-43000-0-0000  reimbursement for items purchased for student ince	\$195.00		
	VIRGINIA WALKER	PV-210694	4/20/2021	26851			\$3.26		
	VIRGINIA WALKER	PV-210695	4/14/2021	13481			\$17.47		
	VIRGINIA WALKER	PV-210696	5/6/2021	trans# 0059			\$3.00		
							\$10.78		
						Total Check Amount:	\$34.51		

2.5

DUCOR UNION ELEMENTARY SCHOOL DISTRICT  
INTERDISTRICT ATTENDANCE AGREEMENT

THIS AGREEMENT, made and entered into this 11<sup>th</sup> day of May, 2021, 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 Terra Bella School District of Tulare County.

**WITNESSETH:**

IT IS MUTUALLY AGREED as follows:

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

1.	Palafox, Santiago	Pre K
	Student Name	Grade

2.	Student Name	Grade
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3.	Student Name	Grade
----	--------------	-------

4.	Student Name	Grade
----	--------------	-------

2. Terra Bella 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. X **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, 2020 and ending June 30, 2021, 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 TERRA BELLA  
SCHOOL DISTRICT

BY: \_\_\_\_\_

BY: \_\_\_\_\_

TITLE: Superintendent

TITLE: \_\_\_\_\_

DATE:

DATE: \_\_\_\_\_

Reason: District offers the Pre K program.

2.6

10 Ducor Union Elementary School District  
Fiscal Year: 2021  
Bdg Revision Final

# Budget Revision Report

BGR030 4/26/2021  
Justinemgr 1:49:11PM

Control Number: 42649748

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund: 3500	County School Facilities Fund - New Construction			
Revenues				
Other State Revenues	350-77150-0-00000-00000-85450-0-0000	\$22,900.00	\$672,442.00	\$695,342.00
Total Revenues	Total:	\$22,900.00	\$672,442.00	\$695,342.00
Expenditures				
Services, Other Operating Expenses	350-77150-0-00000-85000-58000-0-0000	\$0.00	\$85,342.00	\$85,342.00
Capital Outlay	350-77150-0-00000-85000-62000-0-0000	\$0.00	\$85,342.00	\$85,342.00
Total Expenditures	Total:	\$24,836.00	\$585,164.00	\$610,000.00
Budgeted Unappropriated Fund Balance before this adjustment:		\$24,836.00	\$670,506.00	\$695,342.00
Total Adjustment to Unappropriated Fund Balance:			\$172.36	
Budgeted Unappropriated Fund Balance after this adjustment:			\$1,936.00	
			\$2,108.36	

Budget Revision Report

BGR030 4/26/2021  
Justinemgr 1:49:11PM

Control Number: 42649748

Account Classification

Approved / Revised

Change Amount Proposed Budget

At a meeting of the school board on \_\_\_\_\_, the  
board approved the above budget account lines change to those  
amounts indicated in the proposed budget column.

Authorized by: \_\_\_\_\_

(County Office Use Only)  
Updated at County Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_

Accounts Payable Final Prelist - 5/6/2021 3:08:39PM

\*\*\* FINAL \*\*\*

Batch No 354

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Total District Payment Amount: \$70,470.93

\*\*\* FINAL \*\*\*

Batch No 354

Audit

Amount Flag EFT

Vendor No Vendor Name Reference Number Invoice Date

PO # Invoice No

Separate Check Account Code

Batch No 354

Total Accounts Payable: \$70,470.93

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 70,470.93 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

## Fund Summary

	Total
010	\$56,118.18
130	\$1,523.05
350	\$12,829.70
Total	\$70,470.93

4/15/2021  
3:00:19PM

**APY500**

**Batch No 353**

 Amount | Flag | EFT |

010-00000-0-00000-00000-95025-0-0000	\$124.51	G
SUI Quarterly contributions		
<b>Total Check Amount:</b>	<b>\$124.51</b>	
010-11000-0-00000-81100-43000-0-0000	\$50.70	M
supplies purchased for upkeep of grounds		
010-11000-0-00000-81100-43000-0-0000	\$61.09	M
<b>Total Check Amount:</b>	<b>\$111.79</b>	
350-77150-0-00000-85000-62000-0-0000	\$1,738.70	
Kinder Addition		
<b>Total Check Amount:</b>	<b>\$1,738.70</b>	
010-63000-0-11100-10000-43000-0-0000	\$63.28	
reimbursement for items purchased for student ince		
010-63000-0-11100-10000-43000-0-0000	\$42.64	
reimbursement for purchase of items for student in		
010-11000-0-11100-10000-58000-0-0000	\$149.57	
reimbursement for charges paid for dry cleaning gr		
<b>Total Check Amount:</b>	<b>\$255.49</b>	
010-31820-0-11100-10000-58000-0-0000	\$6,990.00	L
supervisor of mentor leadership program and life s		
<b>Total Check Amount:</b>	<b>\$6,990.00</b>	
010-00000-0-00000-71100-58000-0-0000	\$222.08	
legal services		
<b>Total Check Amount:</b>	<b>\$222.08</b>	
130-53100-0-00000-37000-58000-0-0000	\$1,334.80	
student meals for March 25 & 26 that were not incl		
<b>Total Check Amount:</b>	<b>\$1,334.80</b>	
010-00000-0-00000-82000-55000-0-0000	\$1,552.87	
electricity		

10 Ducor Union Elementary School Distr  
**Tulare County Office of Education**  
**Accounts Payable Final Prelist - 4/15/2021 3:00:19PM**

Page 2 of 3  
 APY500

\*\*\* FINAL \*\*\*  
 Batch No 353  
 Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013578	THE FRUITGUYS	PV-210640	4/6/2021		5738103		130-53700-0-00000-37000-43000-0-0000 food items delivery for student Fruit & Veggie pr	\$405.00		
							<b>Total Check Amount:</b>	<b>\$1,552.87</b>		
012709	TULARE COUNTY OFFICE OF ED.	PV-210636	3/11/2021		211314		010-07200-0-11100-10000-58000-0-0000 IMPACT Intern Support & Assessment	\$1,000.00		
	TULARE COUNTY OFFICE OF ED.	PV-210637	3/15/2021		211343		010-00000-0-00000-71500-52000-0-0000 TCOE Law Seminar- Attendees Isidro & Jeremiah	\$100.00		
	TULARE COUNTY OFFICE OF ED.	PV-210639	3/15/2021		211343		010-00000-0-00000-27000-52000-0-0000	\$100.00		
	TULARE COUNTY OFFICE OF ED.	PV-210639	3/15/2021		211375		010-00000-0-11100-10000-58000-0-0000 5th grade SCICON virtual classroom visit	\$50.00		
							<b>Total Check Amount:</b>	<b>\$1,250.00</b>		
013486	U.S. Bank Corporate Payment Sy	PV-210623	2/25/2021		ref# 66489		010-00000-0-00000-27000-59000-0-0000 paid for postage	\$14.55	M	
	U.S. Bank Corporate Payment Sy	PV-210624	3/10/2021		ref# 30148		010-00000-0-00000-27000-43000-0-0000 2 portable two way radios for office	\$93.22	M	
	U.S. Bank Corporate Payment Sy	PV-210625	3/18/2021		ref# 66552		010-30100-0-11100-10000-58000-0-0000 Kindle unlimited subscription	\$9.99	M	
	U.S. Bank Corporate Payment Sy	PV-210626	2/24/2021		ref# 59945		010-07230-0-00000-36000-43000-0-0000 purchased fuel for Van to transport student meals	\$80.22	M	
	U.S. Bank Corporate Payment Sy	PV-210627	3/3/2021		ref# 32711		010-07230-0-00000-36000-43000-0-0000 010-11000-0-00000-81100-43000-0-0000	\$71.08	M	
	U.S. Bank Corporate Payment Sy	PV-210628	3/3/2021		ref# 00141		supplies purchased for upkeep of grounds	\$123.72	M	
	U.S. Bank Corporate Payment Sy	PV-210629	3/8/2021		ref# 43189		010-07230-0-00000-36000-43000-0-0000 purchased fuel for van to transport student meals	\$69.00	M	
	U.S. Bank Corporate Payment Sy	PV-210630	3/15/2021		ref# 00174		010-07230-0-00000-36000-43000-0-0000 010-81500-0-00000-81100-43000-0-0000	\$83.27	M	
	U.S. Bank Corporate Payment Sy	PV-210631	3/17/2021		ref# 58586		fuel purchased for gas can for motorized tools	\$17.37	M	
	U.S. Bank Corporate Payment Sy	PV-210632	3/22/2021		ref# 26252		010-07230-0-00000-36000-43000-0-0000 purchased fuel for van to transport student meals	\$74.27	M	
	U.S. Bank Corporate Payment Sy	PV-210633	3/5/2021		ref# 99191		010-00000-0-00000-27000-59000-0-0000 paid for postage	\$1.40	M	
	U.S. Bank Corporate Payment Sy	PV-210634	3/9/2021		ref# 52444		010-00000-0-00000-27000-59000-0-0000 large envelope, and stamp	\$3.15	M	



**Tulare County Office of Education**

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APY500

\*\*\* FINAL \*\*\*

**Batch No 353**

## Audit

Vendor No	Vendor Name	Number	Date	PO #	Invoice No	Check	Account Code	Amount	Audit Flag	EFT
013383	VAST Networks	PV-210648	4/1/2021		27120		010-00000-0-00000-27000-59000-0-0000	\$195.00		
internet connection										
Total Check Amount:								\$641.24		
Total Check Amount:								\$195.00		
Total Check Amount:								\$195.00		

Accounts Payable Final Prelist - 4/15/2021 3:00:19PM

\*\*\* FINAL \*\*\*

Batch No 353

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Total District Payment Amount: \$14,821.48

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
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Batch No 353

Total Accounts Payable: \$14,821.48

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 14,821.48 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

Fund Summary	Total
010	\$11,342.98
130	\$1,739.80
350	\$1,738.70
Total	\$14,821.48

**10 Ducor Union Elementary School Distr**  
**Tulare County Office of Education**  
**Accounts Payable Final Prelist - 4/8/2021 2:35:17PM**

**4/8/2021**  
**2:35:17PM**

**Page 1 of 2**  
**APY500**

\*\*\* FINAL \*\*\*

Batch No 352

Audit  
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012924	A & G TELEPHONE SERVICE	PV-210615	3/23/2021		6741		010-00000-0-00000-27000-59000-0-0000 home zone labor, determed equipment per work order	\$425.00		
							<b>Total Check Amount:</b>	<b>\$425.00</b>		
013295	AT&T	PV-210622	3/25/2021		MAR 25, 2021		010-00000-0-00000-82000-55000-0-0000 long distance, fire alarm, ADT	\$73.78		
							<b>Total Check Amount:</b>	<b>\$73.78</b>		
013515	California Business Machines	PV-210616	3/31/2021		270383		010-00000-0-00000-72000-58000-0-0000 toner maintenance for copiers	\$246.88		
							<b>Total Check Amount:</b>	<b>\$246.88</b>		
013417	Culligan (Water Conditioning)	PV-210621	3/31/2021		36910		010-00000-0-00000-82000-55000-0-0000 bottled water delivery for March 2021	\$127.00		
							<b>Total Check Amount:</b>	<b>\$127.00</b>		
013409	Diamond Technologies	PV-210613	3/31/2021		28586		010-00000-0-00000-27000-58000-0-0000 collecting email addresses for routers	\$97.50		
							<b>Total Check Amount:</b>	<b>\$97.50</b>		
011811	DUCOR COMMUNITY SERVICES DISTR	PV-210614	4/1/2021		4/1/21 - 4/30/21		010-00000-0-00000-82000-55000-0-0000 water	\$282.84		
							<b>Total Check Amount:</b>	<b>\$282.84</b>		
013252	PUSD STUDENT NUTRITION	PV-210611	4/6/2021		9354		130-53100-0-00000-37000-58000-0-0000 student meals for March 2021	\$12,013.20		
							<b>Total Check Amount:</b>	<b>\$12,013.20</b>		
013199	RES COM Pest Control	PV-210612	4/3/2021		1913638		130-53100-0-00000-82000-55000-0-0000 spray for ants, roaches, spiders	\$45.00		
							<b>Total Check Amount:</b>	<b>\$45.00</b>		
012681	SISC III	PV-210610	4/8/2021		4/01/2021-4/30/2021		010-00000-0-00000-00000-95028-0-0000 Health & Welfare, includes for retirees	\$2,318.40		
					4/01/2021-4/30/2021		010-00000-0-00000-00000-95024-0-0000	\$20,389.40		
							<b>Total Check Amount:</b>	<b>\$20,389.40</b>		

G

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
012106	TERRA BELLA IRRIGATION SUPPLY	PV-210617	4/3/2021		4639		010-00000-0-00000-82000-55000-0-0000 supplies for irrigation system	\$36.15		
Total Check Amount:								\$22,707.80		
012837	THE HOME DEPOT PRO-Supplyw	PV-210618	3/23/2021		607284288		010-00000-0-00000-82000-55000-0-0000 sanitizing wipes	\$36.15		
	THE HOME DEPOT PRO-Supplyw	PV-210619	3/23/2021		607103082		010-00000-0-00000-82000-55000-0-0000 liners, paper towels, gloves for maintenance	\$7.68		
Total Check Amount:								\$296.60		
012434	WASTE MANAGEMENT	PV-210620	4/1/2021		4508223-0165-8		010-00000-0-00000-82000-55000-0-0000 trash service for March 2021	\$304.28		
Total Check Amount:								\$356.62		
Total Check Amount:								\$356.62		

\*\*\* FINAL \*\*\*  
Batch No 352

Accounts Payable Final Prelist - 4/8/2021 2:35:17PM

\*\*\* FINAL \*\*\*

Batch No 352

Audit

Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code		
								Total District Payment Amount:	\$36,716.05

\*\*\* FINAL \*\*\*

Batch No 352

Audit  
Amount Flag EFT

Vendor No Vendor Name Reference Number Invoice Date PO # Invoice No Separate Check Account Code

Batch No 352

Total Accounts Payable:

\$36,716.05

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 36,716.05 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

Fund Summary		Total
010		\$24,657.85
130		\$12,058.20
Total		\$36,716.05

2.7

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ducor Union Elementary School District	Isidro Rodriguez – Superintendent	<a href="mailto:superintendent@ducor.k12.ca.us">superintendent@ducor.k12.ca.us</a> ; 559-534-2261

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parents: A parent meeting was held April 6 and multiple email communications (including a survey) went to parents for suggestions on the plan. There were also designated times to share feedback during the LCAP stakeholder engagement sessions.

Teachers and school staff: The MTS team (consisting of teachers and admin) created a tool to gather stakeholder input. The tool separated ideas/needs into three categories: (1) summer school; (2) accelerated learning during regular instructional time; (3) afterschool, Saturday school, and/or Winter break school. The team has consistently collected information from teachers during weekly all staff meetings in April and May, weekly Fed/State Funds planning meetings since April 15, and general suggestion/recommendations outside of formal meetings.

Students: The Life Skills Coach held multiple focus groups with students to ask their opinions on school needs.



A description of how students will be identified and the needs of students will be assessed.

Needs will be assessed utilizing current assessment systems which include Illuminate benchmarks (math and ELA) and curriculum embedded reading fluency assessments. The school is in the process of adopting the Acadience reading assessment along with 95% curriculum to advance basic literacy skills. Students scoring in red and yellow in any of these assessments will be prioritized for enrollment in any supplemental or accelerated teaching and learning. The following student subgroups will also be prioritized: students with disabilities, English learners, and low-SES. Also, students may be referred based on recommendations from parents, counselor, teachers, or other staff for reasons which may include engagement, attendance and/or behavior.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be notified of supplemental instruction and support in the following ways: email listing; direct communication with teachers / school staff while on site; enrollment/registration flyers and applications; and direct phone calls or text messages if necessary. Administrators and teachers will use parent meetings, conferences, and events to remind parents of opportunities available to students

A description of the LEA's plan to provide supplemental instruction and support.

**Supplemental tutoring and learning with certificated teachers:** Certificated staff will spend designated time providing supplemental tutoring to students scoring red and yellow in schoolwide assessments. During afterschool hours, the tutoring will be in 30-60 minute sessions with small groups and in collaboration with the CHOICES afterschool program. Schedule will depend on teacher, student, and transportation availability. Teachers will focus on one or more of the following: re-teaching common core standards, facilitating 95% Group or Fountas and Pinnel small group learning sessions, or enrichment. About every two weeks, students will be progressed monitored on the particular skill they are working on using district-adopted assessments. Supplemental tutoring and support will also be provided in a structured summer and winter program (during breaks).

**Supplemental tutoring and learning with temporary instructional aides:** Led and supported by certificated staff, aides will be utilized to support small group learning. During assigned intervention time, aides will lead small groups with the support of teachers and guiding curriculum. Aides will be trained on curriculum and report student progress directly to teachers. Aides will also be trained on assessment to regularly progress monitor students. This work can also happen afterschool and during winter and summer breaks. Aides will also provide general classroom instructional support and homework assistance in the afternoons.

**Enrichment activities:** In addition to instruction around targeted skills, students will be exposed to a number of enrichment and STEM activities. These lessons may include field trips, career days, and special guests. Some activities that are currently being considered include music, cooking, coding, arts and crafts, sports, gardening, and dance.

**Instructional coaching:** The district will secure instructional coaching support in math and/or ELA. This support may include one or more of the following: observations, regular coaching check-ins, model lessons, lesson plan development, and using assessment data to drive instruction. The coach will also work to connect the schoolwide curriculum and instructional focus with the regular coaching sessions.

**Integrated supports:** The district will work to secure additional SEL and behavior support to work directly with students with low attendance and/or engagement. The behavioral support staff will case manage students to make sure they are on-track with academic and behavior targets. Plus, there will be a targeted focus on parental support for student behavior and academic success. This may include parent conferences, home visits and counseling, parenting classes, and general social support.

**Materials for supplemental instruction and support:** A set amount will be allocated to purchase curriculum, supplies, and consumable materials. This may also be designated for field trip costs.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time – <b>teacher supplemental pay</b>	\$35,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports – <b>instructional coaching</b>	\$20,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning – <b>SEL and parent support</b>	\$20,000	[Actual expenditures will be provided when available]

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students – <b>instructional aides and supplies</b>	\$29,172	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$104,172	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

**Extended instructional time:** A designated portion of ESSER funding will be braided with the ELO funding for teacher supplemental pay to be able to run summer, winter, and afterschool programming.

**Integrated support:** ESSER funding will also be utilized to work with contract providers who provide direct parent support/classes and home visits. Additionally, direct counseling services for students will be enhanced by braiding this funding.

**Learning acceleration:** ESSER funding has already been utilized to pay for assessment systems that will be leveraged to understand student math and ELA skills. Coaching will complement the use of this data to inform instruction. If needed, additional instructional coaching supports will come out of Title and other ESSER funds.

**Additional support:** Assessment systems and training paid for with ESSER funds will be utilized to support the instructional aides to work with small groups. Additionally, any needed supplies this grant is unable to fund will come from other ESSER allocations.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- "Students at risk of abuse, neglect, or exploitation" means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFE entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## **Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021



28

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

**Tim A. Hire**  
*County  
Superintendent  
of Schools*

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**Human Resources**  
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**Instructional Services**  
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fax (559) 739-0310

**Special Services**  
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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

April 15, 2021

Mr. Isidro Rodriguez, Jr., Superintendent  
Ducor Union School District  
PO Box 249  
Ducor, CA 93218

SUBJECT: REVIEW OF SECOND PERIOD INTERIM REPORT, 2020-21

Dear Isidro:


The county office has reviewed the 2020-21 Second Period Interim Report of the Ducor Union School District, and will be able to certify to the California Department of Education that the district has submitted a positive report for the period ending January 31, 2021.

We find that these documents reflect a satisfactory fiscal position and indicate the district will be able to meet its financial obligations during this fiscal year and the two subsequent years as certified by your governing board. We thank you for the timely filing of your Interim Report with our office. The efforts of your staff in the preparation and submission of this report along with the supporting documentation is appreciated.

Please read our attached addendum for further comments and recommendations.

If you have any concerns or questions about this review, our comments or recommendations, please do not hesitate to call at 733-6474.

Sincerely,



Fernie Marroquin, Ed.D.  
Assistant Superintendent, Business Services  
Tulare County Office of Education

FM/es  
Encls.

cc: Mary McGill, Board President  
District Business Manager

## BACKGROUND

Our review of the district's 2020-21 Second Period Interim Report and the comments included are based on information the district had available at the time the Interim Report was prepared. The Governor's proposed budget for 2021-22 reflects unanticipated increases in funding for California Public Education during a time of an unprecedented global pandemic. The State economy has recovered from the COVID-19 pandemic much faster than originally anticipated and state revenues are much higher than projected when the 2020 Budget Act was enacted last summer. As a result, the Governor's 2021-22 budget proposal includes significant investments to address the immediate and long-term impacts of the pandemic on K-12 education.

Of most significance is the Governor's proposal to allocate roughly \$2 billion in Prop 98 funding to fund a statutory cost of living adjustment (COLA) of 3.8% in 2021-22. This COLA is comprised of a catch-up COLA adjustment of 2.31% to address the unfunded COLA in 2020-21 and a COLA of 1.5% for the 2021-22 budget year. Building upon the \$3.15 billion CalSTRS and CalPERS pension relief already provided to school employers, the Governor is proposing an \$850 million one-time general fund contribution to buy down 2021-22 employer contribution rates for both retirement systems. The budget also proposes investments in teacher credentialing programs, educator professional development, and early childhood education.

As part of the Governor's January budget proposal, roughly \$6.7 billion in funding was proposed for allocation to schools in order to mitigate COVID-19 Pandemic impacts on students and transition back to safe in-person learning. On March 1, 2021, the Governor and State legislature reached an agreement to reopen schools via the passage of Senate Bill 86 which provides \$2 billion to districts to fund the In-Person Instruction Grants for classroom based districts and charter schools providing in-person instruction by April 1<sup>st</sup>. Also included in SB 86 is \$4.6 billion to fund the Expanded Learning Opportunities Grants to provide supplemental instruction, support for social and emotional well-being, and meals to eligible students. Ten percent of this latter funding must be set-aside and used to hire paraprofessionals to provide supplemental instruction and support through the duration of this program. In order to receive the Expanded Learning Opportunities Grant, districts must adopt an expenditure plan detailing how the fund will be used. This plan must be adopted by the district's board by June 1<sup>st</sup> and submitted to the Tulare County Office of Education.

Supplementing the already higher than anticipated funding for schools is the \$900 billion Coronavirus Response and Relief Supplemental Appropriations Act signed into law on December 27, 2020. This new federal stimulus money includes \$82 billion for education and is comprised of Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funding. These resources are earmarked to assist schools in reopening and address the multitude of new costs incurred by schools attributable to the COVID-19 pandemic. On March 11, 2021 President Biden signed the \$1.9 trillion American Rescue Plan into law which will provide a third round of ESSER funding to districts. Both the ESSER II and ESSER III allocations will be based on each district's 2020-21 Title I eligibility and apportionment amount and having a spending timeline of September 30, 2023 and September 30, 2024 respectively.

The Department of Finance recognizes that in spite of a global public health crisis the State's economic recovery is outperforming expectations. In addition, two additional rounds of unanticipated federal stimulus money to offset expenses associated with learning loss mitigation and continuity of services during the COVID-19 pandemic has been a welcome relief. However, going forward we face unprecedented challenges and disruptions in providing K-12 education that come with hefty costs. A global pandemic combined with risks unique to California including emergency preparedness costs due to wildfires, affordable housing woes, statewide declining enrollment and reliance on significant one-time federal funding point to the importance of districts exercising fiscal prudence even when times are good.

## LOCAL CONTINUITY AND ATTENDANCE PLAN

Given the uncertain trajectory of COVID-19, the Local Control Accountability Plan (LCAP) was not required for 2020-21 as established via the passage of SB98. Accountability in 2020-21 has instead relied on the Learning Continuity and Attendance Plan required that was adopted by each district on or before September 30, 2020. This plan was intended to provide information at the district level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year.

It is important to note that the LCAP document will resume as the main accountability document for K-12 education in 2021-22 and there continues to be a growing emphasis on accountability measures. The 2021-22 budget proposal includes language that will require districts to maintain supplemental and concentration grant funds to increase and improve services to unduplicated pupils until the funds are fully spent. This provision, if included in the final budget language, will effectively disallow supplemental and concentration dollars from being carried over in an unrestricted fashion from one year to the next. This provision will be especially challenging for those districts that are falling short of meeting their minimum proportionality requirement.

## BUDGET OVERVIEW FOR PARENTS

Due to the passage of AB1808 in 2018 the LCAP template for 2019-20 incorporates a new section titled "Budget Overview for Parents" which is intended to help stakeholders better understand funding decisions included in the LCAP. This bill takes an additional step towards increasing transparency over those additional supplemental and concentration dollars generated by unduplicated students. SB98 added Education Code Section 43509 changing the adoption date for the Budget Overview for Parents in the 2020-21 school year and is intended to help stakeholders better understand funding decisions included in the Learning Continuity and Attendance Plans.

For 2020-21, local governing boards are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020 in conjunction with the district's first interim budget. As of the date of this approval letter, we have confirmed the district's Budget Overview for Parents document was adopted by the December 15, 2020 deadline and has been reviewed by the county office. As the result of this review process, our Leadership Support Services department sent comments (if any) in separate correspondence.

## RETIREMENT COSTS

The Governmental Accounting Standards Board Statement No. 68 (GASB 68) reporting requirements took effect for the 2014-15 financial statements for State and local government employers. Districts now need to recognize their proportionate share of the net pension liability (NPL) for both CalSTRS and CalPERS retirees in their accrual based financial statements (Audit Reports).

The CalPERS Board adopted changes to the actuarial assumptions that became effective June 30, 2015. The changes result in a projected increase to the employer contribution rates for 2015-16 and for the following five years. The CalPERS Circular Letter 200-012-14 dated March 10, 2014 provided projected rates for 2014-15 through 2020-21 which were subsequently modified as shown below. Both the CalPERS and CalSTRS rates shown for 2019-20 and beyond include the subsidy provided as part of the passage of AB84 on April 21, 2020 and the proposed rate offset included in the Governor's 2021-22 proposed budget.

CalPERS Actual and Projected Rates					
2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected
13.888%	15.531%	18.062%	19.721%	20.70%	23.0%

Likewise, Assembly Bill 1469 increased the contribution rates that employers, employees and the state pay to support the State Teachers Retirement System. Employer rates will continue to increase until 2020-21. Thereafter, the STRS employer rate is set by the CalSTRS board.

CalSTRS Rates per Education Code Sections 22901.7 and 22950.5					
2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected
12.58%	14.43%	16.28%	17.10%	16.15%	15.92%

Districts should be cautious about budgeting for these lowered PERS and STRS rates in 2021-22 as they include a proposed offset not yet agreed upon by the legislator.

## RESERVES

**Reserve Caps** – Our office continues to reinforce the need for reserves over the state minimum reserve requirements. Past experience has clearly demonstrated these minimum levels are not sufficient to protect educational programs from severe disruption in an economic downturn. The typical 3% reserve minimum represents less than two weeks of payroll for nearly all districts. Many LEAs have established reserve policies calling for higher than state minimum reserves, recognizing their duty to maintain fiscal solvency.

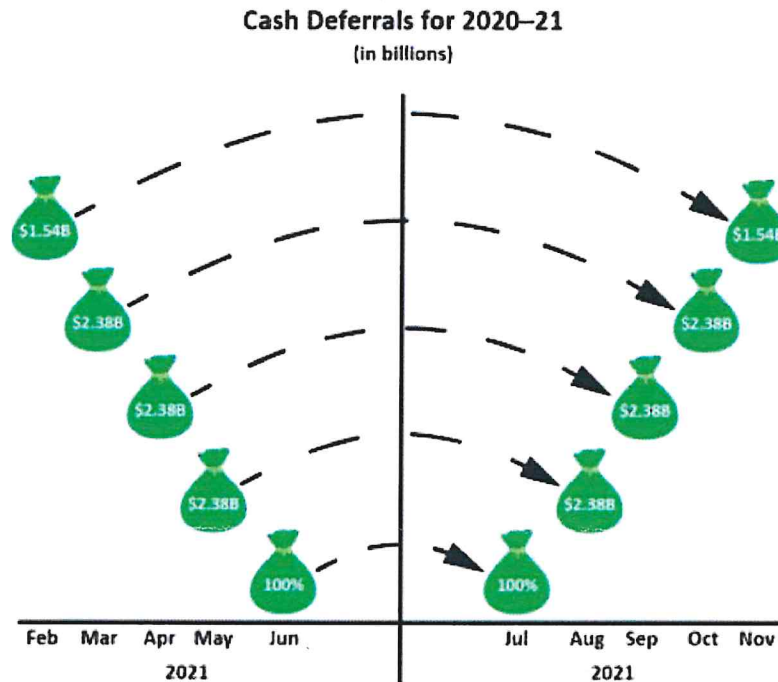
In October 2017 the Governor signed Senate Bill 751 which made significant changes to the previous Senate Bill 858 reserve cap requirements. These changes became effective January 1, 2018. The cap now allows for 10% of assigned or unassigned ending balances on a more limited number of district funds. It also exempts districts with fewer than 2,501 average daily attendance from the cap requirement.

The provisions of SB 751 are not imposed until the year after funds in the Public School System Stabilization Account equals or exceeds 3% of Proposition 98 funding for school districts. The State Superintendent of Public Instruction is required to notify districts and county offices of education when the conditions are met. The \$389 million contribution made as part of the Governor's 2019-20 budget was short of the \$2.1 billion contribution amount that would have triggered the cap on district reserves in 2020-21. It is projected that required deposits of \$747 million and \$2.2 billion will be required in 2020-21 and 2021-22 respectively, triggering the school district reserve cap in 2022-23. It is recommended that districts impacted by the reserve cap take board action to commit funds for a specific purpose so they are not subject to the reserve cap.

**Full Accrual Financial Position** - As audit reports have begun to recognize long-term pension obligations under GASB 68, districts find their annual audit report may reflect a negative unrestricted balance on their Statement of Net Position. Beginning with fiscal year 2017-18, district audit reports will also reflect the full impact of long-term commitments for Other Post-Employment Benefits (Retiree health plans) under GASB 75. This will further reduce a district's unrestricted net position. This will likely result in public concern over the fiscal management of the school district and higher costs associated with long-term financing. We encourage districts to review and understand their district's unrestricted net position upon receipt of the district's audited financial statements for 2019-20 in case questioned.

## DEFERRALS

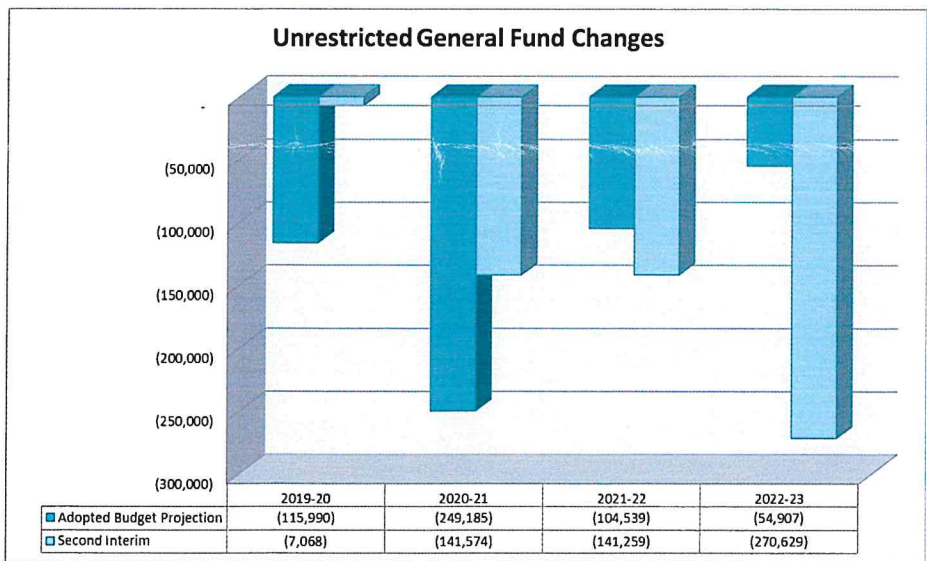
The 2020-21 enacted budget included approximately \$11 billion in deferrals from 2020-21 to 2021-22 beginning February 2021. The Governor's 2021-22 proposed budget maintains the original deferral schedule for February through June 2021. Below is an illustration of the deferral repayment schedule:



Districts should be reviewing cash balances on a monthly basis until these scheduled deferrals are repaid. Districts should be preparing cash flow projections for at least the next 18-24 months. These cash flow projections should be analyzed to determine if internal or external borrowing is going to be necessary. Cash flow monitoring is critical as we enter these deferral months.

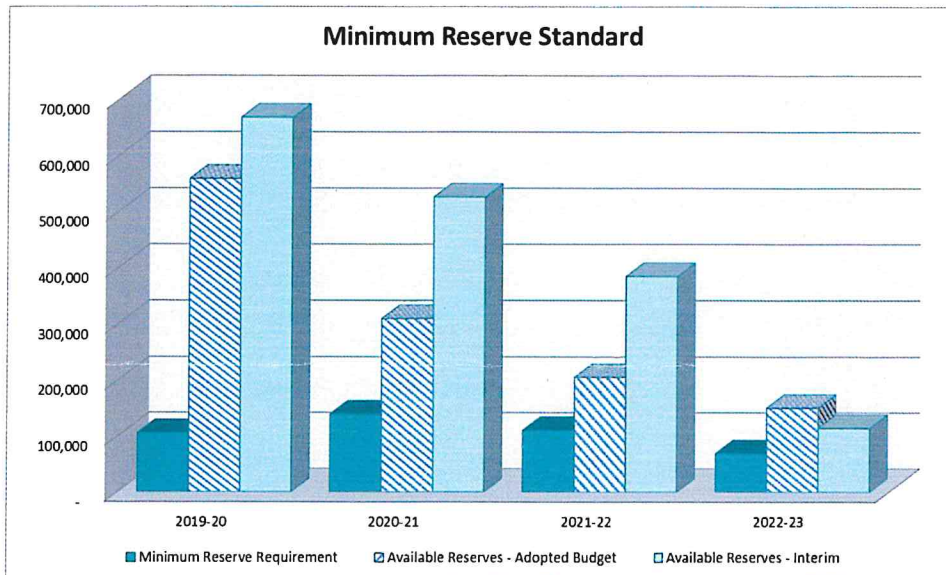
**LOCAL CONTROL FUNDING FORMULA PROJECTIONS**

Below is a comparison of the district’s adopted budget and the current interim’s anticipated change in the unrestricted general fund balance. The differences primarily represent an updated beginning balance for the year, changes in state LCFF estimates and changes in district provided ADA estimates.





The next graph presents the district's 2020-21 Second Interim reserve status compared with the original adopted budget and state minimum reserve requirement.



#### COMMENTS AND RECOMMENDATIONS

This section of our letter lists comments and recommendations we consider appropriate as a result of our review and current state budget projections.

- ➡ ***The district is projecting significant deficit spending over the current and subsequent two fiscal years. This trend in declining balances must be addressed by the district to maintain district solvency. Below is a summary of the district's deficit spending pattern and available reserves calculation:***

	2020-21	2021-22	2022-23
Projected general fund deficit spending	(144,938)	(151,173)	(267,181)
Available Reserves \$	525,945	384,686	114,057
Available Reserves %	18.92%	17.45%	5.13%

- ➡ ***There are no additional comments or recommendations.***

# Tulare County Office of Education

*Committed to Students, Support & Service*

2.9

**Tim A. Hire**  
County  
Superintendent  
of Schools

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## *Main Locations*

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

**Doe Avenue Complex**  
7000 Doe Ave.  
Visalia

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

April 8, 2021

Ducor Union School District

Attn: Isidro Rodriguez Jr.

P.O. Box 249

Ducor, Ca 93218

Mr. Isidro Rodriguez Jr:

Enclosed you will find (2) sets of your Agency Agreement for the Library & Multimedia Center. The stapled copy is for your records. Please **return the paper clipped agreement** back to:

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,



Abigail Hernandez

Internal Business Fiscal Secretary | 559-733-6214 | [abigailh@tcoe.org](mailto:abigailh@tcoe.org)

220006

ATTENTION: Isidro Rodriguez, Jr., Superintendent/Principal

AGENCY AGREEMENT BETWEEN  
**TULARE COUNTY SUPERINTENDENT OF SCHOOLS**

AND

**DUCOR UNION SCHOOL DISTRICT**

FOR 2021-2022

**ERS LIBRARY MEDIA SERVICES**

TCOE OFFICE USE	
<input checked="" type="checkbox"/> Supt. receiving funds	
<input type="checkbox"/> Supt. expending funds	
Vendor #	
Req. #	
PO #	

This agreement is entered into between Tulare County Superintendent of Schools, referred to as SUPERINTENDENT, and **Ducor Union School District**, referred to as DISTRICT/SCHOOL. SUPERINTENDENT supports disseminating successful practices to improve student achievement, including library instructional media resources and services. Therefore, DISTRICT/SCHOOL and SUPERINTENDENT mutually agree to the provisions described below.

**1. TERM.** This agreement shall be effective **July 1, 2021 - June 30, 2022.**

**2. FEE.** The fee shall be **\$1,251.25**

- The fee is based on the Average Daily Attendance (ADA) **143** x \$8.75. The minimum agreement for a single school site with an ADA  $\leq 86$  is \$750.00.
- The agreement fee is due upon receipt of invoice and no later than February 2022. Tulare County public DISTRICTS/SCHOOLS authorize transfer to the County School Service Fund from DISTRICT/SCHOOL Instructional Funds. DISTRICT/SCHOOL will be contacted annually to renew access to services.
- The following sites are covered by this agreement: **Ducor School (K-8).**

**3. SERVICES.**

a. SUPERINTENDENT agrees to:

- Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, eBooks (many with audio and/or visual enhancement), curriculum builder and differentiation tools.
  - SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve materials. Each school will be provided with a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
  - Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT/SCHOOL staff upon request.
- Provide circulating access to educational resource materials including print media, STEM kits, robotics, primary document reproductions, art prints, realia, and DVDs.
  - Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.
  - Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.
  - In-person access to media at the ERS Library and Multimedia Center is available year-round: Monday - Friday, 8:00am - 5:00pm (closed TCOE observed holidays).
  - SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.
    - DISTRICT/SCHOOL staff will reserve materials online, by phone, or in person prior to the scheduled delivery day.
    - DISTRICT/SCHOOL staff will renew their checkouts or return circulating items to a centralized location and submit a pickup request by the due date.

- Provide the services of the ERS Library Media Supervisor, a credentialed librarian and holder of the Library Media Teacher Services Credential, as "Librarian of Record" for any DISTRICT/SCHOOL that does not



employ a credentialed librarian. Ed Code 44868 allows a DISTRICT/SCHOOL to employ non-credentialed personnel to assist in the provision of school library services, however these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT/SCHOOL's obligation under Education Code, sections 18100 and 18120. A DISTRICT/SCHOOL is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.

- iv. Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in provision of library services. These include the use of digital resources, library management software training, and collection development.
    - (1) DISTRICT/SCHOOL will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.
  - v. Provide technology consultation supporting DISTRICT/SCHOOL needs.
    - (1) A maximum of one, free, on-site technology support day per contracting site (see Section 2c) may be used for training DISTRICT/SCHOOL personnel, for technology-focused professional development on a variety of technology tools (e.g. G Suite, Microsoft Office Applications, Robotics/Coding Applications, etc.), and/or for consulting with DISTRICT/SCHOOL administration to assist with planning technology implementation by our Instructional Technology Specialists. As an alternative to the on-site technology day, the ERS Library is offering Tech Tools learning sessions via Zoom at no charge throughout the 2021-2022 school year. These sessions are led by our Educational Technology Specialists. Contracting site staff are welcome to attend as many sessions as their schedule allows.
  - vi. The Library and Multimedia Center's Teacher Resource Center (TRC) is open extended hours beyond the classroom day to accommodate teaching schedules. Contracting DISTRICT/SCHOOL staff may bring their own supplies and use TRC equipment. Equipment includes color and B&W photocopiers, a poster printer, 27" and 42" laminators, 1.25" and 3" button makers, as well as Ellison and AccuCut die-cut shapes. Contracting sites pay a reduced fee for copying, printing, laminating, and button making.
    - (1) The TRC sells pre-designed posters and ready-to-go packs of classroom support materials.
    - (2) The TRC can print posters designed by teachers or the TRC staff can design posters and other materials to teacher specifications (at an additional fee for SUPERINTENDENT staff time).
    - (3) TRC-made materials including posters, ready-to-go packs, and other classroom support materials can be delivered after completion on the next scheduled delivery day or by mail (postal shipping fee will apply).
- b. DISTRICT/SCHOOL agrees to:
- i. Respond to SUPERINTENDENT'S email request to update the previous year's DISTRICT/SCHOOL staff list within a month of the start of the school year, for ERS Portal username and password assignments. Initial email will be sent by Sara Torabi; return all changes and updates to [sara.torabi@tcoe.org](mailto:sara.torabi@tcoe.org). If you have additional questions about submission or format, please call 559-651-3031.
  - ii. Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen; and pay for repair costs for items damaged while in its possession.
  - iii. Understand and acknowledge that copying of any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes, but is not limited to, videotaping, audio taping, and photocopying.
  - iv. Contact Debra Lockwood, Library Media Supervisor, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or [debra.lockwood@tcoe.org](mailto:debra.lockwood@tcoe.org).

**4. INDEMNIFICATION.** SUPERINTENDENT and DISTRICT/SCHOOL 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

**ATTENTION: Isidro Rodriguez, Jr., Superintendent/Principal**

of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT/SCHOOL 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.

- 5. CANCELLATION OF AGREEMENT.** This agreement may be cancelled by SUPERINTENDENT and DISTRICT/SCHOOL if any of the conditions of this agreement are not completed.
- 6. SPECIAL PROVISIONS.** SUPERINTENDENT shall comply with all laws, rules, and regulations applicable to such work.
- SUPERINTENDENT acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
  - The Agreement may be amended by the mutual written consent of the parties hereto.

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

**DISTRICT/SCHOOL**

Isidro Rodriguez, Jr., Superintendent/Principal  
Ducor Union School District  
PO Box 249  
Ducor, CA 93218  
[superintendent@ducor.k12.ca.us](mailto:superintendent@ducor.k12.ca.us)

**SUPERINTENDENT**

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

By \_\_\_\_\_

Date \_\_\_\_\_

By  \_\_\_\_\_

Date 4/6/21 \_\_\_\_\_

**If this agreement meets with your approval, please sign above, and send one (1) copy via USPS to:**

Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

**The second copy is for your district's records.**

TCOE Contact: Debra Lockwood, 559-651-3042  
FORM REVISED 3/3/2021

Budget: 010-00242-0-0-242000-86890-0-0-0 100%

220006

ATTENTION: Isidro Rodríguez, Jr., Superintendent/Principal

AGENCY AGREEMENT BETWEEN  
**TULARE COUNTY SUPERINTENDENT OF SCHOOLS**

AND

**DUCOR UNION SCHOOL DISTRICT**

FOR 2021-2022

**ERS LIBRARY MEDIA SERVICES**

TCOE OFFICE USE	
<input checked="" type="checkbox"/>	Supt. receiving funds
<input type="checkbox"/>	Supt. expending funds
Vendor #	
Req. #	
PO #	

This agreement is entered into between Tulare County Superintendent of Schools, referred to as SUPERINTENDENT, and **Ducor Union School District**, referred to as DISTRICT/SCHOOL. SUPERINTENDENT supports disseminating successful practices to improve student achievement, including library instructional media resources and services. Therefore, DISTRICT/SCHOOL and SUPERINTENDENT mutually agree to the provisions described below.

**1. TERM.** This agreement shall be effective **July 1, 2021 – June 30, 2022.**

**2. FEE.** The fee shall be **\$1,251.25**

- a. The fee is based on the Average Daily Attendance (ADA) **143** x \$8.75. The minimum agreement for a single school site with an ADA  $\leq 86$  is \$750.00.
- b. The agreement fee is due upon receipt of invoice and no later than February 2022. Tulare County public DISTRICTS/SCHOOLS authorize transfer to the County School Service Fund from DISTRICT/SCHOOL Instructional Funds. DISTRICT/SCHOOL will be contacted annually to renew access to services.
- c. The following sites are covered by this agreement: **Ducor School (K-8).**

**3. SERVICES.**

a. SUPERINTENDENT agrees to:

- i. Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, eBooks (many with audio and/or visual enhancement), curriculum builder and differentiation tools.
  - (1) SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve materials. Each school will be provided with a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
  - (2) Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT/SCHOOL staff upon request.
- ii. Provide circulating access to educational resource materials including print media, STEM kits, robotics, primary document reproductions, art prints, realia, and DVDs.
  - (1) Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.
  - (2) Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.
  - (3) In-person access to media at the ERS Library and Multimedia Center is available year-round: Monday – Friday, 8:00am – 5:00pm (closed TCOE observed holidays).
  - (4) SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.
    - (a) DISTRICT/SCHOOL staff will reserve materials online, by phone, or in person prior to the scheduled delivery day.
    - (b) DISTRICT/SCHOOL staff will renew their checkouts or return circulating items to a centralized location and submit a pickup request by the due date.
- iii. Provide the services of the ERS Library Media Supervisor, a credentialed librarian and holder of the Library Media Teacher Services Credential, as "Librarian of Record" for any DISTRICT/SCHOOL that does not

employ a credentialed librarian. Ed Code 44868 allows a DISTRICT/SCHOOL to employ non-credentialed personnel to assist in the provision of school library services, however these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT/SCHOOL's obligation under Education Code, sections 18100 and 18120. A DISTRICT/SCHOOL is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.

- iv. Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in provision of library services. These include the use of digital resources, library management software training, and collection development.
    - (1) DISTRICT/SCHOOL will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.
  - v. Provide technology consultation supporting DISTRICT/SCHOOL needs.
    - (1) A maximum of one, free, on-site technology support day per contracting site (see Section 2c) may be used for training DISTRICT/SCHOOL personnel, for technology-focused professional development on a variety of technology tools (e.g. G Suite, Microsoft Office Applications, Robotics/Coding Applications, etc.), and/or for consulting with DISTRICT/SCHOOL administration to assist with planning technology implementation by our Instructional Technology Specialists. As an alternative to the on-site technology day, the ERS Library is offering Tech Tools learning sessions via Zoom at no charge throughout the 2021-2022 school year. These sessions are led by our Educational Technology Specialists. Contracting site staff are welcome to attend as many sessions as their schedule allows.
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  - ii. Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen; and pay for repair costs for items damaged while in its possession.
  - iii. Understand and acknowledge that copying of any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes, but is not limited to, videotaping, audio taping, and photocopying.
  - iv. Contact Debra Lockwood, Library Media Supervisor, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or [debra.lockwood@tcoe.org](mailto:debra.lockwood@tcoe.org).

**4. INDEMNIFICATION.** SUPERINTENDENT and DISTRICT/SCHOOL 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



**ATTENTION: Isidro Rodriguez, Jr., Superintendent/Principal**

of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT/SCHOOL 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.

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- SUPERINTENDENT acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
  - The Agreement may be amended by the mutual written consent of the parties hereto.

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

**DISTRICT/SCHOOL**

Isidro Rodriguez, Jr., Superintendent/Principal  
Ducor Union School District  
PO Box 249  
Ducor, CA 93218  
superintendent@ducor.k12.ca.us

**SUPERINTENDENT**

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

By \_\_\_\_\_

Date \_\_\_\_\_

By  \_\_\_\_\_

Date 4/6/21 \_\_\_\_\_

 If this agreement meets with your approval, please sign above, and **send one (1) copy via USPS to:**

Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

**The second copy is for your district's records.**

TCOE Contact: Debra Lockwood, 559-651-3042  
FORM REVISED 3/3/2021

Budget: 010-00242-0-0-242000-86890-0-0-0 100%

2.10

Ducor Union Elementary School District  
2021-2022 Superintendent/Principal  
Salary Schedule **Proposal**

Step	Salary	
1	\$ 87,600.00	
2	\$ 89,352.00	2%
3	\$ 92,033.00	3%
4	\$ 95,714.32	4%
5	\$ 97,628.61	2%
6	\$ 100,557.47	3%
7	\$ 103,574.19	3%

Approved by Board on

**Ducor Union Elementary School District  
Superintendent Employment Agreement  
Isidro Rodriguez**

This Employment Agreement (“Agreement”) is made and entered into by and between the Governing Board of the Ducor Union Elementary School District (“District” or “Board”) and Isidro Rodriguez (“Superintendent/Principal”).

1. **Term.** District hereby employs Superintendent/Principal for a period beginning on July 1, 2021 and terminating on June 30, 2022 unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.
2. **Salary.** The Superintendent/Principal’s salary shall be a total of   for 12 months of employment under this agreement, payable in equal payments. This salary shall be paid in equal monthly installments on the last regular business day of each calendar month. The Board reserves the right to change Superintendent/Principal’s salary for any year of this Agreement with the written consent of the Superintendent/Principal.
3. **Working Days and Paid Holidays.** The Superintendent/Principal shall render 216 days of full-time regular service to the District during the time covered by this Agreement and shall receive no paid vacation. The Superintendent/Principal is not expected to work on holidays provided to certificated employees of the District. If the Superintendent/Principal performs services on more than 216 days during the term of the Agreement, it is expressly understood and agreed that such services shall be performed on a voluntary basis and without compensation.
4. **Duties.** The Superintendent/Principal shall satisfactorily perform the following duties:
  - a. **General Duties as Superintendent.** The Superintendent/Principal is employed as District Superintendent and shall perform the duties of District Superintendent as prescribed by the laws of the State of California, Board Policy, and the Superintendent’s job description. All powers and duties shall be executed in accordance with District policy and the rules and regulation of the State board of Education. Subject to Board approval, the Superintendent/Principal shall have the following authority and responsibility: To organize or reorganize administrative/supervisory staff to best serve the District; to recommend placement and reassignment of all personnel; to review criticisms, complaints, or

suggestions referred to the Superintendent/Principal by the Board and to make appropriate recommendations for disposition to the Board; to administer the instructional and business affairs of the District.

The Superintendent/Principal, as the Chief Executive Officer, shall (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees as provided by California law and board policy; (3) advise the Board of all possible sources of funds that might be available to implement present or contemplated District programs; (4) endeavor to maintain and improve the Superintendent/Principal's professional competence by all available means, including, but not limited to, subscription to and reading of appropriate periodicals; attendance at state and regional professional conferences and meetings; and membership in appropriate professional associations; (5) establish and maintain positive community, staff and board relations programs; (6) serve as the Board's representative with respect to all employer-employee matters and make recommendations to the Board concerning those matters; (7) recommend, to the Board, district goals and objectives for the ensuing school year; and (8) unless unavoidably detained, or with prior Board approval to be absent, attend all regular, special and closed session meetings of the Board with the exception of those closed sessions wherein the Board will be discussing matters related to the Superintendent's employment; and (9) perform all other reasonable, necessary, and customary duties of the Superintendent, including but not limited to those powers and duties provided in Education Code Section 35035 and Board policy. His duties shall also include all tasks and powers reasonably necessary to fulfill the duties specified herein and arising out of the position. In addition, the Superintendent/Principal will perform such further duties as shall be assigned or required of him by the Board.

- b. General Duties as Principal. The Superintendent/Principal is employed as District Principal and shall perform the duties of District Principal as prescribed by the laws of the State of California, Board Policy, and the Principal's job description. As Principal, the Superintendent/Principal shall: (1) establish and maintain positive



relationships with students, parents, staff, Board of Trustees, community and County Office of Education personnel; (2) implement an effective and ongoing communication program involving a variety of techniques and tools; (3) plan for and develop professional development and in-service training programs for all employees, Certificated and Classified; (4) create and maintain a positive teaching and learning environment (5) provide a safe school environment for students and staff along with well-maintained facilities which are attractive, clean and functional; (6) implement and supervise instructional programs used by staff; (7) conduct performance reviews and evaluations for staff consistent with Educational Codes; (8) plan on-going assessment programs including testing of students, staff morale, facilities needs and school climate; (9) complete reports and requests from the Board of Trustees; and (10) plan and hold periodical meetings with the following groups:

- a.) School site council
- b.) English Learner Advisory Committee
- c.) Staff
- d.) School Leadership Team
- e.) Others as assigned

**5. Fringe Benefits.**

- a. Health and Welfare Benefits. The Superintendent/Principal shall be eligible to participate in the District's health and welfare benefit program on the same terms and conditions, and subject to the same limitations, as the District's certificated employees, as those benefits, plans, providers and other terms and conditions may change from time-to-time. Thus, the Superintendent/Principal shall be entitled to receive the same District contribution toward health and welfare benefits and shall pay the same co-pays, premiums, deductibles and other costs as the District's certificated staff, as those costs and contributions may change from time-to-time. The Superintendent/Principal shall be responsible for all co-pays, deductibles and other costs in excess of the District's health insurance contribution. No District contribution may be received in cash or used for the purchase of non-District provided benefits.
- b. Tax Deferred Plans. The District agrees to provide the Superintendent/Principal with the ability to use an IRS Section 403b or similar tax deferred plan and an IRS

Section 125 Cafeteria Plan to the extent that such plans are made available to other District certificated employees. All contributions to such plans will be paid by the Superintendent/Principal and shall conform to all requirements of law.

- c. Post-Retirement Medical, Dental and Vision Benefits. Notwithstanding prior agreements to the contrary, the Superintendent/Principal shall not be entitled to any post-retirement benefits. The Superintendent/Principal agrees to relinquish all post-retirement rights he may have had to the District's contribution to medical, dental and vision benefits including Medicare Supplemental plans. However, the Superintendent/Principal remains eligible to purchase medical, dental and vision benefits, at his own cost, post-retirement, subject to the insurance carrier or insurance plan requirements, rules and restrictions, as those requirements, rules and restrictions may change from time to time. Superintendent/Principal agrees to be bound by any and all such changes.

6. Professional Meetings and Dues. The Superintendent/Principal shall attend professional meetings at the local, state, and national level, at the expense of the District, which the governing Board deems to be necessary and proper within the fiscal limitations of the District. The District shall pay the full cost of the Superintendent/Principal's membership dues to the Association of California School Administrators, or any other single professional group which the Superintendent/Principal chooses in order to maintain and improve his professional skills.

7. Outside Professional Activities. By prior approval of the Board, the Superintendent/Principal may undertake for consideration outside professional activities, including consulting, speaking and writing. The Superintendent/Principal's outside professional activities shall not occur during regular work hours or otherwise interfere with Superintendent/Principal's ability to satisfactorily perform the duties of the position. The Superintendent/Principal may, with prior approval of the Board, continue to draw a salary while engaged in such outside activities. In such cases, any honoraria paid to the Superintendent/Principal in connection with these activities shall be paid to the District. If the Superintendent/Principal chooses to use a holiday or non-work day to perform outside activities, the Superintendent/Principal may retain any honoraria paid. The Superintendent/Principal agrees not to use District staff or property in performing these

outside activities without prior written approval by the Board. In no case will the District be responsible for any expenses attendant to the performance of such outside activities unless prior Board approval is obtained.

8. **Automobile.** The Superintendent/Principal is required to have a vehicle available at all times to perform the duties of the position. The Superintendent/Principal shall be solely responsible for all expenses to use, maintain, operate and insure the automobile.
9. **Expense Reimbursement.** The District shall reimburse the Superintendent/Principal for actual and necessary expenses incurred by the Superintendent/Principal within the course and scope of the Superintendent/Principal's employment up to two thousand and five hundred dollars (\$2,500.00) for any of the following:
  - a. In-state conference fees;
  - b. Mileage reimbursement for all business related automobile travel at the current IRS rate per mile, as well as bridge tolls and parking fees;
  - c. Reimbursement for gasoline expenses paid personally when using a District owned vehicle;
  - d. Air travel;
  - e. Auto rentals, cab or shuttle fares for out-of-county travel;
  - f. Per diem/meal expenses at the same rate provided to other employees of the District; and
  - g. Other miscellaneous expenses incurred in the course and scope of employment as approved by the Board.

For expense reimbursement not authorized by this Agreement, the Superintendent/Principal may seek approval from the Board. For all reimbursements, the Superintendent/Principal shall submit expense claims in writing with appropriate supporting documentation (e.g., receipts, registration forms, hotel folios, maps reflecting mileage).

10. **Sick Leave.** The Superintendent/Principal shall accrue sick leave at the rate of one (1) day per month, twelve (12) days per year. In no event shall the District make a cash payment to the Superintendent/Principal for accumulated and unused sick leave; however, excess sick leave may be credited for retirement purposes as authorized by the statutes and regulations governing CalSTRS. The Superintendent/Principal shall follow District procedures and use District forms for reporting sick leave use..

**11. Evaluation.** The Board shall evaluate the performance and working relationships between the Superintendent/Principal and the Board. The parties shall establish District goals and objectives for the upcoming school year. The evaluation shall be held no later than the month of April. The Superintendent/Principal shall submit a written format for the evaluation which shall be mutually agreed upon by the Board and the Superintendent.

- a. Self-Evaluation. To assist the Board in the evaluation process, the Superintendent/Principal shall complete a written self-evaluation. This self-evaluation shall include a review of any action plans presented to the Superintendent/Principal at previous evaluations.
- b. Board Evaluation. Upon receipt of the self-evaluation, the Board shall evaluate the Superintendent/Principal. To initiate the evaluation process, the Superintendent/Principal shall inform each member of the Board in writing of the need for an evaluation by February 1 each year. Upon completion, the Board shall meet with and provide a copy of the evaluation report to the Superintendent/Principal in a closed session Board meeting no later than April 30 each year; however, the Board's failure to evaluate the Superintendent/Principal or its failure to timely evaluate the Superintendent/Principal shall have no impact upon the terms of this Agreement or upon the Superintendent/Principal's salary.
- c. Action Plan. Based upon findings specified in the evaluation report, the Superintendent/Principal, in collaboration with the Board, will prepare an action plan, if necessary, which will address areas identified as needing clarification, emphasis or improvement. The action plan will be included as an addendum to the evaluation report. If a jointly prepared action plan cannot be agreed upon, the Board, in its sole discretion, shall issue the action plan. The Superintendent/Principal and the Board shall sign the evaluation report and the action plan. However, failure of the Superintendent/Principal to sign the evaluation or action plan shall have no legal effect upon the Superintendent/Principal's duty to implement the evaluation and action plan.

**12. Fitness For Duty Examination.** Upon request by the Board, the Superintendent/Principal shall undergo a physical/mental examination by a District appointed physician. Prior to the examination, the Superintendent/Principal agrees to execute District provided medical

releases from all treating physicians authorizing the District appointed physician to review all medical records. The District appointed physician shall review this Agreement, the District's job description for the position, and be provided background information related to the duties of the position. The Superintendent/Principal shall submit all costs associated with this examination to the Superintendent/Principal's insurance carrier. All non-insured costs shall be borne by the District. The physician shall submit a confidential written report to the Board and the Superintendent/Principal addressing only the Superintendent/Principal's fitness to perform his job. The physician's report shall specifically indicate whether or not the Superintendent/Principal has any physical or mental impairment that substantially limits the Superintendent/Principal's ability to perform the essential functions of his position. No confidential medical information shall be submitted to the Board, the District, any third party, or any of the District's officers, agents or employees unless it is determined that the Superintendent/Principal is unable to perform the essential functions of the position and such medical information is directly related to such determination. If the Superintendent/Principal is determined by the District to be a disabled employee under state or federal law, the physician's report shall indicate what reasonable accommodations, if any, may be available to allow the Superintendent/Principal to perform the essential functions of his position. If the District determines that the Superintendent/Principal is disabled and, following an interactive dialogue with the Superintendent/Principal, that he is unable to perform the essential functions of the position, the parties agree that this Agreement may be terminated by the Board upon written notice to the Superintendent/Principal or the Superintendent/Principal obtaining CalSTRS disability benefits, whichever occurs first. Termination of this Agreement due to the Superintendent/Principal's inability to perform the essential functions of his position shall terminate the obligations of both parties under this Agreement. Notwithstanding any other provision of this Agreement, this section shall be the exclusive means of terminating this Agreement based upon the Superintendent/Principal's inability to perform the essential functions of his position. During the pendency of the termination notice, the Superintendent/Principal shall exhaust all accumulated sick leave. Health and welfare benefits shall remain available to the Superintendent/Principal until the Superintendent/Principal's employment relationship with the District is ended.

### **13. Termination of Agreement.**

- a. Mutual Consent. This Agreement may be terminated by the mutual consent of the parties at any time.
- b. Termination for Cause. This Agreement may be terminated by the Board at any time for: 1) breach of contract; 2) unsatisfactory performance; 3) misconduct or dishonesty; 4) conviction or a “no lo” plea to a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; 5) inability to perform the essential functions of the position; or 6) any grounds enumerated in Education Code sections 44932, 44933, or 44939. The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds for termination has first been served upon the Superintendent/Principal. The Superintendent/Principal and the Board shall each have the right to be represented by counsel at their own expense. The Superintendent/Principal shall have a reasonable opportunity to respond to all matters raised in the charges and to submit any written documents the Superintendent/Principal believes are relevant to the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all materials presented, decides to terminate this Agreement, it shall provide the Superintendent/Principal with a written decision. The decision of the Board shall be final. The Superintendent/Principal’s conference before the Board shall be deemed to satisfy the Superintendent/Principal’s entitlement to due process of law and shall be the Superintendent/Principal’s exclusive right to any conference or hearing otherwise required by law. The Superintendent/Principal waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent/Principal’s administrative remedies and then authorizes the Superintendent/Principal to contest the Board’s determination in a court of competent jurisdiction.
- c. Termination Without Cause. The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time upon ten (10) calendar day’s prior written notice to the Superintendent/Principal. During this ten (10) day period, the

parties shall discuss the Board-Superintendent/Principal employment relationship. In consideration for the exercise of this right to terminate without cause, the District shall pay to the Superintendent/Principal from the date of termination until the expiration of this Agreement, or for a period of twelve (12) months, whichever is less, a sum equal to the difference between Superintendent/Principal's salary at the rate in effect during the Superintendent/Principal's last month of service and the amount which the Superintendent/Principal earns from any other employment-related source (whether as employee, independent contractor, consultant or self-employed). As a condition of payment, the Superintendent/Principal shall be obligated to immediately seek other employment and to notify the District in writing immediately if the Superintendent/Principal earns income from any employment-related source as defined above.

For purposes of this section of the Agreement only, the term "salary" shall include only the Superintendent/Principal's regular monthly base salary and shall not include the value of any other payments, reimbursements or benefits received under this Agreement. All payments made pursuant to this termination without cause provision shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. No payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for retirement purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any retirement purpose; accordingly, no deductions shall be made for retirement purposes.

The Superintendent/Principal shall also be entitled to continue participation in the District's health and welfare benefit program on the same terms and conditions as described in 5(a) of this Agreement, for the remainder of the unexpired term of this Agreement, until expiration of this Agreement, a period of twelve (12) months, or until the Superintendent/Principal obtains other employment which provides health benefits, whichever occurs first.

The parties agree that any damages to the Superintendent/Principal that may result from the Board's early termination of this Agreement cannot be readily

ascertained. Accordingly, the parties agree that the payments made pursuant to this termination without cause provision, along with the District's agreement to provide paid health benefits, constitutes reasonable liquidated damages for the Superintendent/Principal, fully compensates the Superintendent/Principal for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and does not result in a penalty. The parties agree that the District's completion of its obligations under this provision constitutes the Superintendent/Principal's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code sections 53260, *et seq.*

- d. Termination at Expiration of Contract. The Board may, at its sole discretion, elect not to renew this Agreement for any reason by providing written notice to the Superintendent/Principal at least forty-five (45) days in advance of the expiration of the term of this Agreement in accordance with Education Code section 35031. If the Board fails to give such notice, this Agreement shall be extended for a period of only one year on the same terms and conditions set forth herein. The Superintendent/Principal shall inform each member of the Board of this notice requirement in writing no less than ninety (90) days in advance of the expiration of this Agreement.
- e. Termination for Inappropriate Fiscal Practices. Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent/Principal has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may terminate the Superintendent/Principal and the Superintendent/Principal shall not be entitled to any salary payments, health benefits or other non-cash benefits as set forth above. If the Superintendent/Principal elects to contest the Board's determination in this regard, the Superintendent/Principal may request a hearing before an administrative law judge who shall determine the amount of the cash settlement, if any, in accordance with the requirements of Government Code section 53260, subdivision (b).



- f. Death. Death of the Superintendent/Principal terminates this Agreement immediately. In such event, all salary and other monetary amounts due to the Superintendent/Principal up to the time of death, if any, shall be paid to the Superintendent/Principal's estate unless otherwise declared in writing by the Superintendent/Principal.
14. **Notification by Superintendent/Principal Prior to Seeking Other Employment.** The Superintendent/Principal shall notify the Board if the Superintendent/Principal becomes a finalist for other employment.
15. **Credentials.** Superintendent/Principal hereby certifies that he holds legal and valid administrative and teacher's credential, which he shall maintain in effect throughout the life of this Agreement, and shall keep on file in the office of the County Superintendent of Schools and that he meets the qualifications of Education Code section 35028.
16. **Abuse of Office Provisions.** In accordance with Government Code sections 53243 *et seq.*, and as a separate contractual obligation, if the Superintendent/Principal receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Superintendent/Principal if the Superintendent/Principal is convicted of a crime involving an abuse of office or the position of Superintendent/Principal. In addition, if the District funds the criminal defense of the Superintendent/Principal against charges involving abuse of office or position and the Superintendent/Principal is then convicted of such charges, the Superintendent/Principal shall fully reimburse the District all funds expended for the Superintendent/Principal's criminal defense.
17. **Tax/Retirement Liability.** The District makes no representations or warranties with respect to the tax or retirement consequences of this Agreement, including but not limited to, whether specific forms of compensation are creditable for retirement purposes, or with respect to the tax or retirement consequences of receiving retiree health benefits, Section 403b contributions, life insurance or other benefits provided to the Superintendent/Principal or any designated beneficiary, heirs, administrators, executors, successors or assigns of the Superintendent. The District makes no representations or warranties with respect to the enforceability of retroactive salary increases. Notwithstanding any other provision of this Agreement, the District shall not be liable for any retirement or state/federal tax

consequences to the Superintendent/Principal, any designated beneficiary, heirs, administrators, executors, successors or assigns of the Superintendent/Principal. The Superintendent/Principal shall assume sole responsibility and liability for all state and federal tax consequences of this Agreement and all retirement consequences of this Agreement. The Superintendent/Principal agrees to defend, indemnify and hold the District harmless from all such tax and retirement consequences.

18. **Mediation.** The Superintendent/Principal and Board agree to make a good faith effort to settle any dispute that arises under this Agreement through discussion and negotiations. If the dispute is not resolved within thirty (30) calendar days, the dispute shall be mediated unless the parties agree otherwise in writing. Both parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. If the parties cannot agree on a mediator, the mediator shall be appointed by the State Conciliation and Mediation Service. The mediator's fee, if any, shall be paid by the District. Each party shall bear its own attorney fees and costs. Any mediator selected by the parties shall have expertise in the area of the dispute and be knowledgeable in the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, shall not be binding on the parties. Mediation pursuant to this provision shall be private and confidential. Only the parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code sections 1115 *et seq.* and shall sign an agreement to that effect.
19. **Governing Laws and Venue.** This Agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California. The parties also agree that, in the event of litigation, venue shall be in Tulare County, California.
20. **Severability.** If any term or provision of the Agreement shall, to any extent, be held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining terms and provisions of the Agreement shall continue in effect.

21. **Construction.** This Agreement shall not be construed more strongly against either party regardless of who is responsible for its preparation.
22. **Entire Agreement.** This Agreement contains the entire understanding between the Parties with respect to the subject matter herein. There are no oral understandings, terms or conditions, and neither party has relied upon any representations, express or implied, not contained in this Agreement.
23. **Amendments.** This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties.
24. **Non-Assignment.** This is a contract for personal services. The Superintendent/Principal shall have neither the right nor the power to transfer his rights under this Agreement.
25. **Board Approval.** The parties agree that the effectiveness of this Agreement is contingent upon approval by the District's Governing Board.
26. **Binding Effect.** This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heirs and assigns.
27. **Execution of Other Documents.** All parties to this Agreement shall cooperate fully in the execution of any other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms of this Agreement.
28. **Exclusivity.** To the maximum extent permitted by law, the parties agree that the employment relationship between the District and the Superintendent/Principal shall be governed exclusively by the provisions of this Agreement and not by Board policies, administrative regulations, management handbooks or similar documents.
29. **Management Hours.** The parties recognize that the demands of the position will require the Superintendent/Principal to average more than eight (8) hours a day, five (5) days per week, and/or more than forty (40) hours per week. The parties agree that Superintendent/Principal shall not be entitled to overtime compensation.
30. **Independent Review.** The Parties have had the opportunity to obtain, and have obtained, independent legal or other professional advice with regard to this Agreement, including tax and retirement consequences. The Parties acknowledge that the terms of this Agreement have been read and fully explained and that those terms are fully understood and voluntarily accepted.

31. **Execution.** This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.
32. **Public Record.** The parties recognize that, once final, this Agreement is a public record and must be made available to the public upon request.
33. **Waiver.** Any waiver of any breach of any term or provision of this Agreement shall be in writing and shall not be construed to be a waiver of any other breach of this Agreement.

\_\_\_\_\_  
Isidro Rodriguez  
District Superintendent/Principal

Dated: \_\_\_\_\_, 2021

\_\_\_\_\_  
Board President  
Ducor Union Elementary School District

Dated: \_\_\_\_\_, 2021

**DUCOR UNION ELEMENTARY SCHOOL DISTRICT  
SUPERINTENDENT/PRINCIPAL CONTRACT  
ACCEPTANCE OF OFFER**

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed.

I have not entered into a contract of employment with any other school district or employer that will, in any way, conflict with this employment agreement.

I certify under penalty of perjury under the laws of the State of California that all statements contained in my application for employment and other documents I submitted in connection with my application are true and complete. I understand that if the District discovers false, incomplete, or misleading statements on my application or any other documents I have submitted in connection with my application, such statements shall justify immediate dismissal for cause.

I hold legal and valid administrative and teaching credentials each of which are or will be recorded with the Office of the Superintendent of Schools of Tulare County before receipt of my first payroll warrant. I further certify that I meet the qualifications of Education Code section 35028.

Dated: \_\_\_\_\_, 2020

\_\_\_\_\_  
Isidro Rodriguez  
District Superintendent/Principal

This Agreement was approved by the Governing Board in open session at a regularly called meeting held on \_\_\_\_\_

3.1

# Ducor Union Elementary School

5/7/2021  
10:26 AM

2020-2021

## MONTHLY ATTENDANCE SUMMARY

Page 1

Month 9 - From 3/22/2021 Through 4/16/2021

### Regular Program

Grade Level	Tchr No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D- E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(I-G)	M Loss at End of Last School Day	YEAR TO DATE		
															N Total Apport Attendance	O Days Taught	P Total ADA (N/O)
K	34	14	11	0	11	0	11	0	17	154	137	9.79	88.96%	0	875	100	8.75
K	TOTAL	14	11	0	11	0	11	0	17	154	137	9.79	88.96%	0	875	100	8.75
1	33	14	16	0	16	0	16	0	22	224	202	14.43	90.18%	0	1381	100	13.81
1	TOTAL	14	16	0	16	0	16	0	22	224	202	14.43	90.18%	0	1381	100	13.81
2	29	14	17	1	18	0	18	12	47	252	193	13.79	80.42%	0	1472	100	14.72
2	TOTAL	14	17	1	18	0	18	12	47	252	193	13.79	80.42%	0	1472	100	14.72
3	18	14	14	0	14	0	14	0	12	196	184	13.14	93.88%	0	1319	100	13.19
3	TOTAL	14	14	0	14	0	14	0	12	196	184	13.14	93.88%	0	1319	100	13.19
TOTAL K-3	14	14	58	1	59	0	59	12	98	826	716	51.14	87.96%	0	5047	100	50.47
4	5	14	16	0	16	0	16	0	19	224	205	14.64	91.52%	0	1511	100	15.11
4	TOTAL	14	16	0	16	0	16	0	19	224	205	14.64	91.52%	0	1511	100	15.11
5	5	14	17	0	17	0	17	0	35	238	203	14.50	85.29%	0	1373	100	13.73
5	TOTAL	14	17	0	17	0	17	0	35	238	203	14.50	85.29%	0	1373	100	13.73
6	31	14	13	0	13	0	13	0	21	182	161	11.50	88.46%	0	1163	100	11.63
6	TOTAL	14	13	0	13	0	13	0	21	182	161	11.50	88.46%	0	1163	100	11.63
TOTAL 4-6	14	14	46	0	46	0	46	0	75	644	569	40.64	88.35%	0	4047	100	40.47
7	2	14	14	0	14	0	14	0	51	196	145	10.36	73.98%	0	1140	100	11.40
7	TOTAL	14	14	0	14	0	14	0	51	196	145	10.36	73.98%	0	1140	100	11.40
8	8	14	21	0	21	0	21	0	41	294	253	18.07	86.05%	0	1886	100	18.86
8	TOTAL	14	21	0	21	0	21	0	41	294	253	18.07	86.05%	0	1886	100	18.86
TOTAL 7-8	14	14	35	0	35	0	35	0	92	490	398	28.43	81.22%	0	3036	100	30.36
PROGRAM	14	14	139	1	140	0	140	12	265	1960	1683	120.21	86.40%	0	12130	100	121.30

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_ To the best of my knowledge, the information contained on this document is accurate and complete.

# Ducor Union Elementary School

5/7/2021  
10:26 AM

2020-2021

## MONTHLY ATTENDANCE SUMMARY

Page 2

Month 9 - From 3/22/2021 Through 4/16/2021

### Program T TK Program

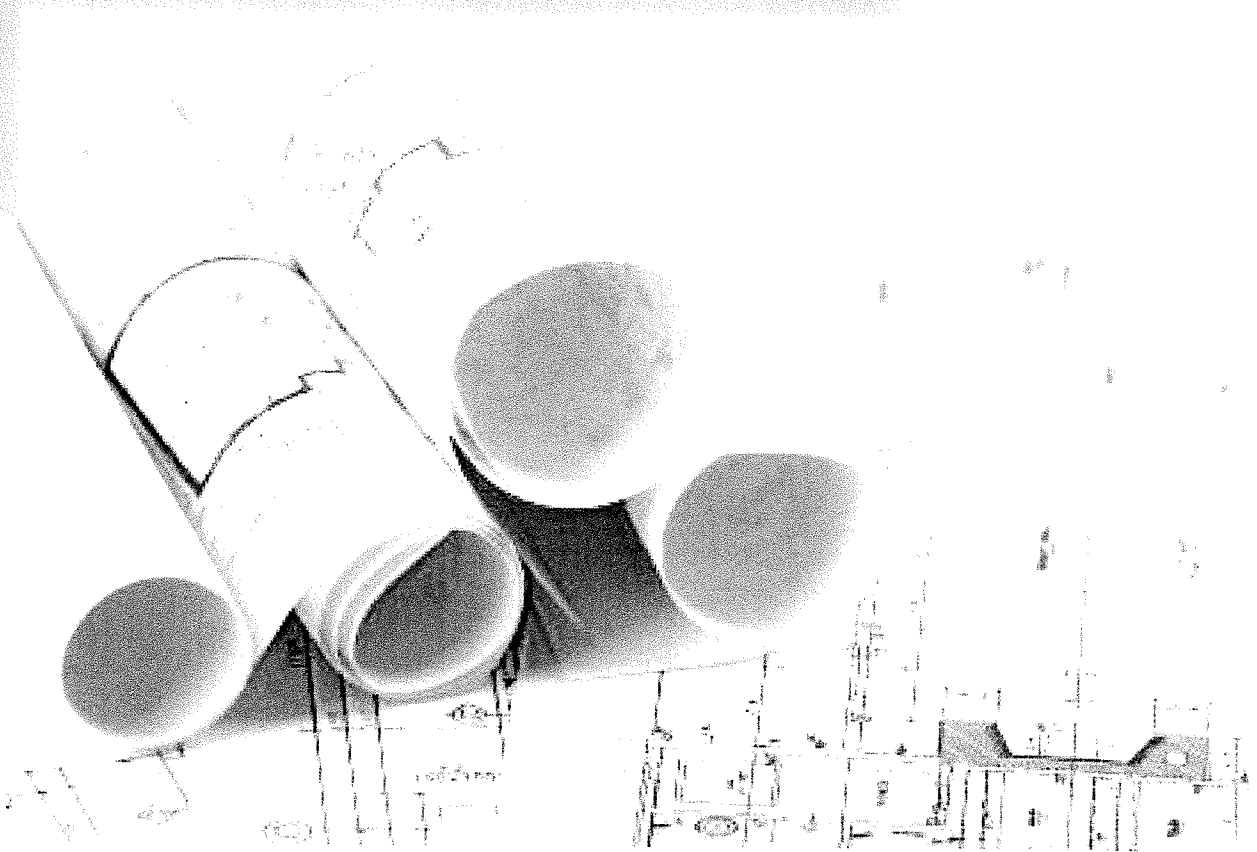
Grade Tchr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
	Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D- E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D./A. (J/A)	Percent Attend J/(I-G)	Loss at End of Last School Day	Total Apport Attendance	Days Taught	Total ADA (N/O)
TK 1	14	4	0	4	0	4	0	1	56	55	3.93	98.21%	0	341	100	3.41
TK TOTAL	14	4	0	4	0	4	0	1	56	55	3.93	98.21%	0	341	100	3.41
TOTAL TK-3	14	4	0	4	0	4	0	1	56	55	3.93	98.21%	0	341	100	3.41
PROGRAM	14	4	0	4	0	4	0	1	56	55	3.93	98.21%	0	341	100	3.41
REPORT	14	143	1	144	0	144	12	266	2016	1738	124.14	86.73%	0	12471	100	124.71

Principal Signature

Date

To the best of my knowledge, the information contained on this document is accurate and complete.

# Proposal for 2020 Developer Fee Justification Study



**SchoolWorks, Inc.**

[www.schoolworksgis.com](http://www.schoolworksgis.com)  
(916) 733-0402

8331 Sierra College Blvd, #221  
Roseville, CA 95661





# LETTER OF INTEREST

April 20, 2021

Isidro Rodriguez,  
Superintendent/Principal  
Ducor Union Elementary School District  
23761 Avenue 56  
Ducor, CA 93218-0249

RE: Proposal for 2020 Developer Fee Justification Study

Thank you for the opportunity to present this Proposal to prepare a Developer Fee Justification Study for the Ducor Union Elementary School District. This Proposal provides company information, key personnel, fees, work schedule, project approach, and references.

The purpose of a Developer Fee Justification Study is to justify the statutory fee rates for both residential and for commercial/industrial development.

SchoolWorks, Inc. is dedicated to developing trusting personal relationships with our clients. Our unique hands-on approach makes us more than just another facility planning consultant. We value integrity and going that extra mile to make sure we provide the highest in quality service.

We would be honored to serve the Ducor Union Elementary School District. Thank you for your consideration and please do not hesitate to contact me personally if you have any questions.

Sincerely,



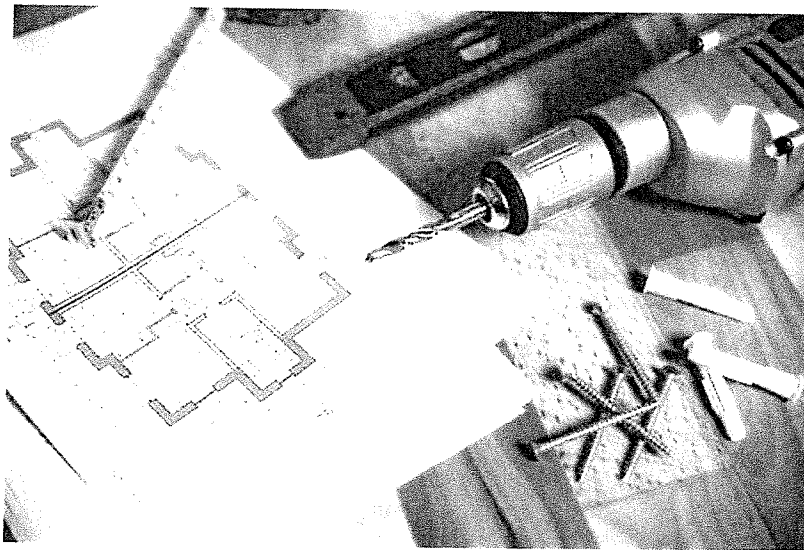
Ken Reynolds  
President

# DEVELOPER FEE JUSTIFICATION STUDY OVERVIEW

Developer fees are fees that are paid by property owners and developers to school districts to mitigate the impact created by new development within a school district's boundaries on the school facilities. Fees are typically paid to the school district as a condition of a property developer or owner obtaining a building permit from the city or county for a construction project.

Level 1 (Developer Fee Justification Study) are established by the State and are considered the basic mitigation fee. Justification for the fee can be shown if anticipated residential, commercial and industrial development within a district will impact it with additional students. The SAB adjusts the rates every two years.

The current rates adopted January 22, 2020 are **\$4.08** per square foot for residential construction and **\$0.66** per square foot for commercial/industrial construction. The next proposed increase will be in January 2022 at the State Allocation Board meeting.



# COMPANY INFORMATION

SchoolWorks, Inc. has an experienced team of professionals who have assisted school districts, both large and small, throughout the State of California for more than 25 years, with their facility planning issues.

January 2002 to Present: SchoolWorks, Inc. has been preparing Level 1 and Level 2 Developer Fee Studies for California school districts since its inception in January of 2002. The list of our 2018 Developer Fee Justification Study Clients can be found on Pages 13-17 of this document.

2000 to January 2002: School Facilities Planning and Management (SFP&M) Vice President Ken Reynolds and Staff, prepared Level 1 and Level 2 Developer Fee Studies. SchoolWorks, Inc. acquired SFP&M in 2010.

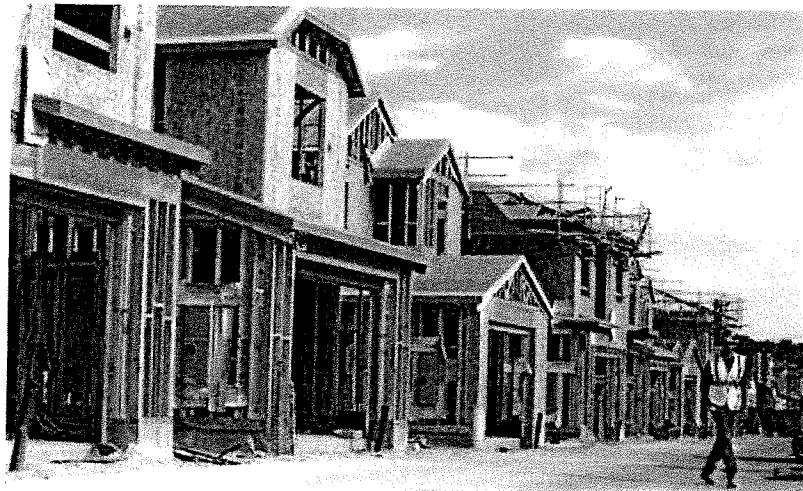
1994 to 2000: Ken Reynolds prepared Developer Fee Studies for Phase 1 Application Services.

SchoolWorks, Inc. has a substantial amount of experience preparing Developer Fee Studies.

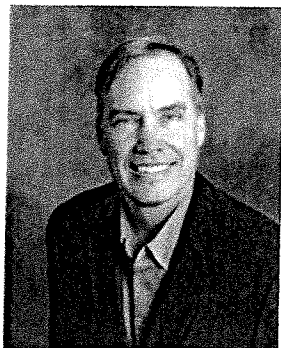
SchoolWorks, Inc. has prepared over 400 Level 1 and Level 2 Developer Fee Studies since 2002.

SchoolWorks, Inc. has worked with all sizes of districts; from very small one-school districts to working with the largest district in California.

Since the SAB adjusted the Level 1 rate on January 24, 2018, SchoolWorks, Inc. has contracted with over 100 school districts throughout California.



# KEY PERSONNEL



## Kenneth R. Reynolds

President and Founder

**SchoolWorks, Inc.**

As President and Founder of SchoolWorks, Mr. Reynolds has over 25 years of experience. Mr. Reynolds has assisted over 200 California school districts in applying for the maximum eligible State funding for new construction and modernization projects. Throughout his associations with district personnel, he has helped them solve their unique issues such as State funding assistance, developer fee justification, scenarios for boundary changes, calculating enrollment projections and developing functional Facility Master Plans.

Mr. Reynolds has assisted clients in making important decisions regarding facility planning issues by doing research, analyzing information and presenting the results to School Boards and Superintendents. He also has extensive experience working with the community and committees to collaborate and accomplish the goals of a project. Mr. Reynolds is the designer and programmer of SchoolWorks Facility Planning Software. He has presented at various workshops and conferences including CASH, ACSA, CASBO, CSBA and UC Riverside.

### EDUCATION

Bachelor of Science Degree, Electrical and Electronics Engineering, California State University at Sacramento

### PROFESSIONAL QUALIFICATIONS

- Over 25 years of experience in Demographic Studies
- Designer and programmer for SchoolWorks<sup>®</sup> Facility Planning Software
- Presenter at CASH, ACSA, CASBO, CSBA, and UC Riverside and SchoolWorks workshops on GIS & Facility Planning
- Former Vice President of Phase 1 Application Services and School Facilities Planning & Management, Inc.
- Assisted over 200 California school districts in applying for the maximum eligible State funding for new construction and modernization projects

### RESPONSIBILITIES

- Primary point of contact for SchoolWorks, Inc.
- Manages team tasks and scheduling
- Maintains communication with District
- Meets with District, as needed
- Presents final Study to Board of Trustees

### RELEVANT EXPERIENCE

#### Demographic Studies

- Fairfield-Suisun Unified School District
- Liberty Union High School District
- Fresno Unified School District
- Val Verde Unified School District
- Vacaville Unified School District
- Santa Maria Bonita School District
- El Dorado Union High School District
- Orcutt School District
- Buckeye School District
- Burton School District
- Washington Unified School District

#### Developer Fee Studies

- Santa Maria Bonita School District
- Farmersville Unified School District
- Los Angeles Unified School District
- Coalinga-Huron Joint Unified School District
- Fairfield-Suisun Unified School District
- El Dorado Union High School District
- Gonzales Unified School District
- Live Oak Unified School District
- Chowchilla Union High School District



## Kathy Reynolds

Associate Director  
SchoolWorks, Inc.

Kathy has been an employee of SchoolWorks, Inc. since 2005. She is the lead Project Manager for Developer Fee Justification Studies. Kathy has been preparing Developer Fee Justification Studies for eight years. Kathy also has fourteen years of experience working with GIS-based facility planning software. She is the principal in charge of new housing development activities corresponding with both City and County Planning Commissions as well as local developers. Kathy is in charge of quality assurance of all the information that is received from the districts.

### EDUCATION

Master of Science – Biological Sciences  
California State University Hayward  
Certificate in Educational Facility Planning,  
UCR Extension (took classes)

### PROFESSIONAL QUALIFICATIONS

- Eight years of experience in preparing Developer Fee Justification Studies
- Fourteen years of GIS based facility planning experience

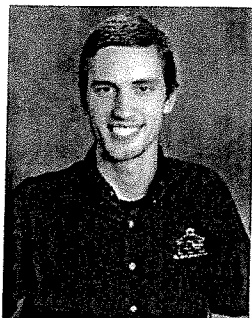
### RESPONSIBILITIES

- Principal in charge of Developer Fee Justification Studies
- Manages team that prepared over 100 Developer Fee Justification Studies in 2018
- Principal in charge of housing development information; contacts City and County Planning Departments
- In charge of quality assurance of information received from the districts

### RELEVANT EXPERIENCE

#### Developer Fee Justification Studies

- Santa Maria Bonita School District
- Buckeye School District
- Burton School District
- Washington Unified School District
- Lindsay Unified School District
- Morgan Hill Unified School District
- Eureka Union School District



### RYAN REYNOLDS, DATA ANALYST

Ryan prepares Developer Fee Justification Studies, prepares 50-01's, and gathers data from OPSC, Census, CDE, and other sources as needed.

### EDUCATION

Associate of Arts - General Education  
Los Rios Community College



### JODI L. GRAYEM, OFFICE MANAGER

Jodi prepares the contracts and requests the information required to complete the studies as well as being the main point of contact for clients. She finalizes the Developer Fee Justification Studies, prepares the supporting documentation and emails the finalized studies and supporting documentation to the district.

### EDUCATION

Bachelor of Arts - Child Development  
California State University Sacramento

## SchoolWorks, Inc. Organization Chart

### Public Agency and Private Consultants

Ron Groeneveld  
Consultant

Luke Smith  
Consultant

Ed Gonzalez  
Consultant

Brett Merrick  
VP



### State Building Program



Owen Alvarez  
VP, State Building  
Program



Alex Rutherford  
Project Manager

### Developer Fees



Ryan Reynolds  
Analyst

Kathy Reynolds  
Associate Director



Ken Reynolds  
President

### Individual Support Staff



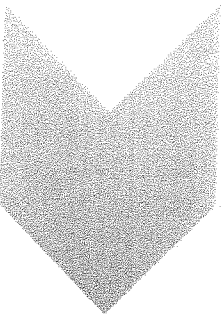
Alice Turney  
Accounts  
Manager

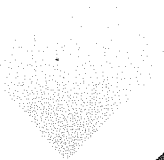


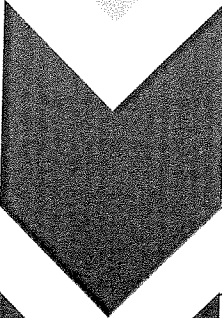
Jodi Grayem  
Office Manager

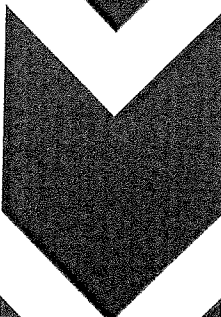
# WORK SCHEDULE

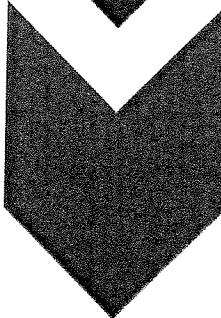
## Schedule Level 1: Developer Fee Justification Study

- 
- Contract Approval
  - Collect Necessary Information from the District

- 
- Prepare Developer Fee Justification Study pursuant to Government Code 66000, et. seq. and Education Code 17621 (e) and 17622

- 
- Delivery of Draft Developer Fee Justification Study for Districts Review (this step will occur two weeks after receiving all required data from the District)

- 
- Completion of Final Draft of Developer Fee Justification Study
  - Provide up to six (6) bound copies of the Study to the District

- 
- Presentation of Final Study to Board of Education (**extra fee**)

# PROJECT APPROACH

1. The current enrollment and projected growth within the District's boundary is determined.
2. Determination of Local Student Generation Rates
3. The impact of new developments is determined by analyzing the proposed development projects and calculating the estimated number of students that will be generated from new housing.
4. Existing facility capacity is derived from the baseline capacities approved by the State along with any approved and funded projects that also increase the District's capacity.
5. The projected growth from developments is then loaded into existing facilities to the extent that there is available space.
6. Any unhoused students will generate a need for new facilities and an estimated cost is calculated, based on State allowances and local land values.
7. If any students from new development are to be housed in existing facilities, the need to modernize existing schools will be determined and the appropriate portion will be included in the facility cost.
8. The cost is then compared to the amount of projected new development (residential then commercial/industrial) to determine the amount of developer fees that are justified.

SchoolWorks, Inc. will request from the District:

- Current CALPADS/CBEDS
- SAB 50-02
- Latest Audit Report
- Last two (2) years of Developer Fee Logs
- Copy of your previous Level 1 Justification Study
- List and cost of projects that the Developer Fees will be used for

SchoolWorks, Inc. will compile the following data used in the Study:

- Census data
- OPSC data
- Cost of land per acre
- County and City Planning Department development information

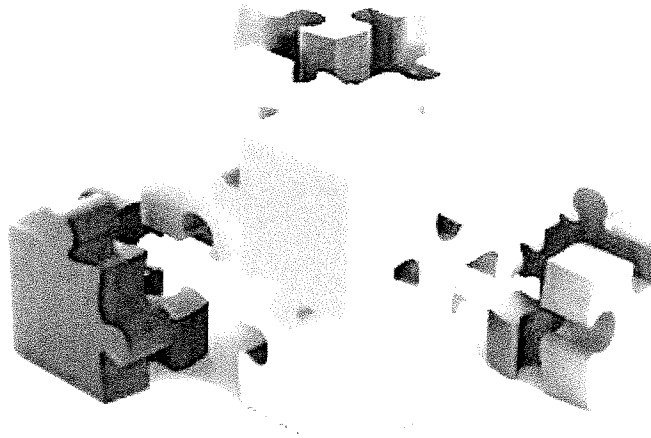


## RESPONSIBILITIES OF SCHOOLWORKS, INC.

- Prepare Developer Fee Justification Study pursuant to Government Code 66000, et. Seq. and Education Code 17621 (e) and 17622
- Assist the District with a timeline for adoption of new Developer Fees, including a **Sample** Notice and **Sample** Resolution for the Public Hearing
- Present Developer Fee Justification Study to the Board (Extra Charge)
- Attend public hearing and respond to questions (Extra Charge)

## QUALITY CONTROL

We have several points at which data is reviewed by our team. Kathy reviews data as it comes in from the school districts. A member of our team reviews every Study before a Draft is sent to the District. Our studies have also been reviewed by several lawyers for school districts including Los Angeles Unified School District.



# FEE SCHEDULE

Item Description:	Cost
Level 1 Developer Fee Study Total Cost	\$2,000

If SchoolWorks, Inc presence is requested at a School Board meeting, the District will be billed at \$185 per hour plus travel time and expenses.

The consulting fees will be billed upon completion of the Study. The amount is due within thirty (30) days of the date of the invoice. A late fee of 5% of the invoice amount will be charged if the amount due is not paid within sixty days of the date of the invoice.

## CONTRACT

SchoolWorks, Inc. will contract to perform the tasks enumerated above for the prices indicated. Ducor Union Elementary School District is authorized to enter into this agreement by Government Code 53060. These services are chargeable to the District Capital Facility Funds.

Ducor Union Elementary School District

SchoolWorks, Inc

Signature

Signature

ISIDRO RODRIGUEZ

Ken Reynolds

Name

Name

SUPERINTENDENT

President - SchoolWorks, Inc.

Title

Title

Date

Date

## REFERENCES

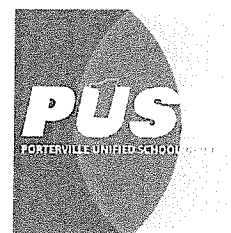
### Alameda Unified School District

Enrollment: 11,299 – Product: Level 1 and Level 2 Studies  
 County: Alameda  
 Reference: Dani Krueger, Administrative Assistant to the CBO  
 Telephone: 510.337.7000 ext. 77066



### Porterville Unified School District

Enrollment: 14,429 – Product: Level 1 Study  
 County: Tulare  
 Reference: Brad Rohrbach, Ed.D., Director of Financial Services  
 Telephone: 559.793.2458



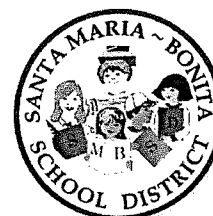
### Pajaro Valley Unified School District

Enrollment: 20,438 – Product: Level 1 and Level 2 Studies  
 County: Santa Cruz  
 Reference: Helen Bellonzi, Director of Finance  
 Telephone: 831.786.2100 ext 2620



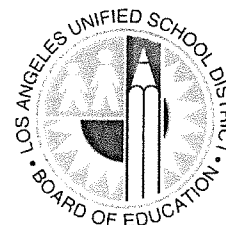
### Santa Maria-Bonita School District

Enrollment: 17,122 – Product: Level 1 and Level 2 Studies  
 County: Santa Barbara  
 Reference: Mike Grogan, Student Housing Office  
 Telephone: 805.361.8278



### Los Angeles Unified School District

Enrollment: 621,414 – Product: Level 1 Studies  
 County: Los Angeles  
 Reference: Maruch Atienza, Director of Accounting  
 Telephone: 213.241.7991



# 2018 DEVELOPER FEE STUDY CLIENT LIST

District	County	Enrollment
ALAMEDA UNIFIED	ALAMEDA	11299
ALPAUGH UNIFIED	TULARE	754
ALTA VISTA ELEMENTARY	TULARE	558
ALVINA ELEMENTARY	FRESNO	188
BAYSHORE ELEMENTARY	SAN MATEO	378
BUCKEYE UNION	EL DORADO	5996
BUENA VISTA	TULARE	212
BURREL UNION ELEMENTARY	FRESNO	117
BURTON	TULARE	4920
CAPAY JOINT UNION ELEMENTARY	GLENN	182
CASTRO VALLEY UNIFIED	ALAMEDA	9361
CENTRAL UNION ELEMENTARY	KINGS	1801
CHOWCHILLA ELEMENTARY	MADERA	2243
CHOWCHILLA UNION HIGH	MADERA	1113
CLAY JOINT ELEMENTARY	FRESNO	255
COALINGA - HURON UNIFIED	FRESNO	4450
CORCORAN JOINT UNIFIED	KINGS	3320
CUTLER - OROSI JOINT UNIFIED	TULARE	4125
EL DORADO UNION HIGH	EL DORADO	6665
EL TEJON UNIFIED	KERN	754
ENCINITAS UNION	SAN DIEGO	5350
EUREKA UNION ELEMENTARY	PLACER	3383
EXETER UNIFIED	TULARE	2834
FALL RIVER JOINT UNIFIED	SHASTA	1209
FARMERSVILLE UNIFIED	TULARE	2532

# 2018 DEVELOPER FEE STUDY CLIENT LIST

District	County	Enrollment
FILLMORE UNIFIED	VENTURA	3751
FOWLER UNIFIED	FRESNO	2609
GOLD OAK UNION	EL DORADO	489
GOLETA UNION ELEMENTARY	SANTA BARBARA	3541
GONZALES UNIFIED	MONTEREY	2371
GREENFIELD UNION	MONTEREY	9327
HOPE ELEMENTARY	SANTA BARBARA	963
ISLAND UNION ELEMENTARY	KINGS	415
JACOBY CREEK CHARTER	HUMBOLDT	462
JANESVILLE UNION ELEMENTARY	LASSEN	352
JEFFERSON ELEMENTARY	SAN MATEO	6821
KEYES UNION	STANISLAUS	1154
KINGS RIVER - HARDWICK	KINGS	807
KINGS RIVER UNION ELEMENTARY	TULARE	465
KINGSBURG ELEMENTARY CHARTER	FRESNO	2232
KINGSBURG JOINT UNION HIGH	FRESNO	1158
LAGUNITA	MONTEREY	98
LAKE ELEMENTARY	GLENN	181
LAKE ELEMENTARY	GLENN	181
LATON UNIFIED	FRESNO	695
LIBERTY ELEMENTARY	TULARE	1399
LINDSAY UNIFIED	TULARE	4111
LIVE OAK UNIFIED	SUTTER	1866
LOS ANGELES UNIFIED	LOS ANGELES	621414
MADERA UNIFIED	MADERA	20956

# 2018 DEVELOPER FEE STUDY CLIENT LIST

<u>District</u>	<u>County</u>	<u>Enrollment</u>
MANZANITA ELEMENTARY	BUTTE	291
MCSWAIN UNION ELEMENTARY	MERCED	837
MISSION UNION ELEMENTARY	MONTEREY	131
MONROE ELEMENTARY	FRESNO	167
MORAGA ELEMENTARY	CONTRA COSTA	1832
MORGAN HILL UNIFIED	SANTA CLARA	9133
NEWARK UNIFIED	ALAMEDA	5913
OAK VALLEY UNION	TULARE	568
OAKDALE JOINT UNIFIED	STANISLAUS	5292
ORCUTT UNION	SANTA BARBARA	5202
PAJARO VALLEY UNIFIED	SANTA CRUZ	20279
PARLIER UNIFIED	FRESNO	3421
PIXLEY UNION ELEMENTARY	TULARE	1072
PLANADA ELEMENTARY	MERCED	805
PLAZA ELEMENTARY	GLENN	209
PLEASANT VALLEY	VENTURA	7154
PLEASANT VIEW ELEMENTARY	TULARE	474
PORTERVILLE UNIFIED	TULARE	14429
RAYMOND - KNOWLES UNION ELEMENTARY	MADERA	81
REEF - SUNSET UNIFIED	KINGS	2664
RINCON VALLEY UNION	SONOMA	3442
ROCKFORD	TULARE	357
SAN JUAN UNIFIED	SACRAMENTO	50044
SAN LEANDRO UNIFIED	ALAMEDA	8880
SAN LORENZO VALLEY UNIFIED	SANTA CRUZ	4998

# 2018 DEVELOPER FEE STUDY CLIENT LIST

District	County	Enrollment
SANTA BARBARA UNIFIED	SANTA BARBARA	15042
SANTA MARIA - BONITA ELEMENTARY	SANTA BARBARA	17122
SANTA MARIA JOINT UNION HIGH	SANTA BARBARA	7949
SANTA PAULA UNIFIED	VENTURA	5306
SHANDON JOINT UNIFIED	SAN LUIS OBISPO	321
SNOWLINE JOINT UNIFIED	SAN BERNARDINO	7556
SOUTH SAN FRANCISCO UNIFIED	SAN MATEO	8707
SPRINGVILLE UNION ELEMENTARY	TULARE	331
STRATHMORE UNION ELEMENTARY	TULARE	797
SULPHUR SPRINGS UNION ELEMENTARY	LOS ANGELES	5395
SUNDALE UNION ELEMENTARY	TULARE	827
THREE RIVERS UNION ELEMENTARY	TULARE	146
TRAVER JOINT	TULARE	216
TULARE CITY ELEMENTARY	TULARE	9494
TULARE JOINT UNION HIGH	TULARE	5544
VALLECITO UNION	CALAVERAS	567
VALLEY HOME JOINT ELEMENTARY	STANISLAUS	167
WASHINGTON UNIFIED	YOLO	8281
WAUKENA JOINT UNION	TULARE	219
WEST PARK ELEMENTARY	FRESNO	660
WESTSIDE ELEMENTARY	FRESNO	1799
WILLIAMS UNIFIED	COLUSA	1357
WINTERS JOINT UNIFIED	YOLO	1531

## Budget Hearing Planning Form

Complete this form  
and file with TCOE  
Attn: Shelly DiCenzo  
no later than  
April 16, 2021

Name of District: Ducor

Pursuant to Education Code 42103, each school district governing board shall hold a public hearing on the proposed budget during which any member of the public may appear and be heard regarding the proposed budget. The public hearing shall be held **not less than three working days** following the availability of the proposed budget for public inspection. The County Superintendent of Schools shall publish the date and location at which the proposed budget may be inspected by the public as well as the date, time, and location of the public hearing of the proposed budget.


### A. Public Hearing Information

Date of Public Hearing: June 8, 2021 Time: 5:30 ☐ a.m. ☒ p.m.

Address: 23761 AVE 56 DUCOR 93218

Location and Zoom

Info: MEETING ID: 734 5018 2323 Passcode: N72SV4  
(specify room #, board room, library etc.) - Provide Zoom Info, if not meeting in person

 The date you provide on the line below must be at least 3 **working** days prior to the public hearing date you entered above (**do not** count the date of the public hearing or Saturdays/Sundays when calculating this date.)


Date budget will be available for inspection: June 1, 2021

Location of Inspection and Website:

DISTRICT OFFICE #1, DucorSchool.com  
(specify district office, business office or other location, room # etc. and website to access budget online)

The governing board shall prepare and adopt a budget for fiscal year 2021/2022, in accordance with Education Code 42126 and 42127.

### B. Budget Adoption Information

 The date you provide on the line below must be different than the public hearing date in Section A.

Date budget will be adopted by the Board: June 22, 2021

The budget must be adopted on a **different date**, at a **separate public meeting**, than the public hearing.

### C. Newspaper Selection\*

- |  |  |
|--|--|
| <input type="checkbox"/> Mid-Valley Times (formerly Dinuba Sentinel) | <input type="checkbox"/> Tulare Advance-Register |
| <input type="checkbox"/> Foothills Sun-Gazette                       | <input type="checkbox"/> Visalia Times-Delta     |
| <input checked="" type="checkbox"/> Porterville Recorder             |  |

\*Please note you must select one of the newspapers above because they are the only newspapers of general circulation in the county that meet the requirements of Education Code 42103. We will be happy to publish in other newspapers in addition to one listed above, but there will be additional costs to the district to do so.

☐ Other - Please specify: \_\_\_\_\_



May

2021

Calendar

6-28: Illuminate Testing and ELPAC Testing

10: Food Distribution

11: Board Meeting

29: TK-K field trip CALM museum in Bakersfield

31: No Classes: Memorial Day

June

1-11; Teacher training, planning for new school year, review data

15: Graduation Day Kindergarten: 10:30 AM and 8th grade 6 pm

16: last day of school

June 21 to July 9: Summer School

June 21-25: Staff recruitment fair

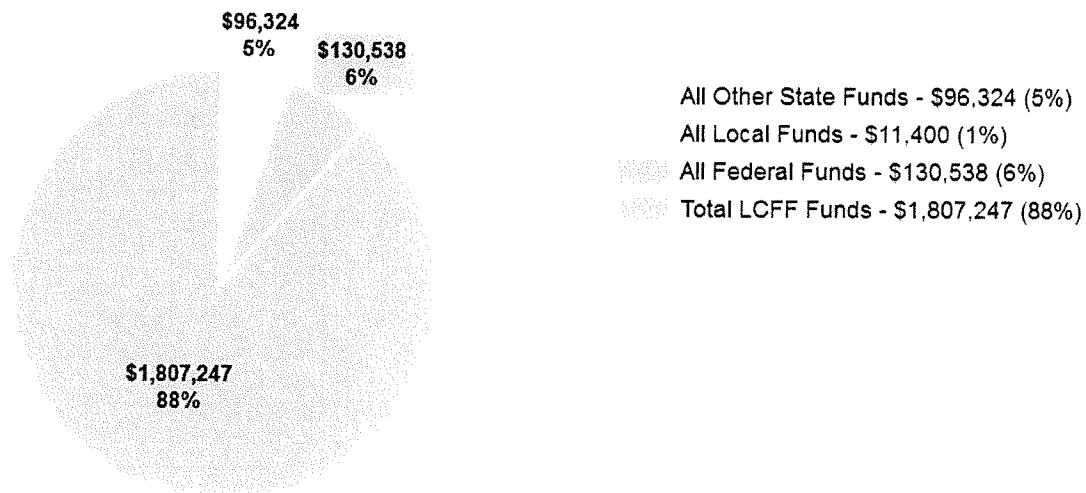
August 9: First day of school

# LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

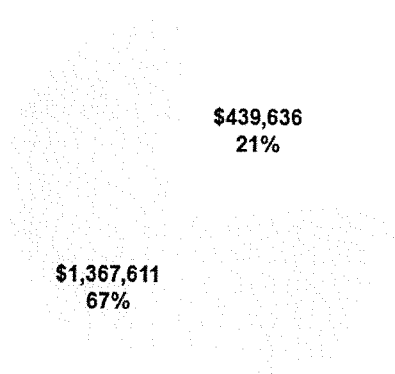
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$96,324	5%
All Local Funds	\$11,400	1%
All Federal Funds	\$130,538	6%
Total LCFF Funds	\$1,807,247	88%

## Breakdown of Total LCFF Funds



LCFF Supplemental & Concentration Grants - \$439,636 (21%)

All Other LCFF Funds - \$1,367,611 (67%)

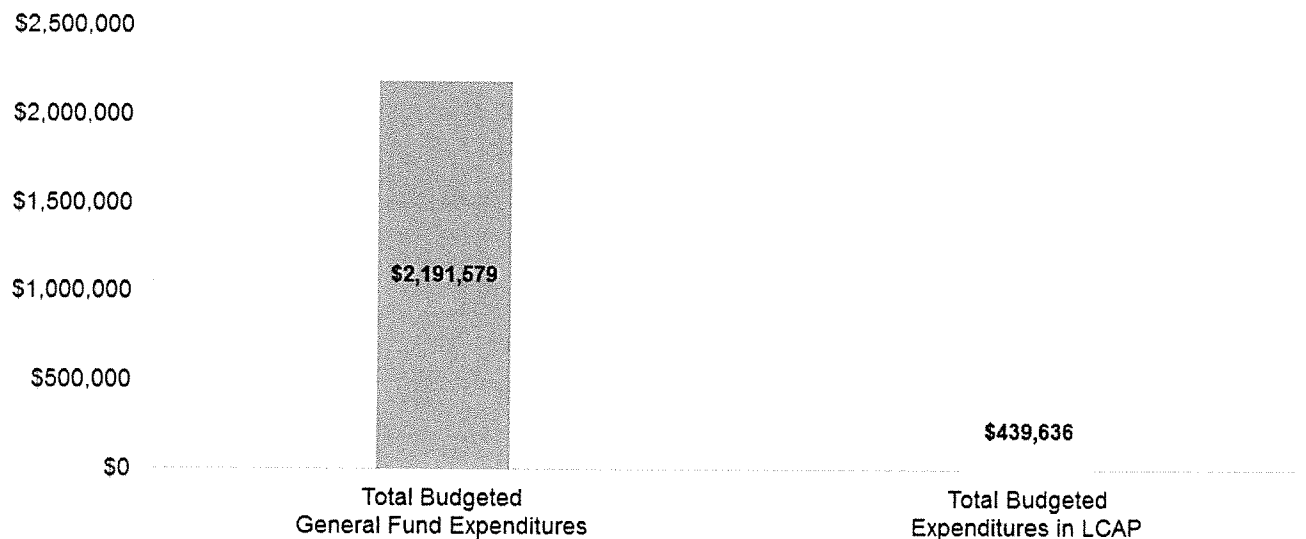
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$439,636	21%
All Other LCFF Funds	\$1,367,611	67%

*These charts show the total general purpose revenue Ducor Union Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Ducor Union Elementary is \$2,045,509, of which \$1,807,247 is Local Control Funding Formula (LCFF), \$96,324 is other state funds, \$11,400 is local funds, and \$130,538 is federal funds. Of the \$1,807,247 in LCFF Funds, \$439,636 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



### Source

### Funds

Total Budgeted General Fund Expenditures

\$2,191,579

Total Budgeted Expenditures in LCAP

\$439,636

*This chart provides a quick summary of how much Ducor Union Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Ducor Union Elementary plans to spend \$2,191,579 for the 2019-20 school year. Of that amount, \$439,636 is tied to actions/services in the LCAP and \$1,751,943 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

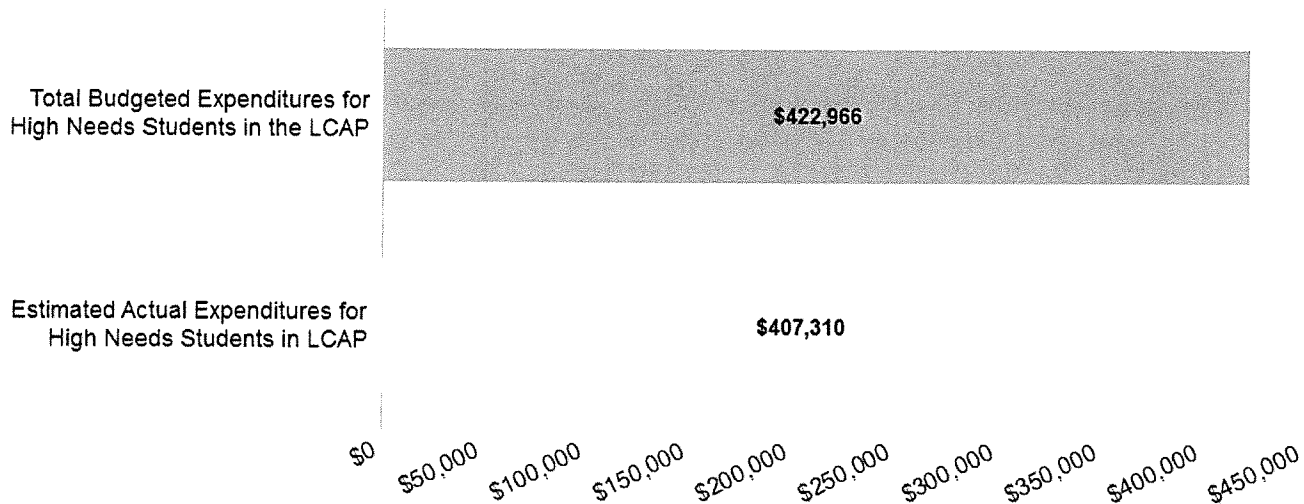
~~The general fund includes all staff salaries and benefits as well as the costs of doing business such as utilities, transportation, maintenance, and insurance. These expenditures are not included in the LCAP.~~

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Ducor Union Elementary is projecting it will receive \$439,636 based on the enrollment of foster youth, English learner, and low-income students. Ducor Union Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Ducor Union Elementary plans to spend \$439,636 on actions to meet this requirement.

## Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$422,966
Estimated Actual Expenditures for High Needs Students in LCAP	\$407,310

*This chart compares what Ducor Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ducor Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Ducor Union Elementary's LCAP budgeted \$422,966 for planned actions to increase or improve services for high needs students. Ducor Union Elementary estimates that it will actually spend \$407,310 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$15,656 had the following impact on Ducor Union Elementary's ability to increase or improve services for high needs students:

The difference between planned and actual expenditures during the 2018-19 year is due to year-to-year variance in estimated costs and availability of supplies, resources, materials, technology and personnel. It did not impact effectiveness of LCAP actions and services.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Ducor Union Elementary	Isidro Rodriguez	irodriguez@ducorschool.com
	Superintendent	559-534-2261

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Ducor Elementary School is a small, rural single-school district in the southeast portion of Tulare County. Currently Ducor School has 164 students enrolled in grades Kindergarten through 8. Enrollment has been on a slow but steady increase since 2006. Even in the face of continuing reductions in state and federal funding, Ducor School has maintained small class sizes and a safe and secure learning environment for our students. Ducor School enjoys strong parent support and involvement at all school activities. Ducor School parent meetings support school academic goals. 97% students are of Hispanic origin. 62% of students are English Learners and come from homes where Spanish is the only spoken language. The Ducor community is a rural, isolated town dependent on agriculture for employment. 100% students qualify for free meals. We have 7 highly qualified fully credentialed teachers and 2 intern teachers. Ducor School maintains a school library, a computer lab and a class set of Chromebooks on a cart. Specialized services are provided by the Tulare County Office of Education on a contract basis. These services are offered for limited times per week: psychologist, speech therapist, nurse and a special education teacher. Ducor School also has two therapists on site. The therapists are vendors contracted to support all students. With the increase of student suicides, school violence, and community violence, trauma has been an ongoing emotional challenge for our students. The therapists have made gains in meeting the needs of our students, staff and community members. Academically, Ducor Students have improved each year on the Smarter Balance Assessment Consortium (SBAC). Ducor ELA scores and Math scores have improved. The California Accountability Dashboard has identified Ducor School ratings to rate "high" (positive) with low suspension rates and average on state testing. Each year Ducor students continue to improve. All teachers have received additional training in working with English Language Learners. New

curriculum (National Geographic and Go Math!) was purchased to align the English Language Development standards along with the ELA and Math standards. Currently the State Department of Education continues to plan and approve new curriculum for Science and History. Ducor School looks forward to a new school year with a new PreK class. The PreK class will be offered to new and upcoming students. We hope to see a new generation of students become engaged and ultimately become productive academic citizens of Ducor School.

Stand and Deliver, No Excuses.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

State and local indicators confirm that Ducor is on the right path to increasing student achievement and closing achievement gaps. This LCAP deepens and expands key strategies which have helped us bring about this accomplishment.

Goal 1: The purpose of this goal is to fully implement state content and performance standards and to assure that our students have the highest quality teachers available to deliver research-based effective teaching/learning strategies. This goal provides actions and services to create optimum conditions for learning in our classrooms.

Goal 2: The purpose of this goal is to focus in on the needs of our English Learners and provide high quality language instruction. It also empowers teachers and students with supplemental materials to adapt and accommodate instruction for our English Learners to assure that they have access to the broad course of study in their schooling.

Goal 3: The purpose of this goal is to focus in on parent involvement and increasing their involvement in decision-making in our school and district. Parent training, for example, is intended to train parents to become involved and help the school and district make the right decisions for their children.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

We are very proud of the increase in the number and percent of parents who are very involved in school and district decision-making. They are enthusiastic and supportive of their children and the school.

Although state testing last year (spring 2018) resulted in a reversal of the upward trend of our students,

we are confident, based on teacher, parent, and student consultation, that the decline in scores was a one-time event.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

One indicator (mathematics state testing ) are in the "red" category. Two indicators ( English/Language Arts state testing and suspension rate) are in the orange category due to significant declines in test scores and increase in suspension rate. We are addressing this through each of the eight state priorities. In priority one, we are aggressively seeking to recruit and retain fully credentialed teachers and make certain every student has core and supplemental standards-aligned materials. We are investing in professional development to deepen teacher skills and knowledge in the curriculum and in adapting/differentiating instruction for English Learners and multiple student learning needs. In priority two, we continue to strengthen the broad course of study and improve access to a rich broad curriculum for all students. We have made many improvements in school culture and student engagement to address students' personal and academic growth through services very much needed by our students and parents. We are confident the upward trend in state testing will resume as these actions and services bear fruit.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

There are no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

n/a

### **Support for Identified Schools**



6/11/2019

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

n/a

# Annual Update

**LCAP Year Reviewed:**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Common Core (English Language Arts, English Language Development and Mathematics) and other state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous 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.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 5, 6, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

Expected	Actual
Credentialed Teacher Rate [R]: 100%	100%

<b>Expected</b>	<b>Actual</b>
teacher misassignment rate [R]: 0%	0%
teacher of English learners misassignment rate [R]: 0%	0%
Most recently adopted textbooks rate [R]: 100%	100%
Overall facility rating [R]: good	good
student lacking own copy of textbook rate [R]: 0%	0%
state standards implementation English/Language Arts: full implementation	full implementation
state standards implementation Math [R]: full implementation	full implementation
implementation of Health Education Content Standards [R]: full implementation	full implementation
implementation of Physical Education Model Content Standards [R]: full implementation	full implementation

<b>Expected</b>	<b>Actual</b>
implementation of Visual and Performing Arts Standards [R]: full implementation	full implementation
implementation of Next Generation Science Standards [R]: initial implementation	full implementation
implementation of History Social Science Content Standards [R]: full implementation	full implementation
Schoolwide CAASPP ELA distance from level three [R]: 34 points below	62.6 points below
Hispanic CAASPP ELA distance from level three [R]: 34 points below	63.7 points below
Disadvantaged CAASPP ELA distance from level three [R]: 34 points below	64 points below
Schoolwide CAASPP Math distance from level three [R]: 34 points below	104.9 points below
Hispanic CAASPP Math distance from level three [R]: 34 points below	105 4 points below

<b>Expected</b>	<b>Actual</b>
Disadvantaged CAASPP Math distance from level three [R]: 34 points below	106.5 points below
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]: 87%	85%
percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities [L]: 35%	30%
Schoolwide middle school dropout rate [R]: 0%	0%
Hispanic middle school dropout rate [R]: 0%	0%
Hispanic middle school dropout rate [R]: 0%	0%
schoolwide attendance rate [R]: 96.5%	97%
Hispanic attendance rate [R]: 96.5%	97%

<b>Expected</b>	<b>Actual</b>
disadvantaged attendance rate [R]: 96.5%	97%
schoolwide chronic absenteeism rate [R]: 5%	7.7%
Hispanic chronic absenteeism rate [R]: 5%	7.3%
Disadvantaged chronic absenteeism rate [R]: 5%	8.1%
schoolwide expulsion rate [R]: 0%	0%
Hispanic expulsion rate [R]: 0%	0%
Disadvantaged expulsion rate [R]: 0%	0%
schoolwide suspension rate [R]: 0%	1,5%
Hispanic suspension rate [R]: 0%	1.6%
percent of students who report feeling safe at school [L]: 89%	90%

<b>Expected</b>	<b>Actual</b>
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]: 100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]: 100%	100%
percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]: 100%	100%
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]: 100%	100%
Disadvantaged suspension rate [R]: 0%	1.6%

## **Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action 1</b>	<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
-----------------	---------------------------------	--------------------------------	------------------------------	--------------------------------------

# 1.1 Provide continuing support and training through multiple sources for effective standards implementation: focus on BTSA, Math, Science, History, technology, Kindergarten

# 1.1 Funding was used to pay for training and supporting our intern teachers with the support of our BTSA teacher. Interns attended TCOE iLead internship credential teacher program. The fees paid for the educational services. The BTSA provider was paid for onsite with one of our current teachers providing assistance.

\$ 6,000  
LCFF S/C  
contracted services

## Action 2

### Planned Actions/Services

1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with state standards and differentiated learning levels. (Lesson Plans and Unit Plans)

### Actual Actions/Services

#1.2 Training programs continue to focus on math, reading, writing and technology. Teachers continue to report having learned how to better integrate reading and writing with the science and social studies programs and how to differentiate instruction based on student needs. Funds also allowed for the hiring of substitute teachers when teachers attended training.

### Budgeted Expenditures

\$15,000  
LCFF S/C  
salaries and benefits

### Estimated Actual Expenditures

\$13,000  
LCFF S/C  
salaries and benefits



**Action 3**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
1.3 Provide teachers and students with resources (incentives, rewards, study trips, etc., as necessary and agreed upon) to enhance instruction in the classroom to support classroom learning and achievement in the broad course of study.	1.3 Teachers, working collaboratively in the PLC and the Superintendent/Principal, developed and implemented rewards for excellence in their classroom studies and field trips to enhance what students are learning in the classroom. Students and parents responded enthusiastically to these activities and students expressed that it made their classroom studies more real for them.	\$16,000 LCFF S/C instructional materials	\$12,600 LCFF S/C instructional materials

**Action 4**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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<p>#1.4 Teachers develop and refine state standards curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>1.4 Applying strategies learned last year with an on-site coach, teachers collaborated in the PLC to examine student work and developed strategies and lesson plans to respond to student needs.</p>	<p>costs were included as part of duties in salaries and benefits</p>	<p>costs were included as part of duties in salaries and benefits</p>
<p><b>Action 5</b></p>			
<p><b>Planned Actions/Services</b></p>	<p><b>Actual Actions/Services</b></p>	<p><b>Budgeted Expenditures</b></p>	<p><b>Estimated Actual Expenditures</b></p>
<p>1.5 Web-based internet programs licenses will be purchased to help support learners.</p>	<p>1.5 Current web based programs used to help monitor and assess students include: Acellus, the assessment portion of Accelerated Reading, GoMath!, Nat. Geo/Reading programs and Prodigy. These programs are used to support student learning and understanding aligned with the core curriculum. All students are assigned reading and complete a comprehension assessment under the AR program. The Acellus program is used to align math, social studies, science, ELA and ELD studies. Acellus is</p>	<p>\$ 6,675 LCFF S/C software and licenses</p>	<p>\$ 6,600 LCFF S/C software and licenses</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	a support program. When students complete class assignments, Acellus is used to support student learning with online questions and problems to solve. To support the core curriculum programs, Go Math! and Nat. Geo, teachers utilize the supplemental online lesson planning and demonstration videos with all students. Students also have access to view any lesson plan and class assignments on line. Students also are assessed. Teachers use the assessment to assist and offer differentiated lessons as needed.		

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action will be incorporated into action 1.5	N/A	\$0 see action 5	N/A

**Action 7**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
this action will be incorporated into action 1.5	N/A	\$0	N/A
<b>Action 8</b>			
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events	1.8 Although we did not add another event this year, student participation in existing events such as science fair and spelling bee increased.	\$ 1,200 LCFF S/C supplies	\$ 0 LCFF S/C supplies
<b>Action 9</b>			
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>

1.9 Continue to support and enhance technology infrastructure and teacher/student technology resources to assure access to digital resources in response to digital literacy needs of students in achieving state standards. (Budget is modified)	1.9 This year administration and staff assessed availability and access and determined that additional assets do not have to be purchased at this time. Having achieved 1:1 ratio, the technology program is now in a repair, maintain, replace mode. For next year, we will be replacing assets and upgrading as needed.	\$ 0 LCFF S/C computers and hardware	\$ 0 LCFF S/C computers and hardware
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## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
was completed in 2017-18	N/A	\$0	N/A

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p># 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students: 1 coach, 2 teachers, and 2 therapists..</p>	<p>1.11 Improved and expanded staffing has been one of the greatest successes for all of our students. The value of providing extra support for our students and staff has completely changed the school environment. Our coach has helped support all teachers in class. Our two new teachers have made tremendous improvement in academic support for the students. Therapists have helped many students adapt to many different traumas and daily challenges during school hours. Student support groups were developed to assist and teach students how to value adults and other students. These values have helped students improve academically and socially.</p>	<p>\$ 336,685 LCFF S/C salaries and benefits</p>	<p>\$ 336,685 LCFF S/C salaries and benefits</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the LCAP is the responsibility of the Superintendent/Principal and the business office with shared responsibility from empowered teacher and staff leaders. In this second year, implementation continued as in the first year. Professional development is tiered to account for the needs of new and experienced staff. Technology resources are monitored and evaluated so as to maintain what we have been able to gain through LCAP resources. We continue to utilize the resources of Tulare County Office of Education consultants and specialized contracted staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness of goal one continues to be evaluated based on the evolving state "Dashboard" and by a careful and comprehensive local evaluation system based on a local data tracker that includes both the required state indicators and locally developed indicators. Each action is evaluated by administration and staff as to its impact on student achievement. Overall, state and local evaluation confirm that, taken as a whole, the actions and services are having a positive and direct impact on increasing student achievement at Ducor School. This year's evaluation was also modified somewhat as it considered the new "three-year plan" format and sought to look for trends in the data. It is a subtle but very important difference. Overwhelmingly, stakeholders conclude that the actions and services which address student personal and academic growth and on-site support for teachers were very powerful in two key areas: improving effectiveness of teachers and greatly improving school climate and student engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual actions.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

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analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no planned changes at this time





# Goal 2

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
State standards: Access by English learners: full implementation	full implementation
state standards implementation ELD: full implementation	full implementation
English learners ELA distance from level three [R]: 34 points below level three	65.3 points below

<b>Expected</b>	<b>Actual</b>
English learner Math distance from level three [R]: 34 points below level three	109 points below
English Learner reclassification rate [R]: 10%	0%
Percent of English Learners making progress toward English proficiency [R]: 73%	Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See Metrics/Indicators and Baseline columns in Goals, Actions, Services section Goal two
English learners enrollment in broad course of study [R]: 100%	100%
programs and services to increase access to broad course of study by English learners [R]: 100%	100%

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
# 2.1 Provide continuing support and training through TCOE for ELD implementation	# 2.1 Teachers attended training provided by TCOE and consultants resulting in deeper understanding of	\$ 2,000 Trainers fees Title I	\$ 2,000 Trainers fees Title I
<b>Action 2</b>			
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	# 2.2 On staff mentors provided support for teachers to deploy differentiated strategies and classroom assistance to English Learners to access the curriculum and improve academic English.	\$ 2,000 trainer's fees Title I	\$ 2,000 trainer's fees Title I
<b>Action 3</b>			
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>

# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.	2.3 funding was used to purchase more reading books for all grade levels. The books were used to specifically target our Guided Reading program. The books were separated and designated as GR books for grades 18. Each teacher collected and assigned reading books aligned to the core studies: math, science, social studies, ELA, ELD	\$ 1,000 Title I instructional materials	\$ 1,000 Title I instructional materials
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## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 2.4 Teachers develop and refine ELD curriculum and EL teaching/learning strategies, lesson plans, and units during Professional Learning Community time	2.4 During P:C teachers examine student work in order to refine teaching/learning strategies, determine what needs to be re-taught and/or reviewed, and refine lesson plans based on student results.	no additional costs	no additional costs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP . Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Upon approval and adoption of the threeyear plan for 20172020, the superintendent and business manager developed a work plan including timelines and responsibilities. These involved ordering instructional materials, supplies, and technology per the LCAP , scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services of goal 2 were implemented as planned and continue to strengthen our program for English Learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As with other LCAP goals, the overall effectiveness of goal two is evaluated based on the state LCFF “rubrics” in the “Dashboard” and by a careful and comprehensive local evaluation system based on a local data trackers that includes both the required state indicators and locally developed indicators. Factors considered in goal two were very much the same as goal one, but focused on English learners only. Overall, the actions and services were determined to be very effective. Administration and teachers noted the lower performance in English learner progress and determined that greater emphasis needs to be placed on effective strategies in ELD for English learners. A strength noted on the Dashboard is that Reclassified English Learners outperformed all other students in the district indicating that the English Learner program is trending for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budget and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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There are planned changes in goal two for 2019-20.



# Goal 3

Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]: 37	35
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]: 55%	60%
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]: 40%	40%

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)	3.1 Activities included newsletters ( school and classroom), website, forums, monthly meetings with the superintendent, exhibitions by students, parent teacher conferences, and many more to communicate with parents about standards, classroom instruction and student progress.	\$ 2,000 LCFF S/C supplies	\$ 675 LCFF S/C supplies

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 3.2 Select and sign with various agencies for extracurricular and after school that will provide parents support in establishing collaboration between home, school and the community: examples include TCOE	3.2 , Funds continue to be used to support collaboration between home, school and the community, taking advantage of volunteers and parent knowledge in every way possible. The after-school cooking class	\$ 3,000 contracts for services LCFF S/C	\$ 2,500 contracts for services LCFF S/C



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CHOICES, English as Second Language, After School Tutoring Services, Band for Today, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al. targeting the needs of our English learner students and families</p>	<p>continues to be very popular. The new and growing music program is another example of parents, students and school collaborating on programs to connect parents and students to the greater school community and purpose. We continue to purchase supplies and materials to support students in this program. Parents report that these "home grown" programs are much more relevant and meaningful than contracted programs of the past because they feel ownership of them. The district also continues its TCOE CHOICES program and partnerships with CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, and others.</p>		
<b>Action 3</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<b>Planned Actions/Services</b>			

<p># 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)</p>	<p>3.3 This action combines with a similar action in goal 1 to provide information in multiple formats to parents about the content, purpose and results of the English Learner program.</p>	<p>\$ 5,000 LCFF S/C supplies contracted services fee</p>	<p>\$ 1,350 LCFF S/C supplies contracted services fee</p>
<p><b>Action 4</b></p>	<p><b>Actual Actions/Services</b></p>	<p><b>Budgeted Expenditures</b></p>	<p><b>Estimated Actual Expenditures</b></p>
<p># 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus</p>	<p>3.4 The learning environment has improved greatly at Ducor School with improvements to athletic and physical education fields, classrooms and common areas.</p>	<p>\$26,209 LCFF S/C contracted services</p>	<p>\$27,400 LCFF S/C contracted services</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Upon approval and adoption of the three-year plan for 2017-2020, the superintendent and business manager developed an LCAP work plan including timelines and responsibilities. These involved ordering supplies and technology per the LCAP, scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services of goal 3 are being implemented as planned with significant impact on increased student achievement.

The superintendent meets with parents weekly and manages this goal personally to be sure parent involvement actions and services were faithfully deployed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of this goal is measured by parent feedback at weekly meetings and by survey. Parents are increasingly involved and empowered at Ducor School and District and very supportive of the change process going on at the school. Parent involvement isn't expensive, but it requires constant and concerned attention to make sure that parents feel welcomed and valued. Their positive responses in meetings and on the survey confirm that our parents feel both. Teachers, students, and the district Board have all contributed to the positive feedback on the improvement of classroom and school climate and its impact on student engagement and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1: material difference is due to year-to-year adjustments based on staff and students' changing needs

Action 3.3 material difference is due to year-to-year adjustments based on staff and students' changing needs and increasing use of electronic communication methods

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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no material changes planned for next year.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?



LCAP review and analysis takes place regularly at Ducor School. Beginning in August, the superintendent/principal meets monthly with staff to review the LCAP plan and budget. The principal reviews each goal as well as progress on actions. The superintendent/principal also explains to the staff how certain actions and services apply to common core training, English Learner Development training, mathematics, science, history, reading and writing programs available for teachers and supporting staff members to attend during the school year.

Staff comments and recommendations are quickly acted upon to improve implementation of the LCAP and thus maximize benefit for students.

Monthly, the superintendent/principal meets with parents during the parent club meetings. This group of parents, predominantly parents of English learners, serves as the Parent Advisory Committee and English learner Parent Advisory Committee. The meeting time is at 2:00 PM. Parents are actively involved. The parents are informed about the LCAP in the same way as staff. The discussions include ELD, reading, math, tutoring, field trips and curriculum with active input and advice from parents.

Every Wednesday afternoon, the superintendent/principal meets with teachers. The teacher collaborative time involves regular business meeting, planning, budgeting, curriculum, student site team meetings and parent support discussion and is all included in LCAP planning and review.

Every second Tuesday of each month, the school board meets for the monthly school board meetings. The superintendent/principal includes LCAP discussion and

review on the board agenda. The discussions includes review, planning, budgeting, suggestions, evaluation and ideas.

Students are asked in surveys and classroom discussions what they would like to include in the LCAP planning. Many students inserted such items as technology, playground, athletic materials, field trips, musical instruments and many other ideas. The student input is very positive and well accepted by the staff.

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

The active involvement of stakeholder's impact on the LCAP brings continuous support and recommendations. The LCAP targets staff, student and parent priorities. The parents have really accepted the parent club as one of the great successes for the school. The school board has made numerous comments on the positive feedback from community members on how well the school has improved as a community, staff, students and school environment. The teachers have utilized the chrome books to help improve student engagement. The teachers also are active and professional in selection of appropriate standards-based instructional materials for students. The student input is taken into consideration. New planning for future field trips, and technology improvements have been reviewed for future projects. All stakeholders are especially positive and enthusiastic about improvements in school climate for learning and support for student personal and academic growth. These are strengthened and expanded in the 2019 LCAP. Teachers expressed that professional development is a very important factor and would like to see it continued and expanded.

# **Goals, Actions, & Services**

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

# Goal 1

Common Core (English Language Arts, English Language Development and Mathematics) and other state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous 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.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 5, 6, 7, 8

## Local Priorities:

## Identified Need:

State requirements (how will the district address the eight state priorities), the state accountability system, and local evaluation indicate the need to effectively and expeditiously implement state academic and performance standards first in the Common Core ELA, ELD, and Math and then in the broad course of study. Local evaluation confirms that the Common Core, after four years of effort, is now being fully implemented at Ducor. The next step is to move to sustainability. Local evaluation also confirms that, with the exception of the Next Generation Science Standards, Ducor is implementing the other state standards but needs to broaden and deepen the curriculum and instruction on those content areas. Due to teacher turnover, as noted, attention must be paid to teacher support and teaching/learning conditions. This is a comprehensive goal because implementation of state academic content and performance standards is complex and directly involves all of the eight state priorities if standards are to be fully implemented and sustained.

## Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Credentialed Teacher Rate [R]	100%	100%	100%	100%
teacher misassignment rate [R]	0%	0%	0%	0%
teacher of English learners misassignment rate [R]	0%	0%	0%	0%
Most recently adopted textbooks rate [R] amended for 2019-20 to standards-aligned instructional materials rate [R]	100%	100%	100%	100%



<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Overall facility rating [R] amended for 2019-20 to all facilities are maintained and in good repair [R]	good	good	good	good
student lacking own copy of textbook rate [R]	0%	0%	0%	0%
state standards implementation English/Language Arts	initial implementation	full implementation	full implementation	full implementation and sustainability
state standards implementation Math [R]	initial implementation	full implementation	full implementation	full implementation and sustainability

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
implementation of Health Education Content Standards [R]	Initial implementation	full implementation	full implementation	full implementation and sustainability
implementation of Physical Education Model Content Standards [R]	full implementation	full implementation	full implementation	full implementation and sustainability
implementation of Visual and Performing Arts Standards [R]	full implementation	full implementation	full implementation	full implementation
implementation of Next Generation Science Standards [R]	exploration and research	beginning development	initial implementation	full implementation

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
implementation of History Social Science Content Standards [R]	full implementation	full implementation	full implementation	full implementation and sustainability
Schoolwide CAASPP ELA distance from level three [R]	54 points below	44 points below	34 points below	24 points below
Hispanic CAASPP ELA distance from level three [R]	54.5 points below	44 points below	34 points below	24 points below
Disadvantaged CAASPP ELA distance from level three [R]	56.2 points below	44 points below	34 points below	24 points below
Schoolwide CAASPP Math distance from level three [R]	88.9 points below	44 points below	34 points below	24 points below

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Hispanic CAASPP Math distance from level three [R]	89.3 points below	44 points below	34 points below	24 points below
Disadvantaged CAASPP Math distance from level three [R]	88.9 points below	44 points below	34 points below	24 points below
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	75%	85%	87%	89%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities [L]	25%	30%	35%	40%
Schoolwide middle school dropout rate [R]	0%	0%	0%	0%
Hispanic middle school dropout rate [R]	0%	0%	0%	0%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disadvantaged middle school dropout rate [R]	0%	0%	0%	0%
schoolwide attendance rate [R]	96%	96.3%	96.5%	96.7%
Hispanic attendance rate [R]	96%	96.3%	96.5%	96.7%
disadvantaged attendance rate [R]	96%	96.3%	96.5%	96.7%
schoolwide chronic absenteeism rate [R]	8%	6%	5%	3%
Hispanic chronic absenteeism rate [R]	10%	6%	5%	3%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Disadvantaged chronic absenteeism rate [R]	8%	6%	5%	3%
schoolwide expulsion rate [R]	0%	0%	0%	0%
Hispanic expulsion rate [R]	0%	0%	0%	0%
Disadvantaged expulsion rate [R]	0%	0%	0%	0%
schoolwide suspension rate [R]	0.46%	0%	0%	0%
Hispanic suspension rate [R]	0.46%	0%	0%	0%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
percent of students who report feeling safe at school [L]	85%	87%	89%	91%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]	100%	100%	100%	100%



<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	85%	100%	100%	100%
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]	85%	100%	100%	100%
state standards: implementation of Model Library Standards: full implementation	full implementation	N/A	N/A	full implementation

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

### 2017-18 Actions/Services

1.1 Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten

### 2018-19 Actions/Services

# 1.1 Provide continuing support and training through multiple sources for effective standards implementation: focus on BTSA, Math, Science, History, technology,

### 2019-20 Actions/Services

# 1.1 Provide continuing support and training through multiple sources for effective standards implementation: focus on BTSA, Math, Science, History, technology,

		Kindergarten	Kindergarten
<b>Budgeted Expenditures</b>			
<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$19,500	\$ 6,000	\$ 6,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	contracted services	contracted services	contracted services

**Action #2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with state standards and differentiated learning levels. (Lesson Plans and Unit Plans)	(budget is modified)	#1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with state

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$1,500	\$15,000	\$ 12,000
<b>Source</b>	Educator Effectiveness Fund Resource 64620	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	contracted services	salaries and benefits	salaries and benefits

## Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Location(s)

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

### 2017-18 Actions/Services

1.3 Provide teachers and students with resource books and supplemental materials to support classroom learning and achievement in the broad course of study.

### 2018-19 Actions/Services

1.3 Provide teachers and students with resources (incentives, rewards, study trips, etc., as necessary and agreed upon) to enhance instruction in the classroom to support classroom learning and

### 2019-20 Actions/Services

# 1.3 Provide teachers and students with resources (incentives, rewards, study trips, etc., as necessary and agreed upon) to enhance instruction in the classroom to support classroom learning and

achievement in the broad course of study. achievement in the broad course of study.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 5,000	\$16,000	\$20,000
Source	Title I	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	instructional materials

### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

**2017-18 Actions/Services**

1.4 Teachers develop and refine broad course of study curriculum, lesson plans, and units during Professional Learning Community time with assistance from on-site training coach.

Select from New, Modified, or Unchanged for 2018-19

Modified

**2018-19 Actions/Services**

#1.4 Teachers develop and refine state standards curriculum, lesson plans, and units during Professional Learning Community time

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2019-20 Actions/Services**

#1.4 Teachers develop and refine state standards curriculum, lesson plans, and units during Professional Learning Community time

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount

\$15,425

costs were included as part of duties in salaries and benefits

costs were included as part of duties in salaries and benefits

Source

LCFF S/C

LCFF Base

LCFF Base

Budget Reference

salaries and benefits

costs included as part of duties in salaries and benefits

costs included as part of duties in salaries and benefits

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Location(s)

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.5 Web-based internet programs licenses will be purchased to help support learners.

budget is modified

#1.5 Web-based internet programs licenses will be purchased to help support learners.

### Budgeted Expenditures



<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$ 9,500	\$ 6,675	\$ 14,500
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	materials and supplies	materials and supplies	materials and supplies

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

#### Location(s)

N/A

N/A

## OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
--	--	--

Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Web base programs will monitor and assess students. Assessments will be used to measure student improvement, identify areas of need and gaps in learning, and success	This action will be incorporated into action 1.5	This action will be incorporated into action 1.5

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 1,600	\$0 see action 5	\$0 see action 5
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

### Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** **Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools
<b>Actions/Services</b>		
<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
Unchanged	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
1.7 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores	this action will be incorporated into action 1.5	this action will be incorporated into action 1.5

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	no additional costs	\$0	
<b>Source</b>	LCFF S/C	LCFF S/C	
<b>Budget Reference</b>	materials and supplies	materials and supplies	materials and supplies

## Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** **Location(s)**

N/A N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** **Scope of Services:** **Location(s)**

English Learners, Foster Youth, Low Income Schoolwide All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events

1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events

1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events

**Budgeted Expenditures****Year**      **2017-18****2018-19****2019-20****Amount**      \$ 1,200

\$ 1,200

\$ 1,200

**Source**      LCFF S/C

LCFF S/C

LCFF S/C

**Budget Reference**      materials and supplies

materials and supplies

materials and supplies

**Action #9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served****Location(s)**

N/A



N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools
<b>Actions/Services</b>		
<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
Modified	Unchanged	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
1.9 Attention will continue to be paid to supporting and enhancing teacher/student technology resources with evaluation of them during the annual update process and continued funding in the second and third year of this plan.	1.9 Attention will continue to be paid to supporting and enhancing teacher/student technology resources with evaluation of them during the annual update process and continued funding in the second and third year of this plan.	1.9 Continue to support and enhance technology infrastructure and teacher/student technology resources to assure access to digital resources in response to digital literacy needs of students in achieving state standards.
<b>Budgeted Expenditures</b>		
<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Amount</b>	\$0	\$0
		\$ 15,794

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	LCFF S/C	LCFF S/C	Title I Part A
<b>Budget Reference</b>	materials and supplies	materials and supplies	materials and supplies

## Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** **Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.10 Continue five-year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 4) to assure that all students attend school from our isolated rural community	was completed in 2017-18	state lease paid; no further action

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 26,561	\$0	\$ 0
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Lease/purchase contract	lease purchase contract	lease purchase contract

### Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Location(s)

N/A N/A



**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools
<b>Actions/Services</b>		
<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
New	Modified	Modified
<b>2017-18 Actions/Services</b>		
# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students. Two teachers at \$66800 including salary and benefits.	# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students: 1 coach, 2 teachers, and 2 therapists..	# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students.
<b>2018-19 Actions/Services</b>		
<b>2019-20 Actions/Services</b>		

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$216,100	\$ 336,685	\$ 343,772
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

## Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

**Location(s)**  
All Schools


**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A

### Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
--	--	--

New	
2017-18 Actions/Services	2018-19 Actions/Services
N/A	N/A
	 # 1.12 Provide an evidence-based schoolwide Title I program of intervention and support for student academic and personal growth to close the achievement gap
	2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 89,690
Source	N/A	N/A	Title I Part A
Budget Reference	N/A	N/A	salaries and benefits contracted services

### Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:


Students to be Served **Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A
<b>Actions/Services</b>		
<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
N/A	N/A	New
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
N/A	N/A	# 1.13 Provide evidence-based Title II Part A services in support of teaching and learning to close the achievement gap 

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	N/A	\$ 11,054

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Title II Part A
Budget Reference	N/A	N/A	salaries and benefits instructional materials contracted services

## Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

#### Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

#### Scope of Services:

#### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

# 1.14 Provide evidence-based services in a Title IV program of support and intervention to assure that all students engage in are succeed in the broad course of study

**Budgeted Expenditures****Year**      **2017-18****Amount**

N/A

**2018-19**

N/A

**2019-20**

\$ 10,000

**Source**

N/A

N/A

Title IV

**Budget**

N/A

**Reference**

contracted services

**Action #15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served****Location(s)**

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

# 1.15 Provide evidence-based services in a Title V program of support for student acquisition of digital literacy skills to succeed in the broad course of study.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 3,255

6/11/2019

<b>Source</b>	N/A	N/A	Title V
<b>Budget Reference</b>	N/A	N/A	contracted services



(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 2, 4

**Local Priorities:**

**Identified Need:**

State indicators and local evaluation confirm that Ducor English learners have made great strides in acquisition of English language literacy skills as demonstrated by their performance above their statewide peers in English Language Arts. They have made progress in mathematics, but are still performing "low". The new LCAP will strengthen actions and services related to implementation of math literacy.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

State standards: Access by English learners	initial implementation	full implementation	full implementation	full implementation and sustainability
state standards implementation ELD	initial implementation	full implementation	full implementation	full implementation and sustainability
English learners ELA distance from level three [R]	57.2 points below level three	44 points below level three	34 points below level three	24 points below level three
English learner Math distance from level three [R]	89.4 points below level three	44 points below level three	34 points below level three	24 points below level three
English Learner reclassification rate [R]	2.22 %	5%	10%	15%

Percent of English Learners making progress toward English proficiency [R]	69%	71%	73%	Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See outcome 9 below
English learners enrollment in broad course of study [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by English learners [R]	100%	100%	100%	100%

Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC and percentage of EL students that progress at least one level	Well Developed – 23.5% Moderately Developed – 47.1% Somewhat Developed – 22.4% Beginning Stage – 7.1%	N/A	N/A	Well Developed – 37.7% Moderately Developed – 44.2% Somewhat Developed – 17.6% Beginning Stage – 0.7%
	Baseline 2017-2018 ELPAC cohort			Baseline 2017-2018 ELPAC cohort
	Percentage of students progressing at least one growth level – No comparable information available to date			Percentage of students progressing at least one growth level – No comparable information available to date

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
-----------------------	-------------

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A
<b>Actions/Services</b>		
<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
Unchanged	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
# 2.1 Provide continuing support and training through TCOE for ELD implementation	budget and source are modified	budget and source are modified
<b>Budgeted Expenditures</b>		
<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Amount</b>	<b>\$ 1,000</b>	<b>\$ 2,000</b>
		<b>2019-20</b>
		<b>\$ 2,000</b>

Source	Educator Effectiveness Fund	Title I	Title I
Budget Reference	contracted services	contracted services	contracted services
Action #2			
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	Location(s)		
All Students	All Schools		
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	Scope of Services:	Location(s)	
N/A	N/A	N/A	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	budget and source are modified	budget and source are modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 1,000	\$ 2,000	\$ 2,000
Source	Educator Effectiveness Fund	Title I	Title I
Budget Reference	contracted services	contracted services	contracted services


Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All-Students	All-Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	 N/A	N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

### 2017-18 Actions/Services

# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.

### 2018-19 Actions/Services

budget is modified

### 2019-20 Actions/Services

# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 25,000	\$ 1,000	\$ 8,000
Source	Title I	Title I	LCFF S/C



<b>Budget Reference</b>	materials and supplies	materials and supplies	materials and supplies
-------------------------	------------------------	------------------------	------------------------

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Location(s)</b>
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A

## Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
Modified	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

# 2.4 Teachers develop and refine ELD curriculum and EL teaching/learning strategies, lesson plans, and units during Professional Learning Community time	budget is modified	budget is modified
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 1,000	no additional costs	no additional costs
Source	Educator Effectiveness Fund	LCFF Base	LCFF Base
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

### Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
-----------------------	--------------------	-------------

N/A

N/A

N/A

**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18Select from New, Modified, or Unchanged  
for 2018-19Select from New, Modified, or Unchanged  
for 2019-20

New

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

# 2.5 Provide evidence-based interventions  
and support for English Learners to support  
and enhance acquisition of academic  
English proficiency and mastery of the broad  
course of study.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$ 9,509

**Source**

N/A

N/A

Title III

6/11/2019

Budget Reference	N/A	N/A	contracted services
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3

**Local Priorities:**

**Identified Need:**

It is not a coincidence that English learner achievement at Ducor School is increasing at a pace consistent with increasing parent involvement. Research confirms local evaluation that involved parents means involved students who have higher academic achievement. To respond to the need for every parent to be actively involved in their child's education and to take an active role in the decision-making processes at the school and district, Ducor will continue successful efforts and continue to seek out and deploy proven successful strategies.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	32	35	37	40
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	50%	50%	55%	60%

parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs	32%	37%	40%	45%
[R]				

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
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English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

Unchanged

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)

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**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

\$ 2,000

\$ 2,000

\$ 2,000

**Source**

LCFF S/C

LCFF S/C

LCFF S/C



<b>Budget Reference</b>	supplies	supplies	supplies
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## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** Location(s)

N/A N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** Scope of Services: Location(s)

English Learners, Foster Youth, Low Income Schoolwide All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

# 3.2 Select and sign with various agencies for extracurricular and after school that will provide parents support in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, Band for Today, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al. targeting the needs of our English learner students and families

budget is modified

# 3.2 Select and sign with various agencies for extra curricular and after school that will provide parents support in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, Band for Today, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 24,000	\$ 3,000	\$ 4,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracts for services	contracts for services	contracts for services

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Location(s)

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served****Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)

budget is modified

# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)

**Budgeted Expenditures****Year**      **2017-18****2018-19****2019-20**

<b>Amount</b>	\$ 2,000	\$ 5,000	\$ 5,000
<b>Source</b>	LCFF S/C	LCFF S/C	LCFF S/C
<b>Budget Reference</b>	supplies	supplies	supplies

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus

budget is modified

# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus

**Budgeted Expenditures****Year**      **2017-18****2019-20****Amount**

\$ 11,691

\$23,164

**Source**

LCFF S/C

LCFF S/C

LCFF S/C

**Budget  
Reference**

contracts for services

contracts for services

contracts for services

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 329,577	24.42%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Ducor Elementary is a small, rural, isolated single-school district in an unincorporated community. Virtually all of our students (93%) fall into the category of “unduplicated count” students. 73% are English learners. The Supplemental and Concentration grants from the Local Control Funding Formula have enabled our school to significantly strengthen and increase actions and services to empower our students to overcome barriers created by language and rural poverty. Implementation of the English Language Development standards, for example, has been accomplished with professional development that empowers teachers and students to achieve proficiency in academic English. Instructional materials to help teachers adapt instruction to the learning needs of our students have increased over 200% as a result of this funding. We have been able to add experiential learning in the form of field trips to museums and cultural centers in locations far from our school and which enable students to see in action what they are learning about in the classroom. Other strategies deployed with these funds have increased in both quantity and quality in excess of the 24.42% over what we could have provided without these funds:

- Professional development

- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time (before and after school, summer school)
- Experiential learning (co-curricular field trips, project-based learning)
- Technology improvements and campus environment improvements
- Maintain instructional staff and support

Because virtually all of our students are “unduplicated count”, all of these actions and services are delivered schoolwide.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 417,966	32.99%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Ducor Elementary is a small, rural, isolated single-school district in an unincorporated community. Virtually all of our students (93%) fall into the category of “unduplicated count” students. 50% of our students are English learners. The Supplemental and Concentration grants from the Local Control Funding Formula have enabled our school to significantly strengthen and increase actions and services to empower our students to overcome barriers created by language and rural poverty. Implementation of rigorous, standards-based instruction and assuring that all students have access to benefit from it is being accomplished for our students through greatly expanded professional development and instructional materials. Instructional materials to help teachers adapt instruction to the learning needs of our students have increased over 200% as a result of this funding. Teachers, parents and students are deeply involved in higher level thinking skills both in the classroom and increasingly in co-curricular experiential learning activities made possible with supplemental and concentration grant funding. These actions and services are critically important to ameliorate the

barriers created by rural poverty. Similarly, technology resources made available through this funding are linking our students to online learning and thinking in ways unimaginable just a few short years ago. Other strategies deployed with these funds have increased in both quantity and quality in excess of the 32.99% over what we could have provided without these funds:

- Professional development
- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time (before and after school, summer school)
- Technology
- Maintain instructional staff and support

Because virtually all of our students are “unduplicated count”, all of these actions and services are delivered schoolwide.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 439,636	32.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Ducor Elementary is a small, rural, isolated singleschool district in an unincorporated community. Virtually all of our students (93%) fall into the category of “unduplicated count” students. 73% are English learners. The Supplemental and Concentration grants from the Local Control Funding Formula have enabled our school to significantly strengthen and increase actions and services to empower our students to overcome barriers created by language and rural poverty. Implementation of the English Language Development standards, for example, has been accomplished with professional development that empowers teachers and students to achieve proficiency in academic English. Instructional materials to help teachers



adapt instruction to the learning needs of our students have increased over 200% as a result of this funding. We have been able to add experiential learning in the form of field trips to museums and cultural centers in locations far from our school and which enable students to see in action what they are learning about in the classroom. Other strategies deployed with these funds have increased in both quantity and quality far in excess of the required 32.73% over what we could have provided without these funds:

- Professional development
- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time (before and after school, summer school)
- Experiential learning (cocurricular field trips, projectbased learning)
- Technology improvements and campus environment improvements
- Maintain instructional staff and support

Because virtually all of our students are “unduplicated count”, all of these actions and services are delivered schoolwide.