

Ducor School

23761 Avenue 56 – P.O. Box 249

Ducor, CA 93218

(559) 534-2261

Board of Trustees:

Mary McGill, (President)

Diana Vance (Clerk)

Florance Pace (Member)

Gabina Becerra (Member)

Maria Vasquez (Member)

School Board Meeting/DLAC Meeting

March 8, 2022

Meeting Place: Library Room # 23

resolution(s): 7

Open Session 05:30 PM

***Possible board action**

Board Agenda

1. Called to order: Time: _____ pm

_____ Board President Mary McGill

_____ Board Member Florance Pace

_____ Board Member Gabina Becerra

_____ Board Clerk Diana Vance

_____ Board Member Maria Vasquez

1.1 Pledge of Allegiance

1.2 Introduction of Visitors:

1.3 Community Input:

2. Regular Business Agenda/Board Action:

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

Public hearing was open at: _____

Discussion:

Public hearing was closed at: _____

2.3 * Review School Board Minutes for February 8, 2022

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.4 * Accounts Payable February 2022

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.5* TCOE Interim Report; Budget review

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.6 * Resolution #6: The Matter of the Non-Election of probationary certification employees

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.7 * Resolution #7: supporting preschool, transitional kindergarten facilities grant program

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.8 * 2022 Carnegie Summit: Summit conference in San Diego. Registration fees paid by TCOE. Attendee; Dr. Coronado and Mrs. Dana Hight , reimbursement for fuel and lodging.

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.9 * Interdistrict agreement:

- 1) Ducor to PUSD: 1 student
- 2) PUSD to Ducor: 4 students

2.10 * Non-Profit Organization Supplement; school district liability insurance coverage

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

2.11 * 2022-23 Calendar: school calendar for the next school year

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

3. Informational:

- 3.1 21-22 Data Dashboard: Dr. Figueroa
- 3.2 Dr. Coronado plan in progress
- 3.3 Monthly Attendance
- 3.4 Teacher Recruitment Fair March 11
- 3.5 Track Meet March 11
- 3.6 School Bond move to November
- 3.7 Kindergarten Project: punch list

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. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

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. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

Agenda #____:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

Agenda #____:

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

8. Adjournment: Time: _____ pm

Action: Mrs. McGill _____ Mrs. Pace _____ Ms. Becerra _____ Mrs. Vance _____ Mrs. Vasquez _____

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School Board Meeting/DLAC Meeting

February 8, 2022

Meeting Place: Library Room # 23

resolution(s): 5

Open Session 05:30 PM

*Possible board action

Board Agenda Minutes

1. Called to order: Time: 5:30 pm

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

 x Board Clerk Diana Vance x Board Member Maria Vasquez

1.1 Pledge of Allegiance

1.2 Introduction of Visitors: Ruby Navarro , Lisa Lucio , Maryann Woodruff , Dana Hight , Steve McCurry , Lupe Solis, Rachel Centeno , Sara West, Jennifer Hunter, Mrs. McCurry, Dr. Jesse Coronado , Luis Smith

1.3 Community Input: Mrs. Hunter spoke about student reading levels moving up, crediting RTI time and Lexia. She also spoke about arts and crafts. Mrs. Dana Hight talked about creating system of procedures for ELA, guided reading, F&P. Mr. McCurry talked about RTI time and student improvement. Mr. Smith talked about students running 1 mile and their improvements. Mrs. Lucio talked about how the library has improved as well as the books purchased. Ms. West talked about her student jumped reading levels.

2. Regular Business Agenda/Board Action:

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

Public hearing was open at: _____

Discussion:

Public hearing was closed at: _____

2.3 * Review School Board Minutes for January 11, 2022 No questions or concerns

Adoption: Approved

Action: Mrs. McGill __M__ Mrs. Pace __2__ Ms. Becerra __aye__ Mrs. Vance __1__ Mrs. Vasquez __aye__

2.4 * Accounts Payable January 2022: Mrs. McGill asked about reimbursement; Mrs. Vance asked about kinder payment and U.S bank payment for books.

Adoption: Approved

Action: Mrs. McGill __M__ Mrs. Pace __aye__ Ms. Becerra __1__ Mrs. Vance __aye__ Mrs. Vasquez __2__

2.5* EKC Enterprise, Inc: Promethean Boards. Title funding and or general funds. \$50, 713: Mr. McCurry explained how the promethean board will be used in class and how the students and teachers like using the unit.

Adoption: Approved

Action: Mrs. McGill __M__ Mrs. Pace __aye__ Ms. Becerra __1__ Mrs. Vance __2__ Mrs. Vasquez __aye__

3. **Informational:**

- 3.1 Attendance
- 3.2 Reading DATA
- 3.3 ESports Program
- 3.4 Staff Positions
- 3.5 Form 700
- 3.6 Kinder Project
- 3.7 School Bond
- 3.8 Superintendent Evaluation
- 3.9 March 15 CTA/CSEA

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

- 4.1. Dr. Figueroa will share data

5. **Adjourn to Closed Session:** **Time: 6:35 pm**

Action: Mrs. McGill __M__ Mrs. Pace __1__ Ms. Becerra __aye__ Mrs. Vance __aye__ Mrs. Vasquez __2__

6. **Closed Session: Business**

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

7. **Report Out of Closed Session:** **Time: 7:41 pm**

Action: Mrs. McGill __M__ Mrs. Pace __1__ Ms. Becerra __2__ Mrs. Vance __aye__ Mrs. Vasquez __aye__

8. **Adjournment:** **Time: 7:41 pm**

Action: Mrs. McGill __M__ Mrs. Pace __1__ Ms. Becerra __2__ Mrs. Vance __aye__ Mrs. Vasquez __aye__

2.4

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013539	AIR TECHS	PV-220690	12/10/2021		12653		130-53100-0-00000-37000-56000-0-0000	\$320.00		
							found sensor hooked to alarm system bad, cafeteria			
								Total Check Amount:		
								\$320.00		
011655	A-L WELDING	PV-220692	1/27/2022		A60771		010-11000-0-00000-81100-43000-0-0000	\$199.07		
							supplies for upkeep of grounds			
								Total Check Amount:		
								\$199.07		
013620	ARAMARK	PV-220670	1/14/2022		258000086200		010-00000-0-00000-82000-55000-0-0000	\$95.67		
	ARAMARK	PV-220671	1/21/2022		258000090127		010-00000-0-00000-82000-55000-0-0000	\$95.67		
	ARAMARK	PV-220672	1/28/2022		258000093747		010-00000-0-00000-82000-55000-0-0000	\$95.67		
	ARAMARK	PV-220673	2/4/2022		258000097390		010-00000-0-00000-82000-55000-0-0000	\$267.56		
								Total Check Amount:		
								\$554.57		
013619	ARAMARK(Cafeteria)	PV-220666	1/14/2022		258000086205		130-53100-0-00000-82000-55000-0-0000	\$103.57		
	ARAMARK(Cafeteria)	PV-220667	1/21/2022		258000090128		130-53100-0-00000-82000-55000-0-0000	\$103.57		
	ARAMARK(Cafeteria)	PV-220668	1/28/2022		258000093748		130-53100-0-00000-82000-55000-0-0000	\$103.57		
	ARAMARK(Cafeteria)	PV-220669	2/4/2022		258000097391		130-53100-0-00000-82000-55000-0-0000	\$103.57		
								Total Check Amount:		
								\$414.28		
013295	AT&T	PV-220682	1/25/2022		JAN 25, 2022		010-00000-0-00000-82000-55000-0-0000	\$69.63		
							long distance			
								Total Check Amount:		
								\$69.63		
013582	Donna's Instruction Hub	PV-220707	1/25/2022		Job #2022-1		010-07230-0-00000-36000-58000-0-0000	\$150.00		
							pre-CHP maneuvers, backing, escort & parallel park			
								Total Check Amount:		
								\$150.00		
012182	DUCOR CASH REVOLVING FUND	PV-220716	1/26/2022		check #783		010-07230-0-00000-36000-43000-0-0000	\$250.48	M	
							replenish cash revolving for payment made for dics			
								Total Check Amount:		
								\$250.48		
								\$250.48		

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	BATCH NO 365	Audit
								Amount	Flag EFT
011811	DUCOR COMMUNITY SERVICES DISTR	PV-220681	2/1/2022		12/29/2021-1/28/2022		010-00000-0-00000-82000-55000-0-0000	\$250.00	
						water			
						Total Check Amount:		\$250.00	
001647	DUCOR TELEPHONE CO	PV-220704	2/1/2022			000410 C0282	010-00000-0-00000-82000-55000-0-0000	\$361.39	
						school phones			
						Total Check Amount:		\$361.39	
013032	ECONOMY LOCK AND KEY	PV-220678	1/24/2022			26719	010-00000-0-00000-82000-55000-0-0000	\$225.13	
						locks and keys			
						Total Check Amount:		\$225.13	
013626	EKC Enterprises, Inc.	PV-220676	12/16/2021			40055	010-32130-0-00000-85000-64000-0-0000	\$13,000.00	F
						material for new security system(cameras)			
						Total Check Amount:		\$13,000.00	
013493	Energpect Medical Solution LLC	PV-220700	2/2/2022			6021	010-00008-0-00000-31400-58000-0-0000	\$119.35	
						pads cartridge for AED			
						Total Check Amount:		\$119.35	
013609	Fresh Start Healthy Meals, Inc	PV-220696	1/31/2022			DUELEM-0122	130-53100-0-00000-37000-58000-0-0000	\$14,839.40	
						student meals for January, 2022			
						Total Check Amount:		\$14,839.40	
013441	Home Depot Credit Services	PV-220679	1/20/2022			7513743	010-11000-0-00000-81100-43000-0-0000	\$57.81	M
						Roundup weed killer & cable tie for grounds			
						Total Check Amount:		\$57.81	
012938	HWY 65 DIESEL SERVICE	PV-220683	1/21/2022			011205	010-07230-0-00000-36000-56000-0-0000	\$2,210.88	D
						repairs to bus 5			
						Total Check Amount:		\$2,210.88	
013591	IndoorDoctor	PV-220701	12/16/2021			11933	010-32120-0-11100-10000-44000-0-0000	\$699.30	
						air purifier for office			
						Total Check Amount:		\$2,210.88	

10 Ducor Union Elementary School Distr **Tulare County Office of Education** **2/10/2022**
Accounts Payable Final Prelist - 2/10/2022 1:45:17PM **1:45:17PM**

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013349	INTEGRATED DESIGNS BY SOMAM	PV-220712	1/19/2022		21877		350-77150-0-00000-85000-62000-0-0000	\$699.30		
							Kindergarten addition project	\$869.35		
							Total Check Amount:	\$869.35		
013382	INTERSTATE BILLING SERVICE, IN	PV-220703	1/24/2022		1EMT5092		010-07230-0-00000-36000-58000-0-0000	\$250.00		
							checked computer	\$869.35		
							Total Check Amount:	\$250.00		
013611	Jesse Coronado	PV-220699	1/30/2022		168-131		010-32120-0-11100-10000-43000-0-0000	\$229.43		
							reimbursement for purchase of push carts for RTT s	\$229.43		
							Total Check Amount:	\$229.43		
013451	Juan T. Reyes Consulting	PV-220702	2/1/2021		0007		010-31820-2-11100-10000-58000-0-0000	\$8,990.00		
							supervisor of mentor leadership program and life s	\$8,990.00		L
							Total Check Amount:	\$8,990.00		
013560	KINGS PETROLEUM LLC	PV-220694	1/31/2022		116426		010-07230-0-00000-36000-43000-0-0000	\$1,940.31		
							diesel for buses	\$1,940.31		
							Total Check Amount:	\$1,940.31		
013517	LEAF	PV-220713	1/21/2022		12800453		010-00000-0-00000-72000-58000-0-0000	\$661.70		
							contract payment for lease on copiers.	\$661.70		
							Total Check Amount:	\$661.70		
013627	MACKIN Educational Resources	PV-220685	11/2/2021		704221		010-30100-2-11100-10000-58000-0-0000	\$177.93		
	MACKIN Educational Resources	PV-220686	11/3/2021		704369		new Library books-2yr subscription	\$1,637.29		
	MACKIN Educational Resources	PV-220687	12/7/2021		710768		010-30100-2-11100-10000-42000-0-0000	\$1,329.18		
							new Library books	\$1,329.18		
							Total Check Amount:	\$3,144.40		
013542	MARK CHAMBERS	PV-220705	2/4/2022		2422		010-00000-0-11100-42000-58000-0-0000	\$160.00		
							referee for 4 games at \$40e	\$160.00		

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Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code		Amount	Flag	EFT
013359	NOE RODRIGUEZ	PV-220661	2/9/2022		6800		010-81500-0-00000-81100-43000-0-0000	Total Check Amount:	\$160.00		
							reimbursement for purchase of unleaded fuel for sc		\$65.03		
013618	Progress Adviser, Facility Adv	PV-220689	10/1/2021		21-22-0041		010-40350-1-11100-10000-58000-0-0000	Total Check Amount:	\$65.03		
							program for teacher support		\$2,990.00		
							010-32120-0-11100-10000-58000-0-0000		\$3,199.00		
012443	QUILL CORPORATION	PV-220695	2/4/2022		22866670		010-00000-0-00000-27000-43000-0-0000	Total Check Amount:	\$6,189.00		
							office supplies		\$330.26		
							010-00000-0-00000-27000-43000-0-0000		\$436.29		
013604	RMA GeoScience	PV-220715	1/27/2022		13428		350-77150-0-00000-85000-62000-0-0000	Total Check Amount:	\$766.55		
							New Kindergarten class project: grading obsv, shop		\$3,044.00		
012652	SIGNAL AUTO PARTS	PV-220691	1/27/2022		68402		010-11000-0-00000-81100-43000-0-0000	Total Check Amount:	\$3,044.00		
							battery for campus cart		\$139.45		
012681	SISC III	PV-220711	2/1/2022		2/01/2022-2/28/2022		010-00000-0-00000-00000-95024-0-0000	Total Check Amount:	\$139.45		
							Health & Welfare		\$21,833.30		G
							010-00000-0-00000-00000-95028-0-0000		\$2,292.40		G
012141	SMART & FINAL	PV-220680	1/26/2022		04401		130-53100-0-00000-37000-43000-0-0000	Total Check Amount:	\$24,125.70		
							additional trays needed for student meals		\$103.18		M
005384	SOUTHERN CALIFORNIA EDISON	PV-220684	1/24/2022		012422		010-00000-0-00000-82000-55000-0-0000	Total Check Amount:	\$103.18		
							electricity		\$2,004.62		

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

013162	SOUTHWEST SCHOOL SUPPLY	PV-220708	1/4/2022	PINV0912915	Total Check Amount:					\$2,004.62
					010-11000-0-11100-10000-43000-0-0000					\$16.39
					6pk white boards for classroom					

013547	Strategic Labor Solutins, LLC	PV-220709	1/20/2022	164	Total Check Amount:					\$16.39
					010-00000-0-00000-72000-58000-0-0000					\$1,000.00
					monthly contractual fee for CTA & CSEA nego					

013583	STS Education, School Tech Sup	PV-220674	12/20/2021	51731	Total Check Amount:					\$1,000.00
					010-32120-0-11100-10000-44000-0-0000					\$7,341.23
					classroom technology					
					010-32120-0-11100-10000-58000-0-0000					\$390.00
	STS Education, School Tech Sup	PV-220675	1/25/2022	0001047	Total Check Amount:					\$2,361.68
					010-32120-0-11100-10000-44000-0-0000					
					new laminator					

012841	TECHNICAL SMOKE TESTING	PV-220688	1/27/2022	819941	Total Check Amount:					\$10,092.91
					010-07230-0-00000-36000-58000-0-0000					\$85.00
					smoke opasly test bus 5					

012837	THE HOME DEPOT PRO-Supplywoks	PV-220662	1/18/2022	663755528	Total Check Amount:					\$85.00
					010-00000-0-00000-82000-55000-0-0000					\$388.21
					maintenance supplies					

	THE HOME DEPOT PRO-Supplywoks	PV-220663	1/24/2022	664806478	Total Check Amount:					\$290.43
					010-00000-0-00000-82000-55000-0-0000					\$17.57
					010-00000-0-00000-82000-55000-0-0000					\$1,037.72

012709	TULARE COUNTY OFFICE OF ED.	PV-220677	1/19/2022	221035	Total Check Amount:					\$1,733.93
					010-63000-0-11100-10000-43000-0-0000					\$464.91
					instructional material for Kinder					
					010-00000-0-11100-10000-58000-0-0000					\$20,212.50
	TULARE COUNTY OFFICE OF ED.	PV-220697	1/18/2022	221028	Total Check Amount:					\$20,212.50
					ELA/ELD/Math consultants from TCOE					A
					010-40350-2-11100-10000-52000-0-0000					\$100.00
	TULARE COUNTY OFFICE OF ED.	PV-220698	1/25/2022	221134	Total Check Amount:					\$100.00
					Tech Rodeo training for West & Hunter provided by					

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012709	TULARE COUNTY OFFICE OF ED.	PV-220706	1/19/2022		221046		010-00000-0-00000-71100-58000-0-0000 2021-22 Lozano Smith legal consortium, 2nd part	\$2,443.61	L	
Total Check Amount:								\$23,221.02		
013486	U.S. Bank Corporate Payment Sy	PV-220717	12/2/2021		ref 55853		010-00000-0-00000-27000-59000-0-0000 postage stamps	\$119.36	M	
	U.S. Bank Corporate Payment Sy	PV-220718	12/5/2021		ref 88672		010-30100-2-11100-10000-58000-0-0000 online academic apps subscription	\$4.99	M	
	U.S. Bank Corporate Payment Sy	PV-220719	12/18/2021		ref 65366		010-30100-2-11100-10000-58000-0-0000 recurring charge for Kindle unlimited subscrtion	\$9.99	M	
	U.S. Bank Corporate Payment Sy	PV-220720	12/6/2021		ref 59965		010-07230-0-00000-36000-43000-0-0000 diesel purchase for bus 5 for pupil transportation	\$234.92	M	
	U.S. Bank Corporate Payment Sy	PV-220721	11/30/2021		ref 90569		010-81500-0-00000-81100-43000-0-0000 unleaded fuel purchase for gas can	\$44.23	M	
	U.S. Bank Corporate Payment Sy	PV-220722	12/1/2021		ref 43184		010-11000-0-11100-10000-43000-0-0000 PE supplies	\$190.43	M	
	U.S. Bank Corporate Payment Sy	PV-220723	12/1/2021		ref 46542		010-07200-0-11100-10000-58000-0-0000 upfront booking charge for Classic Charter bus	\$150.00	M	
	U.S. Bank Corporate Payment Sy	PV-220724	12/2/2021		ref 27620		010-07200-0-11100-10000-43000-0-0000 supplies for classroom	\$33.34	M	
	U.S. Bank Corporate Payment Sy	PV-220725	12/2/2021		ref 61681		010-07200-0-11100-10000-43000-0-0000 010-07200-0-11100-10000-43000-0-0000 supplies used in the classroom	\$545.03	M	
	U.S. Bank Corporate Payment Sy	PV-220726	12/2/2021		ref 69346		010-07200-0-11100-10000-43000-0-0000 PE supplies	\$25.82	M	
	U.S. Bank Corporate Payment Sy	PV-220727	12/4/2021		ref 03518		010-07200-0-11100-10000-43000-0-0000 PE supplies	\$97.58	M	
	U.S. Bank Corporate Payment Sy	PV-220728	12/4/2021		ref 03518 2		010-07200-0-11100-10000-43000-0-0000 010-30100-2-11100-10000-58000-0-0000	\$112.81	M	
	U.S. Bank Corporate Payment Sy	PV-220729	12/4/2021		ref 64590		010-00000-0-00000-27000-43000-0-0000 tech support & hardware coverage monthly fee	\$5.99	M	
	U.S. Bank Corporate Payment Sy	PV-220730	12/3/2021		ref 50106		010-00000-0-00000-27000-43000-0-0000 reference material for administrators	\$155.95	M	
	U.S. Bank Corporate Payment Sy	PV-220731	12/6/2021		ref 03514		010-07200-0-11100-10000-43000-0-0000 PE supplies	\$29.35	M	
	U.S. Bank Corporate Payment Sy	PV-220732	12/9/2021		ref 78354		010-30100-2-11100-10000-43000-0-0000 technology for classrooms	\$80.80	M	
	U.S. Bank Corporate Payment Sy	PV-220733	12/10/2021		ref 42748		010-07200-0-11100-10000-43000-0-0000 supplies used in the classrooms	\$9.15	M	

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013486	U.S. Bank Corporate Payment Sy	PV-220734	12/13/2021		ref 80364		010-00000-0-00000-27000-59000-0-0000	\$11.85	M	
	U.S. Bank Corporate Payment Sy	PV-220735	12/15/2021		ref 84332		postage fee for mailing student cum file 010-07200-0-11100-10000-43000-0-0000	\$20.85	M	
	U.S. Bank Corporate Payment Sy	PV-220736	12/16/2021		ref 59556		supplies for classroom 010-07230-0-00000-36000-43000-0-0000 diesel purchase for bus for pupil transportation	\$175.09	M	
							Total Check Amount:	\$2,057.53		
013383	VAST Networks	PV-220693	2/1/2022		33374		010-00000-0-00000-27000-59000-0-0000 internet connection	\$195.00		
							Total Check Amount:	\$195.00		
012434	WASTE MANAGEMENT	PV-220714	2/1/2022		4581705-0165-4		010-00000-0-00000-82000-55000-0-0000 trash services for January, 2022	\$737.02		
							Total Check Amount:	\$737.02		

Accounts Payable Final Prelist - 2/10/2022 1:45:17PM

*** FINAL ***

Batch No 385

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: \$125,542.81

Accounts Payable Final Prelist - 2/10/2022 1:45:17PM

*** FINAL ***

Batch No 385

Audit

Amount Flag EFT

Vendor No Vendor Name Reference Number Invoice Date

PO # Invoice No

Separate Check Account Code

Batch No 385

Total Accounts Payable: \$125,542.81

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 125,542.81 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	\$105,952.60
130	\$15,676.86
350	\$3,913.35
Total	\$125,542.81

*** FINAL ***

Batch No 386

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012924	A & G TELEPHONE SERVICE	PV-220760	1/19/2022		7428		010-00000-0-00000-27000-59000-0-0000	\$483.24		
	A & G TELEPHONE SERVICE	PV-220761	1/27/2022		7447		set up new phone extension 010-00000-0-00000-27000-59000-0-0000	\$999.45		
							trouble shoot bells/speakers, fixed time, fixed ba			
							Total Check Amount:	\$1,482.69		
013539	AIR TECHS	PV-220737	1/20/2022		12843		010-81500-0-00000-81100-58000-0-0000 checked the gas line, but determined a regulator p	\$255.00		H
							Total Check Amount:	\$255.00		
013620	ARAMARK	PV-220755	2/11/2022		258000101064		010-00000-0-00000-82000-55000-0-0000 custodial supplies	\$267.56		
	ARAMARK	PV-220756	2/18/2022		258000104707		010-00000-0-00000-82000-55000-0-0000	\$238.21		
							Total Check Amount:	\$505.77		
013619	ARAMARK(Cafeteria)	PV-220753	2/11/2022		258000101065		130-53100-0-00000-82000-55000-0-0000 cafeteria maintenance supplies	\$103.57		
	ARAMARK(Cafeteria)	PV-220754	2/18/2022		258000104708		130-53100-0-00000-82000-55000-0-0000	\$111.49		
							Total Check Amount:	\$215.06		
013364	ATC CONSULTANTS	PV-220766	2/9/2022		2937		010-00000-0-00000-27000-58000-0-0000 tech support for computers	\$400.00		
							Total Check Amount:	\$400.00		
013515	California Business Machines	PV-220757	1/31/2022		289775		010-00000-0-00000-72000-58000-0-0000 toner maintenance for copiers, includes for excess	\$303.25		
							Total Check Amount:	\$303.25		
013518	California Department of	PV-220752	12/31/2021		QTR 4 YR 2021		010-07230-0-00000-36000-58000-0-0000 diesel fuel tax	\$5.52		
							Total Check Amount:	\$5.52		
013234	CDE	PV-220771	2/24/2022		2020-2021		010-00000-0-00000-00000-86602-0-0000 federal interest due	\$386.85		G
							Total Check Amount:	\$386.85		

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013417	Culligan (Water Conditioning)	PV-220762	1/31/2022		39196		010-00000-0-00000-82000-55000-0-0000 bottled water service for January, 2022	\$395.27		
Total Check Amount:								\$395.27		
013278	ISIDRO RODRIGUEZ	PV-220749	1/26/2022		1013367		010-07230-0-00000-36000-43000-0-0000 reimbursement for purchase of diesel for pupil tra	\$219.99		
Total Check Amount:								\$219.99		
013471	Jeffrey Delk	PV-220748	2/10/2022		5405		010-07230-0-00000-36000-58000-0-0000 reimbursement for fee paid for commercial DL	\$51.15		
Total Check Amount:								\$51.15		
013611	Jesse Coronado	PV-220751	12/16/2021		12200		010-07200-0-11100-10000-43000-0-0000 reimbursement for purchase of pizza. Fresh Start d	\$99.28		
Total Check Amount:								\$99.28		
013628	J's Communications, Inc.	PV-220767	1/14/2022		22-103		010-00000-0-00000-27000-58000-0-0000 radios, includes accessories, monthly service fee	\$5,400.00		
Total Check Amount:								\$5,400.00		
	J's Communications, Inc.		1/14/2022		22-103		010-00000-0-00000-27000-43000-0-0000	\$3,160.85		
Total Check Amount:								\$8,560.85		
013541	Juan Martinez	PV-220772	2/10/2022		2-10-22-1		010-00000-0-11100-42000-58000-0-0000 referee for 4 games at \$40e	\$160.00		
Total Check Amount:								\$160.00		
013560	KINGS PETROLEUM LLC	PV-220763	1/27/2022		112527		010-00000-0-00000-82000-55000-0-0000 450gals Propane @ \$3.14e, plus compliance fee & ta	\$1,532.01		
Total Check Amount:								\$1,532.01		
013542	MARK CHAMBERS	PV-220773	2/11/2022		2-11-22-2		010-00000-0-11100-42000-58000-0-0000 referee for 4 games at \$40e	\$160.00		
Total Check Amount:								\$160.00		
013500	Mascorro Plumbing	PV-220768	2/8/2022		000558		010-07200-0-00000-81100-56000-0-0000 toilet in boys bathroom replaced, new faucet in ki	\$3,700.00		
Total Check Amount:								\$3,700.00		

10 Ducor Union Elementary School Distr Tulare County Office of Education
Accounts Payable Final Prelist - 2/24/2022 2:54:10PM

*** FINAL ***

Batch No 386

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013500	Mascorro Plumbing	PV-220770	12/2/2021		000533		010-81500-0-00000-81100-56000-0-0000 shut off valve replacement	\$1,800.00	N	
Total Check Amount:								\$5,500.00		
012267	MC GILL, MARY	PV-220750	11/4/2021		200051352		010-07200-0-11100-10000-43000-0-0000 reimbursement for purchase of trophies for cooking	\$72.91		
Total Check Amount:								\$72.91		
013524	Rachel Centeno	PV-220746	1/9/2022		53370		010-11000-0-11100-10000-43000-0-0000 reimbursement for purchase of labels for books	\$174.20		
	Rachel Centeno	PV-220747	1/6/2022		772079		010-11000-0-11100-10000-43000-0-0000	\$134.34		
Total Check Amount:								\$308.54		
013566	Scholastic Solutions LLC	PV-220764	2/16/2022		021722		010-07200-0-11100-10000-43000-0-0000 8th grd caps & gowns	\$299.04		
Total Check Amount:								\$299.04		
013162	SOUTHWEST SCHOOL SUPPLY	PV-220738	12/2/2021		0906249		010-00000-0-00000-27000-43000-0-0000 outdoor US flag	\$43.41		
	SOUTHWEST SCHOOL SUPPLY	PV-220739	12/6/2021		0907080		010-32120-0-11100-10000-43000-0-0000 Winter school classroom supplies	\$10.94		
	SOUTHWEST SCHOOL SUPPLY	PV-220740	12/6/2021		0907086		010-32120-0-11100-10000-43000-0-0000	\$5.95		
	SOUTHWEST SCHOOL SUPPLY	PV-220741	12/6/2021		0907098		010-32120-0-11100-10000-43000-0-0000	\$14.57		
	SOUTHWEST SCHOOL SUPPLY	PV-220742	12/8/2021		0908240		010-32120-0-11100-10000-43000-0-0000	\$8.08		
	SOUTHWEST SCHOOL SUPPLY	PV-220743	12/13/2021		0909938		010-32120-0-11100-10000-43000-0-0000	\$43.78		
	SOUTHWEST SCHOOL SUPPLY	PV-220744	12/13/2021		0909942		010-00000-0-00000-27000-43000-0-0000	\$33.20		
	SOUTHWEST SCHOOL SUPPLY	PV-220745	1/25/2022		0920455		010-32120-0-11100-10000-43000-0-0000 Pens for office classroom supplies	\$11.39		
Total Check Amount:								\$171.32		
013583	STS Education, School Tech Sup	PV-220774	1/27/2022		0001072		010-32120-0-11100-10000-58000-0-0000 Google Chrome licenses for 150qty	\$5,250.00		
Total Check Amount:								\$5,250.00		

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate		Amount	Audit Flag	EFT
						Check	Account Code			
013578	THE FRUITGUYS	PV-220758	1/31/2022		5803862		130-53100-0-00000-37000-43000-0-0000	\$176.00		
	THE FRUITGUYS	PV-220759	1/10/2022		5799030		produce items for Fruit & Veggie program for stude 130-53100-0-00000-37000-43000-0-0000	\$160.00		
							Total Check Amount:	\$336.00		
013486	U.S. Bank Corporate Payment Sy	PV-220775	1/5/2022		96230		010-30100-2-11100-10000-58000-0-0000	\$4.99	M	
	U.S. Bank Corporate Payment Sy	PV-220776	1/7/2022		89050		recurring charge for online academic apps 010-07200-0-11100-10000-43000-0-0000	\$216.92	M	
	U.S. Bank Corporate Payment Sy	PV-220777	1/18/2022		44081		incentives for Kid Power/student body participatio 010-07200-0-11100-10000-43000-0-0000	\$63.81	M	
	U.S. Bank Corporate Payment Sy	PV-220778	1/18/2022		62127		student incentive meal for good student participat 010-30100-2-11100-10000-58000-0-0000	\$9.99	M	
	U.S. Bank Corporate Payment Sy	PV-220779	1/5/2022		29147		recurring charge for Kindle unlimited subscription 010-07230-0-00000-36000-43000-0-0000	\$105.10	M	
	U.S. Bank Corporate Payment Sy	PV-220780	1/11/2022		76724		unleaded for purchase for School vehicle for stud 010-07230-0-00000-36000-43000-0-0000	\$104.40	M	
	U.S. Bank Corporate Payment Sy	PV-220781	1/12/2022		56605		purchase unleaded fuel for school vehicle for stud 010-07230-0-00000-36000-43000-0-0000	\$86.16	M	
	U.S. Bank Corporate Payment Sy	PV-220782	1/12/2022		32253		additive for diesel 010-81500-0-00000-81100-43000-0-0000	\$25.28	M	
	U.S. Bank Corporate Payment Sy	PV-220783	1/13/2022		67055		unleaded fuel purchase for gas can used for motori 010-07230-0-00000-36000-43000-0-0000	\$236.46	M	
	U.S. Bank Corporate Payment Sy	PV-220784	1/18/2022		72349		diesel purchase for buses used frostudent transpor 010-07230-0-00000-36000-43000-0-0000	\$90.86	M	
	U.S. Bank Corporate Payment Sy	PV-220785	1/21/2022		70360		unleaded fuel purchase for school vehicle used for 010-81500-0-00000-81100-43000-0-0000	\$22.36	M	
	U.S. Bank Corporate Payment Sy	PV-220786	1/5/2022		68650		unleaded fuel purchase for gas can used for motori 010-00000-0-00000-27000-43000-0-0000	\$166.80	M	
	U.S. Bank Corporate Payment Sy	PV-220787	1/6/2022		49328		reference books for Admin 010-00000-0-00000-27000-43000-0-0000	\$321.13	M	
	U.S. Bank Corporate Payment Sy	PV-220788	1/11/2022		02341		010-07200-0-11100-10000-43000-0-0000	\$148.44	M	
	U.S. Bank Corporate Payment Sy	PV-220789	1/20/2022		76783		12 pack containers with latch for classroom storag 010-00000-0-00000-27000-59000-0-0000	\$0.78	M	
							postage to mail letter			
							Total Check Amount:	\$1,603.48		

*** FINAL ***
 Batch No 386
 Audit

Accounts Payable Final PreList - 2/24/2022 2:54:10PM

*** FINAL ***

Batch No 386

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: \$28,388.53

Accounts Payable Final Prelist - 2/24/2022 2:54:10PM

*** FINAL ***

Batch No 386

Audit

Amount Flag EFT

Vendor No Vendor Name Reference Number Invoice Date

PO # Invoice No

Separate Check Account Code

Batch No 386

Total Accounts Payable: \$28,388.53

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 28,388.53 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

\$27,837.47

130

\$551.06

Total

\$28,388.53

2.6

In the Matter of the Non-Reelection) RESOLUTION
of Probationary Certificated Employees) NO. 6
_____)

WHEREAS, the District Superintendent has recommended to this Board that the services of certain probationary certificated employee of the District shall not be required for the ensuing school year for reasons which relate solely to the welfare of the school and the pupils of the District; and

WHEREAS, Section 44948.5 of the Education Code provides that the governing board of a school district having an average daily attendance of less than 250 shall notify an employee on or before March 15 of any probationary school year of employment in a position requiring certification qualifications, of the decision that the employee's services will not be required for the ensuing school year;

NOW, THEREFORE, BE IT RESOLVED as follows:

1. This Board hereby determines that it will no longer require the services of the probationary certificated employees of the District identified below, for reasons which relate solely to the welfare of the school and the pupils of the District:

2. The Superintendent is hereby authorized and directed to notify said employee, on or before March 15, 2022, that it has been recommended that the employee's services will not be required for the ensuing school year, and to initiate and comply with all procedures necessary to non-reemploy the employees in accordance with Education Code section 44948.5.

The foregoing resolution was adopted upon motion of Trustee _____,
seconded by Trustee _____, at a [regular/special] meeting of the Board of
Trustees held on __March 8____, 2022, by the following vote:

AYES:

NOES:

ABSENT:

I, Isidro Rodriguez, Secretary to the Board of Trustees of the Ducor Union
School District, do hereby certify that the foregoing Resolution was duly passed and adopted by
said Board, at an official meeting thereof, this _____ day of _____, 2022.

Secretary, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE DUCOR UNION
ELEMENTARY SCHOOL DISTRICT SUPPORTING PRESCHOOL, TRANSITIONAL
KINDERGARTEN AND FULL-DAY KINDERGARTEN FACILITIES GRANT PROGRAM**

WHEREAS, the Board of Trustees ("School Board") has determined that school facilities within the Ducor Union Elementary School District (the "District"), within Tulare County need to be constructed to support transitional kindergarten instruction; and

WHEREAS, the Ducor Union Elementary School District intends to submit funding applications to the State of California under the Preschool, Transitional Kindergarten and Full-Day Kindergarten facilities grant program for Ducor Elementary; and

WHEREAS, the School Board acknowledges that a matching share may be required for the projects and that the State of California is not expected nor obligated to provide funding for the project and the acceptance of the applications does not provide a guarantee of future State funding; and

WHEREAS, transitional kindergarten is of importance to the District to improve the educational program, provide more time for the teacher to get to know each child, encourage children's maximum social, emotional, physical, and academic growth, address transportation issues related to district bus schedules, and address parental/guardian needs for child care; and

WHEREAS, the School Board supports full-day transitional kindergarten instruction. The District intends to offer Transitional Kindergarten as defined by Ed Code 8973; and

WHEREAS the District has implemented transitional kindergarten programs at District schools however lacks facilities to fully accommodate transitional kindergarten and has housed students in non-kindergarten facilities and additional kindergarten facilities are needed.

BE IT RESOLVED, that the Board authorizes the District Superintendent, in consultation with Caldwell Flores Winters, Inc. to complete and submit any and all required forms and/or other documents required by the CDE, OPSC, DSA, or other agencies connected to the Transitional Kindergarten Facilities Program applications for Ducor Elementary; and funding applications to be submitted to the appropriate state agencies at the soonest possible date; and

BE IT FURTHER RESOLVED, that this Resolution shall take effect immediately upon its passage; and

BE IT FURTHER RESOLVED, that the District's Superintendent or their designee is authorized to take such actions and execute such agreements and documentation necessary to effect the intent of this Resolution.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Ducor Union Elementary School District on this _____ day of March 2022, by the following vote:

Board of Trustees:	Ayes:	Nays:	Abstentions:	Absences:
President McGill:				
Clerk Vance:				
Trustee Pace:				
Trustee Becerra:				
Trustee Vasquez:				

Mary Mc Gill
President of the Board of Trustees
Ducor Union Elementary School District

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Board of Trustees of the Ducor Union Elementary School District at a public meeting of said Board held on _____, 2022.

Diana Vance
Clerk of the Board of Trustees
Ducor Union Elementary School District

Universal Prekindergarten (UPK) Planning Template Webinar Early Education Division (EED)

January 13, 2022

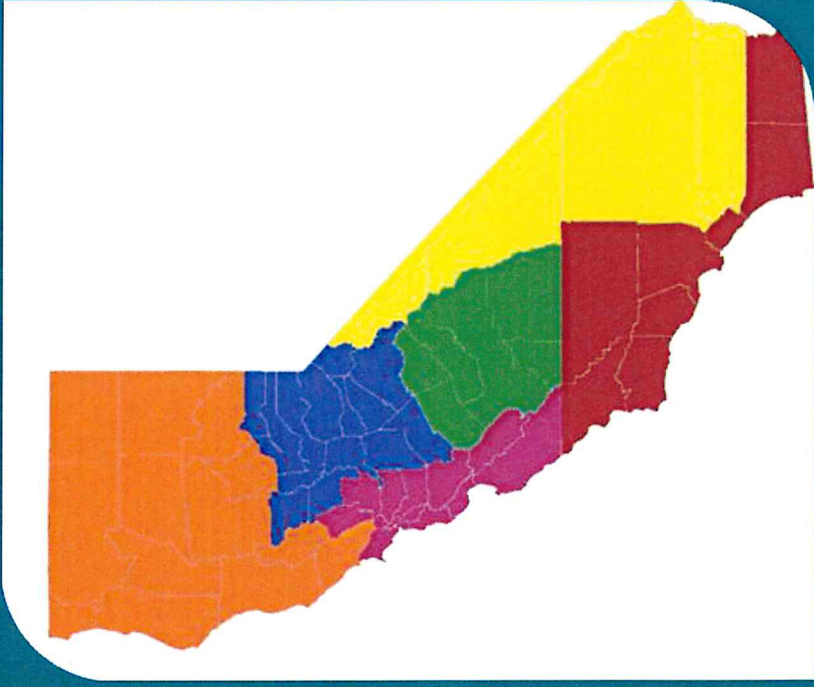


CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Welcome and Introductions



Who is in the 'room' with us today?



California County Superintendents
Educational Services Association (CCSESA)
regions:

Northern CA: Regions 1 and 2 (orange)

Greater Sacramento: Regions 3 and 6 (blue)

Bay Area/Coastal: Regions 4 and 5 (purple)

Central Valley: Region 7 (green)

Inland Empire: Region 10 (yellow)

Southern CA: Regions 8, 9 and 11 (red)

CCSESA: <http://CCSESA.org/regions/>

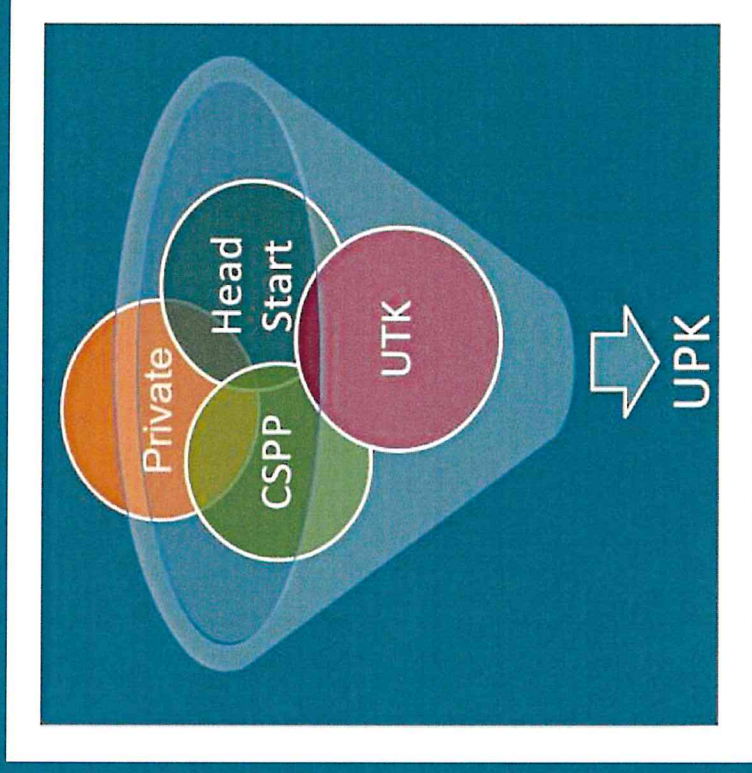
Introduction to Universal Prekindergarten



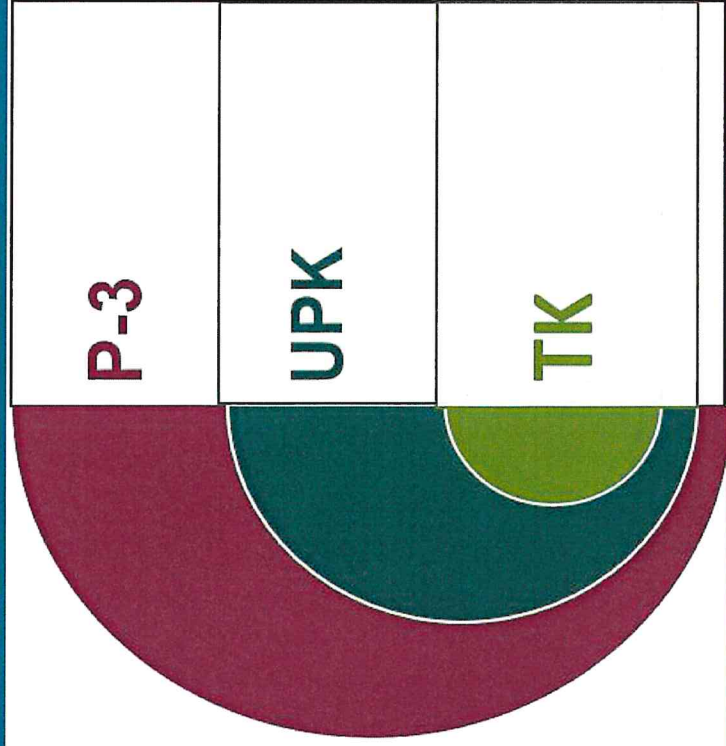
Photo Credit: UPS Preschool; Camarillo,
CA

What is UPK?

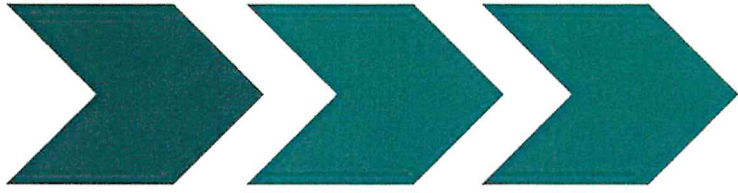
UPK will bring together programs across early learning and K-12, relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP), as well as Head Start, community-based organizations (CBOs), and private preschool to ensure every four-year old child – regardless of background, race, zip code, immigration status, or income level – has access to a quality learning experience the year before kindergarten.



How Do Transitional Kindergarten (TK), UPK and P-3 (Preschool through grade 3) Align and Work Together?



- P-3 Connects UPK with Kindergarten, 1st, 2nd, and 3rd grade
- Aligning developmentally informed best practices, UPK– 3rd grade.
- **UPK** is a mixed-delivery system of UTK, CSPP, Head Start, private providers, and more
- Provides every four-year old access to high quality learning the year before kindergarten
- **TK** is an integral program in the mixed delivery system for achieving UPK
- The only program that must serve any four-year old child that wants to enroll by 2025-26.



UPK Implementation Timeline (1)

• 2021–22

- Plan for UPK. Funding available for planning and workforce development.
- Any child who turns five Sep. 2 – Dec. 2 eligible for TK. Children born Dec. 3 – Jun. 30 may be served at local educational agency (LEA) discretion in Early Admittance TK (ETK).
- \$130 million available for LEAs to expand CSPP. Rates in CSPP increased.
- Plans for full-day UPK due to governing board by Jun. 30, 2022 for consideration.

★ \$27,895—

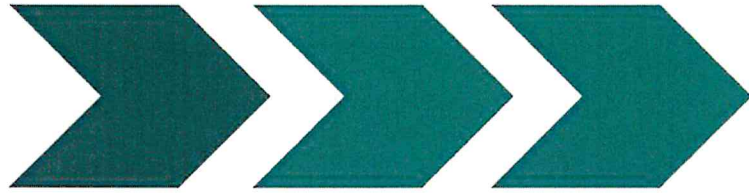
UPK Implementation Timeline (2)

• 2022–25

- Plans for full-day UPK due to governing board by Jun. 30, 2022 for consideration.
- LEAs required to expand TK to serve two months more of birthdays each year.
- TK: Average class size: 24. Adult/child ratio: 1:12 (2022–23) and 1:10 starting in 2023.
- LEAs can phase-in UTK faster if they choose by serving children in ETK.

• 2025–26

- LEAs required to make TK available to all children who will have their fourth birthday by Sep. 1 of the school year.



Governor's Budget

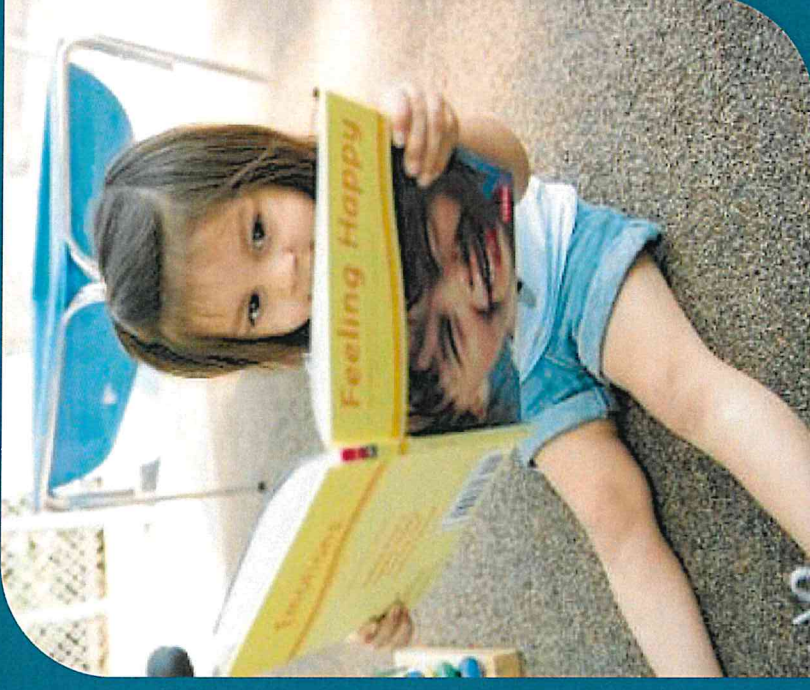


Photo Credit: Kidango Decoto Center; Union City, CA

Governor's Budget: UTK

- UTK
 - \$640 million to expand eligibility for TK, for all children turning five-years-old September 2 and February 2, beginning 2022–23.
 - \$383 million to add an educator to every TK class
- Expanded Learning (Includes Support for TK) Increases:
 - \$3.4 billion for expanded learning rates and the Expanded Learning Opportunities Program (ELO-P)

Governor's Budget: CSPP

- \$309 million to increase CSPP adjustment factors to better support students with disabilities and dual language learners.
- All students participating in CSPP will maintain continuous eligibility for 24 months (increased from 12 months).
- After all eligible three- and four-year-old children are served, CSPP can serve eligible two-year-old children as last priority.

* CSPP : CA. School Preschool Program

Governor's Budget: Inclusion

- Children with an individualized education program (IEP) will be categorically eligible for CSPP.
- New requirement for CSPP to serve at least 10 percent of children with IEP (similar to Head Start).
- \$500 million to support the Inclusive Early Education Expansion Program (IEEEP)
- \$2 million to incorporate early identification for learning disabilities into the state's preschool assessment tools

Governor's Budget: Professional Development

- \$60 million to provide training for educators on effective use of assessment tools
- \$54.4 million to build upon the multi-year investments included in the 2021 Budget Act to support efforts to enhance schools' ability to hire qualified teachers and substitutes

Introduction to UPK Planning and Resources

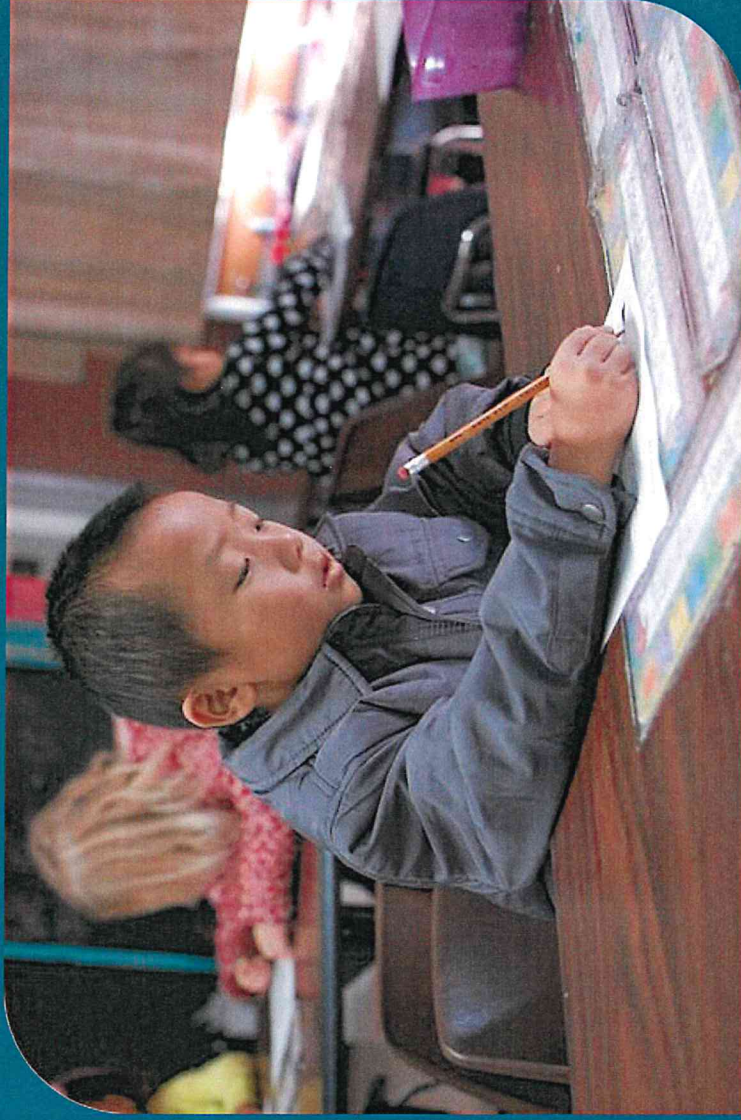


Photo Credit: Poplar Avenue School; Oroville, CA

UPK Plan Requirements

- As specified in *Education Code (EC) 8281.5*, LEAs must:
 - Develop a plan for consideration by the governing board or body at a public meeting **on or before June 30, 2022**, for how **all children** in the attendance area of the local educational agency will have access to **full-day** learning programs the year before kindergarten that meet the needs of parents, including through partnerships with:
 - the local educational agency's **expanded learning** offerings,
 - the **After School Education and Safety Program**,
 - the **California state preschool program**,
 - **Head Start** programs,
 - and other **community-based early learning and care** programs.

Funding to Support UPK Planning and Implementation

- \$200 million available to school districts, county offices of education, and charter schools for planning and implementation
 - \$176 million in grants to LEAs with kindergarten enrollment in specific years to plan for UPK
 - \$24 million in grants to County Offices of Education for countywide planning and capacity building
- Individual allocations can be found on the CDE Funding Results Page
- Allowable uses of funds include: planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies

\$ 27,895 Allowable uses

UPK Template and Guidance

- **Template:** <https://www.cde.ca.gov/ci/gs/em/documents/finalupktemp.docx>
- **Purpose of Template:**
 - Offer planning questions to support development of comprehensive plans for UPK (not required)
 - Outline the data that will be required for submission to the California Department of Education (CDE) to meet the requirements of EC 8281.5 through a survey after June 30, 2022
 - Provide additional deep planning questions for LEAs want to go deeper
- CDE will be issuing additional guidance for LEAs to implement UPK. Topics for this guidance are listed in the template

UPK Template Elements

- Self-Certifications
- Projected Enrollment and Needs Assessment
- **Planning and Implementation Focus Areas**
 - Focus Area A: Vision and Coherence
 - Focus Area B: Community Engagement and Partnerships
 - Focus Area C: Workforce Recruitment and Professional Learning
 - Focus Area D: Curriculum and Instruction
 - Focus Area E: District Facilities, Services, and Operations
- Appendix I: Definitions
- Appendix II: Additional Optional Deeper Planning Questions for Each Focus Area

Joint Plan

- LEAs are permitted to partner in creating a joint UPK plan and may submit the same plan for multiple LEAs
- LEAs may partner with their county office of education (COEs) to create a single, countywide plan
- Small and rural LEAs are strongly encouraged to create a joint UPK plan including non-district learning programs
- Plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers

* PARTNER WITH COE

Projected Enrollment and Needs Assessment



Photo Credit: Ford and Shannon
Transitional Kindergarten; Richmond, CA

TK Eligibility and Ratios by School Year

Type of Requirement	2021–22	2022–23	2023–24
Eligibility	Turn five between September 2 and December 2; at LEA discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at LEA discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at LEA discretion, turn five between April 3 and the end of the school year
Ratios	Not specified	1:12	1:10 (Subject to future legislative appropriation)
Class Size	24	24	24

TK Eligibility and Ratios by School Year (2)

Type of Requirement	2024–25	2025–26
Eligibility	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	1:10 (Subject to future legislative appropriation)	1:10 (Subject to future legislative appropriation)
Class Size	24	24

Data

To develop enrollment projections, LEAs could use the following:

1. TK and kindergarten census day and cumulative enrollment counts from 2013–2019 as reported to the CDE.
2. Count of births in each ZIP Code in California as reported by the California Department of Health and Human Services; estimated counts of births in each LEA from 2013–2019; and estimated count of births in each LEA: 3, 4, 5, and 6 years prior to 2013–2026.
3. Estimated population of 3-, 4-, 5-, and 6-year-old children for each county from 2013–2026 produced by the California Department of Finance.

Factors That May *Increase* Projections

Local changes that may lead an LEA to *increase* its enrollment estimates:

- Early Learning and Care providers in the community that serve TK eligible children have closed or reduced the number of slots they offer
- New housing developments or large-scale employers moving into the LEAs attendance area or in the instance of employers, general proximity
- Migration of children and families into the district is increasing or migration of children out of the district is decreasing
- Birth rates in the district area are increasing
- The LEA plans to switch from offering part-day to full-day TK

Factors That May *Decrease* Projections

Local changes that may lead an LEA to decrease its enrollment estimates:

- Early Learning and Care providers in the community that serve TK-eligible children have opened or increased the number of slots they offer
- For future year projections, the LEA assumes fewer parents will choose to enroll younger children in TK
- Closure of large-scale employers in the LEAs general proximity
- Migration of children and families into the district is decreasing or migration of children out of the district is increasing
- Birth rates in the district area are decreasing
- The LEA plans to switch from offering full-day to part-day TK

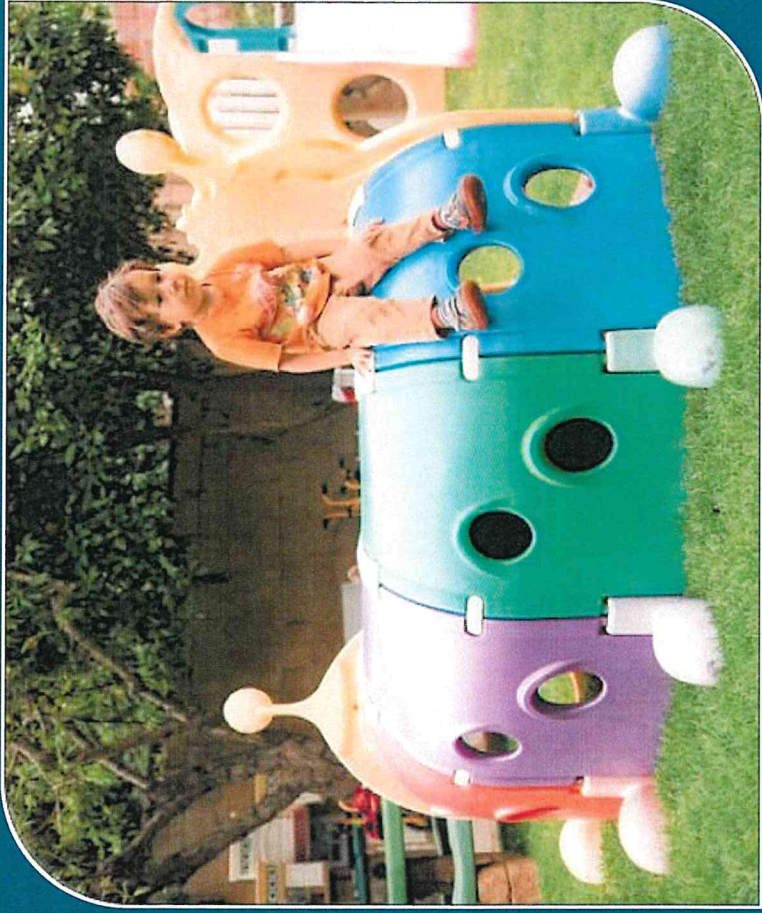


Photo Credit: Patricia Angulo's Family
Child Care; Ventura, CA

How comfortable/confident is your LEA projecting TK Enrollment?

Focus Area A: Vision and Coherence

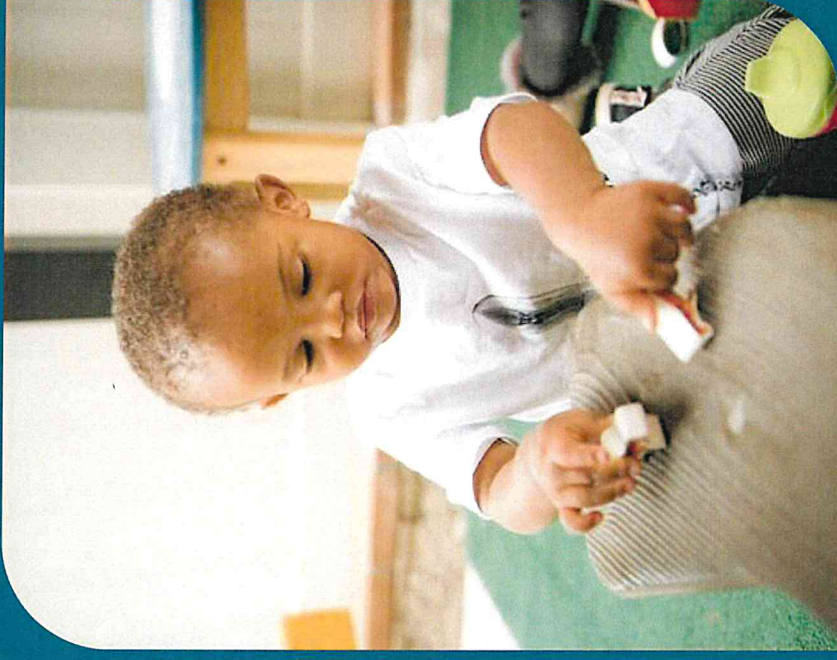


Photo Credit: Debra Manrique Family Child Care;
Oxnard, CA

Focus Area A: Vision and Coherence

Required Questions for Reporting to the CDE:

1. What model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?
2. Does the LEA plan to implement full-day TK, part-day, or both?
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?
5. What age of children does the LEA plan to serve through a CSPP contract?
6. Does the LEA plans to serve students in ETK?



Debra Manrique Family Child Care;
Oxnard, CA

How familiar are you
with
early learning and
care programs?

Comparing Service Deliveries (1)

	Age (years)	General Income Requirements	Ratios (adult: child)
TK and ETK	4	Age eligible, not based on income	1:12 in 2022-23 or 1:10 in 2023-24 with funding Maximum 33 students 24 average class size across the school site
CSPP	3-5	85% or less of state median income	1:8 1 teacher 24 students
Head Start	3-4	Income below poverty line	1:10 3s only: Maximum 17 students, 15 for double-session 4-5s: Maximum 20 students, 17 for double-session

Comparing Service Deliveries (2)

	Teacher Requirements	Other Notes
TK and ETK	Multiple-Subject Credential (and 24 units of child development or early childhood education [ECE] by August 1, 2023)	If teacher first assigned after July 1, 2015, then they need 24 units of ECE by August 2023 Intent to align with Preschool Learning Foundations (PLFs)
CSPP	Child Development Associate Teacher Permit	Required use of Early Childhood Environmental Rating Scale (ECERS), Desired Results Developmental Profile (DRDP) assessment, and curriculum aligned to PLFs
Head Start	Teacher: Associates' in ECE Instructional Aide: at least 12 units of ECE	Comprehensive services in Performance Standards

How CSPP Can Support UPK Efforts

- CSPP can provide additional resources for LEAs to serve three-year-old children so that children receive two years of high-quality, educational programs to children before kindergarten.
- CSPP can provide extended learning and care to TK and kindergarten students to support full-day programming for children
- If districts want to expand UPK faster than the state timeline, CSPP can support the costs of children before their fifth birthday when LEAs can start generating average daily attendance (ADA).
- A CSPP Request for Applications (RFA) will be released in the near future through the EED email distribution list.
 - \$130 million in CSPP expansion funding is available to LEAs to provide both part-day/year and full-day/year CSPP.
 - LEAs directly operate these services, subcontract with CBOs, or provide through a family child care home education network (FCCHEM).

2

★ LEAs CAN START GENERATING ADA

Leveraging CSPP Funds to Support TK

Funding sources can be leveraged to support educational costs to ensure consistency, eliminate duplication of services, and allow for maximum flexibility of funds.

Scenario 1: Children funded by one program in one portion of the day

- For example, TK in the morning and CSPP in the afternoon

Scenario 2: Children in same classroom, some funded by one program and other children funded by the other, during the same hours

- For example, half students funded by CSPP, half students funded by TK

Notes Regarding Full-Day UPK

UPK Plans: LEAs are required to submit to governing board requiring LEAs to plan for "full-day" learning programs that "meet the needs of parents"

- If LEAs have the Expanded Learning Opportunities Program funds, full-day means at least 9 hours.
- This can be accomplished through partnerships with CSPP, Head Start, expanded learning programs, and other early learning and care programs.
- It is allowable for LEAs to operate kindergarten programs that have a different length of day than their TK programs (*EC 37202*)

2.8

Registration

Registration is open for the 2022 Carnegie Summit. Register now¹!

Registration Fees

SUMMIT PRE-CONFERENCE COURSES (March 27)

\$625 — Standard Rate

Summit pre-conference² courses will be offered for only in-person attendance. Pre-conference course registration provides you with access to a full-day course on March 27 with continental breakfast and lunch. In order to participate in a pre-conference course, you must also be registered to attend the general conference in person.

SUMMIT GENERAL CONFERENCE (March 27-29)

In-person attendee rate

- \$995 General
- \$895 Group
- \$695 Full-Time Student
- \$695 Full-Time K-12 Teacher

Remote attendee rate

- \$595 General
- \$495 Group
- \$395 Full-Time Student
- \$395 Full-Time K-12 Teacher

In-person general conference registration includes access to all keynotes, breakout sessions, and networking activities. As previously noted, pre-conference courses on March 27 require a separate registration fee.

Remote general conference registration includes livestream access to all keynotes and a select set of breakout sessions designed to engage both in-person and remote attendees. In addition, networking activities will be offered that are designed exclusively for remote attendees.

Both in-person and remote general conference registration includes access to the Summit Digital Library, which will include session materials and resources, following the March event.

TCOE
- Registration
Ducor School
- Reimbursement
- Food
- Lodging
- mileage

Sessions

Sessions are organized in four program strands—Methods of Improvement Science and Networks, Improvement Science in Practice, Improvement Networks in Practice, and Leadership for Improvement—and categorized by eleven areas of focus. Use the tool below to filter sessions by strand and area of focus. Remote attendees will be able to access livestream sessions which are denoted with an asterisk.

In addition for the first time at our 2022 Summit we are delighted to introduce breakfast sessions hosted by Summit sponsors. *Join leaders from Huron Studer Education, Pivot Learning, WestEd, or XQ for a breakfast session and learn their insights, approaches, and commitment to improvement that never stops.*

VIEW BY STRAND

Show All

VIEW BY AREA OF FOCUS

Show All

VIEW BY SET

Show All

Methods of Improvement Science and Networks

This strand focuses on building attendees' capacity to practice improvement science and lead networked improvement communities (NICs). Most sessions are taught as "learning-by-doing" experiences to equip participants with practical techniques and tools that they can take back to their organizations.

***1A. Consolidating Your Understanding of a Problem Within Your System by Using Fishbone Diagrams**

1F. Theory of Networked Improvement Community Development

1G. Developing Hub Capability to Organize, Lead, and Learn

***2A. Run Charts: A Tool for Analysis in Improvement Science**

2E. Centering Equity Throughout the Improvement Journey

2F. Engaging With the Evidence for Improvement Framework

***3A. Learning from Variation: A Case-Based Approach**

3E. The Basics of PDSA Cycles

3F. Coaching for Improvement: Navigating Common Coaching Dilemmas

***4A. Putting Your Network on Auto-Pilot: How Smart Technology Optimizes Your Improvement Work**

4E. High-Reliability Organizations: Lessons From Other Industries and Their Application to Education

5E. Measurement for Improvement

5F. The Psychology of Change in Improvement

6E. Organizing Distributed Learning in a Network: How a Shared Theory Can Facilitate Learning Across Sites

6F. Leading the Transformation of Education Systems to Continuously Improve

Improvement Science in Practice

With roots in industry and healthcare, improvement science is rapidly growing in the education sector as a method for advancing equity by improving outcomes for all students. This strand illustrates improvement work in action. The organizations and efforts featured are achieving better results for students through the use of improvement methodologies, and they are able to share concrete takeaways and best practices for addressing persistent problems of practice.

*1B. Using Continuous Improvement Work to Drive Systemwide Change in NYC

1D. Utilizing Improvement Science to Increase New Faculty Retention and Efficacy During a Pandemic

1I. On Track for Improvement: Leveraging the Power of a Network to Improve Student Results

2D. Improvement Science Career Panel: Navigating New Opportunities in a Changing Field

2G. Empathy Interviews: How to Do Them and Why They Are Important

*3B. Unthinking/Rethinking Teacher Prep: Leading Change With Short Cycle Improvement Processes

3G. The Systems Simulation: A Learning-By-Doing Activity to Better See and Improve a System

3H. How to Determine the Data to Collect When the Best Data Just Isn't Available

3I. Baltimore City Schools' Work to Support Secondary Students To Be Fluent Readers in the Pandemic

*4B. Interrupting White Dominant Culture in Continuous Improvement: Anti-Racist Leadership Moves

4D. The XQ Design Journey: A Community-Led Approach to School and System Change

4H. Iterative Development, Implementation, and Sense Making of a Practical Measure

***5A. Equity First: Tools for Coaching for Equity and Centering Equity in Data Sense-Making**

***6A. Measures for Continuous Improvement in Middle Grades Mathematics**

6G. Centering Racial Equity in Improvement Work Through Systems-Focused Factor Analysis

6I. Tech Tools for Equity: How IS Helped Create a Tech Tool to Address Issues Due to the Pandemic

6D. Evidence-Based Root Cause Analysis for Statewide Early Literacy Improvement

4G. Meaningfully Engaging Students in Continuous Improvement

5G. What Do the Youth Say? Student Voice in Improvement for Equity

Improvement Networks in Practice

Networks are a powerful resource for accelerating the learning of members and their ability to improve educational outcomes for all students. While there are many strategies, tools, and approaches to collective improvement work, this approach imagines a networked improvement community that focuses on a specific problem, a common theory of improvement, and a practice of sharing measures and applying disciplined methods of improvement. This strand seeks to illustrate what is necessary to bring a network to life and how to support it in reaching its improvement goals.

***1C. From Systemic Improvement to Systems Change: A Playbook for Transformative Network Management**

1J. Escape the Trap of Doing It All! Using Planned Experiments to Accelerate Learning

***2B. Targeted Help for a Network's Improvement Journey: Using Data and Building Knowledge Management Capacity**

2H. Balanced by Design: Building Capacity for Success and Sustainability in Improvement Networks

2I. Bright Spots May Be Blind Spots: Understanding Variation In Data to Accelerate Network Learning

***3C. Collaborative Storytelling: Building Toward a Shared Vision in the Initiation of a NIC**

3J. The Power of Systems in Higher Education: A New Opportunity for Improvement

4F. Changing Classroom Practices With Improvement Methodologies and Networked Learning Communities

4I. Clear and Connected: Designing a Hub That Embeds Improvement Science in Schools

4J. A Regional Networked Improvement Community's Improvement of Students' Postsecondary Transitions

5D. Moving From New to Normal: Considering Scaling the Use of High-Quality Student Success Systems

5H. Inclusive Theories of Change: Building a Strong Driver Diagram With School-Based Practitioners

5I. Good Beginnings: How to Approach the Early Days of a Networked Improvement Community

5J. Collaborating to Build the Field of Educational Improvement

***6B. Increasing Postsecondary Access and Opportunity: Leveraging Networks and Improvement Cycles**

***6C. A Competency-Based Medical Education Network**

6H. Advancing Equity and Anti-Racist Goals in Two Networks Focused on 8th-Grade On-Track Indicators

Leadership for Improvement

Leadership plays a critical role in driving and supporting improvement. This work requires the ability to shift the norms and habits that are deeply ingrained in the culture of educational enterprises. Transformational leaders break through the status quo and achieve new levels of performance. In these sessions, leaders who have taken on such daunting challenges will share how and why they led these efforts and what lessons they have learned along the way.

1E. Building and Maintaining a Durable “No Excuses” Culture of Improvement

1H. Curriculum and Instruction: Implementing With Integrity Through Design and Improvement Science

1K. Leveraging the Power of Teacher Leadership to Solve Complex Problems of Practice

*2C. Eight Rural Colorado Communities Together Define Postsecondary Success During the Pandemic

2J. Building Anti-Racist Leadership Through Continuous Improvement

2K. A Journey to Measure the Effectiveness of Improvement Coaching

3K. How to Hardwire Improvement Routines to Remove Barriers for Vulnerable Students and Families

3D. Transformational Systems Change and Power Dynamics

*4C. Advancing Innovation and Improvement During Pivotal Times: District Leaders Speak Out

4K. Improvement Journeys of Two Schools to Eliminate Inequities in Resources and Student Supports

*5B. Embedding Continuous Improvement to Bolster Educational Equity: Newark Trust for Education

*5C. Excellence at Scale: The African Leadership University

5K. Not Another Thing: How Executive Leaders Are Showing That Improvement Is Possible at Scale

6J. Somerville's Educator Leadership Model: Infusing Continuous Improvement Throughout the System

6K. District-University Improvement Partnerships Working Toward Educational Equity

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
INTERDISTRICT ATTENDANCE AGREEMENT

THIS AGREEMENT, made and entered into this 8th day of March, 2022 pursuant to Education Code Section 46600, by and between the Governing Board of the Ducor Union Elementary School District of Tulare County and the Governing Board of the Porterville Unified School District of Tulare County.

WITNESSETH:

IT IS MUTUALLY AGREED as follows:

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

1.	Rubio, Elizabeth	TK	(John J. Doyle)
	Student Name	Grade	
2.	Student Name	Grade	
3.	Student Name	Grade	
4.	Student Name	Grade	
2. Porterville Unified School District agrees to furnish said pupils the same advantages, equipment, supplies and services as furnished to other pupils in attendance at this school, *excluding transportation*.
3. CHECK A OR B AS APPLICABLE:

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

B. ☐ **TUITION CHARGED:** The maximum charge shall be the actual cost per unit of average daily attendance for the grade level or program, less any income other than tuition, received by the district of attendance on account of such attendance. Any tuition payment shall be made no later than August 31 after the close of the year. (Ed Code Sec. 10813-2a).
4. This agreement is effective only for the school year beginning July 1, 2022 and ending June 30, 2023, and neither part is bound by said agreement or any of the covenants herein contained after the expiration of said school year.

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

GOVERNING BOARD OF THE DUCOR
UNION ELEMENTARY SCHOOL
DISTRICT

GOVERNING BOARD OF PORTERVILLE
UNIFIED SCHOOL DISTRICT

BY: _____

BY: _____

TITLE: Superintendent

TITLE: _____

DATE:

DATE: _____

Reason: Joining other siblings who are
continuing at PUSD.

PORTERVILLE UNIFIED SCHOOL DISTRICT

REQUEST FOR INTERDISTRICT RELEASE TO ANOTHER SCHOOL DISTRICT

DATE: 2/28/22 FOR SCHOOL YEAR: 2021-2022

FROM: Porterville Unified
Name of School District

TO: Ducor elementary
Name of School District

Ducor elementary
Name of School Requested

NAME(S) OF STUDENT(S):

(Grade student will be in for 2021-2022)

Nia prieto

GRADE: Kinder

Aly prieto

GRADE: TK

GRADE: _____

NAME OF PARENT/GUARDIAN: DAISY TOSCANO

HOME ADDRESS: 194 S C St Apt D

PHONE#: (559) 756-9942

REASON FOR REQUEST FOR TRANSFER: Grandma will be
there teacher.

2022 FEB 28 AM 8:07

Signature of Parent/Guardian

DISTRITO ESCOLAR DE BURTON
PETICION DE PADRE O TUTOR PARA EL PERMISO DE ASISTENCIA ENTRE DISTRITOS

Fecha: 02-17-22

Año Escolar: 2021-2022

Para: Distrito Escolar de Burton

De: Nombre de Padre(s)/Tutor(es): Norma Herrera

Domicilio: 2308 W Kanai Ave Número de Teléfono: 719-9262

SOLICITUD DE PERMISO DE ASISTENCIA ENTRE DISTRITOS

Me gustaría solicitar un Permiso de Asistencia Entre Distritos para el estudiante(s) mencionado(s) a continuación:

Nombre del estudiante(s):	Fecha de Nacimiento:	Grado:	La escuela que el estudiante va asistir:
1. <u>Leonel Herrera</u>	<u>09-18-07</u>	<u>8</u>	<u>Ducor</u>
2. <u>Christian Herrera</u>	<u>01-02-13</u>	<u>3</u>	<u>Ducor</u>
3. _____	_____	_____	_____
4. _____	_____	_____	_____

Motivo(s) para solicitar la transferencia: ☐ Empleo ☐ Preferencia de Padre ☐ Programa GATE
☐ Escuela más pequeña ☐ Seguridad de niño ☐ Cuidado de niño ☐ Continuación

Otras Razones: Cambiamos de lugar de vivienda

Herrera Norma
Firma de Padre / Tutor

Si la Mesa Directiva de cualquier distrito descuida o se niega a entrar en tal acuerdo dentro de 30 días después de que la persona que tiene la custodia de cualquier alumno puede solicitar que la Mesa Directiva haga lo siguiente:

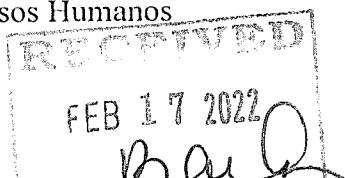
- A. La persona puede apelar ante la Mesa de Educación del Condado.
- B. La Mesa de Educación del Condado, dentro de 30 días después de ver presentado la apelación, determinará si el alumno debe ser permitido asistir al distrito por el tiempo que el/ella desea asistir, y sea o no habrá un cargo de matriculación.

Los padres deberán iniciar el procedimiento en el distrito en el que residen. Todas las comunicaciones deben ser por escrito y deberá ir fechada

Aprobada _____ Negada _____

Fecha: _____

Director(a) de Recursos Humanos



2.10

Non-Profit Organization Supplemental | 2022

Central Tulare County Schools JPA has adopted new requirements for the school districts liability insurance coverage to extend to student and body organizations, booster clubs, parent teacher organizations, and other non-profit organizations.

Before a non-profit can be considered as covered by the school district liability insurance program as **additional insured** the following is required:

- ✓ The school board must approve the non-profit for coverage
- ✓ The school board, as part of its approval of the non-profit must approve the events, activities or operations which are to be included for coverage
- ✓ The school board should appoint 1 or more designees which have authority to approve other events, activities, or operations not originally known to the board that may arise and desire coverage during the school year
- ✓ The school board or its designee must advise the JPA administration of the new event, activity, or operation to be included for coverage

A separate non-profit survey form is REQUIRED for each non-profit, booster club, parent teacher organization, and all student body organizations.

District: Ducor School

Non-Profit Name: Ducor PTA

Has the board approved this non-profit for liability coverage? **Yes No**

List the events or activities included for coverage under the board approval in the chart provided below.

- ✓ If any activity is on-going as opposed to date specific show it as "on-going"
- ✓ If there are multiple days provide the aggregate expected attendance for all dates

DATE	EVENT/ACTIVITY	EXPECTED ATTENDANCE
OCT	OCT FEST	200+
DEC	CHRISTMAS Program	180+
MARCH	TRACK MEET	200+
June	GRADUATION	120
	MONTHLY School Assemblies	120+

**Events or Activities which are not on this list will need to be approved by the board or the board's designee to be included for coverage*

Ducor Union Elementary School 2022-2023 Calendar

2.11

*	1:30 PM Dismissal							Option 2-Traditional (Early Start)
MONTH	MON	TUES	WED	THURS	FRI	DAYS COMPLETED	DAYS REMAINING	SIGNIFICANT DATES AND EXPLANATIONS
AUGUST			3	4	5			Aug. 3rd-Teachers Return, Aug. 5th-Classified Return
	8	9	10*	11	12	5	175	August 8th-First Day of School
	15	16	17*	18	19	10	170	
	22	23	24*	25	26	15	165	
	29	30	31*			18	162	
SEPTEMBER				1	2	20	160	September 1st-Back to School Night
	5	6	7*	8	9	24	156	September 5th-Labor Day
	12	13	14*	15	16	29	151	
	19	20	21*	22	23	34	146	
	26	27	28*	29	30	39	141	
OCTOBER	3	4	5*	6	7	44	136	October 4th-Open House
	10	11	12*	13	14	48	132	October 10th-Prof.Development Day (No School)
	17	18	19*	20	21	53	127	
	24	25	26*	27	28	58	122	
	31					59	121	
NOVEMBER		1	2*	3	4	63	117	November 4th-End of 1st Trimester
	7	8	9*	10	11	67	113	November 11th-Veterans' Day
	14*	15*	16*	17*	18*	72	108	November 14th-17th Parent/Teacher Conferences
	21	22	23	24	25			November 21st-25th-Thanksgiving Break
	28	29	30*			75	105	
DECEMBER				1	2	77	103	
	5	6	7*	8	9	82	98	
	12	13	14*	15	16*	87	93	December 15th-Winter Program
	19	20	21	22	23			December 19th-Jan 6th-Winter Break
	26	27	28	29	30			
JANUARY	2	3	4	5	6			
	9	10	11*	12	13	92	88	
	16	17	18*	19	20	96	84	January 16th-Martin Luther King Jr. Day
	23	24	25*	26	27	101	79	
	30	31				103	77	
FEBRUARY			1*	2	3	106	74	
	6	7	8*	9	10	111	69	February 17th-Lincolns Birthday (Observed)
	13	14	15*	16	17	115	65	February 17th-End of 2nd Trimester
	20	21	22*	23	24	119	61	February 20th Presidents' Day (Observed)
	27	28				121	59	
MARCH			1*	2	3	124	56	
	6	7	8*	9	10*	129	51	
	13	14	15	16	17			March 13th-17th-Spring Break
	20	21	22*	23	24	134	46	
	27	28	29*	30	31	139	41	
APRIL	3	4	5*	6*	7	143	37	
	10	11	12*	13	14	147	33	April 7th-April 10th-Easter Break
	17	18	19*	20	21	152	28	
	24	25	26*	27	28	157	23	
MAY	1	2	3*	4	5	162	18	
	8	9	10*	11	12	167	13	
	15	16	18*	17	18	172	8	
	22	23	24*	25	26	177	3	May 26th-End of Trimester #3
	29	30	31*			179	1	May 29th-Memorial Day/End of Trimester Assembly May 30th
JUNE				1*	2	180	0	June 1 Last Day of School
	5	6	7	8	9			June 5-6 Summer Prep Day
	12	13	14	15	16			June 7-June 30-Summer School
	19	20	21	22	23			June 19-June 23rd
	26	27	28	29	30			

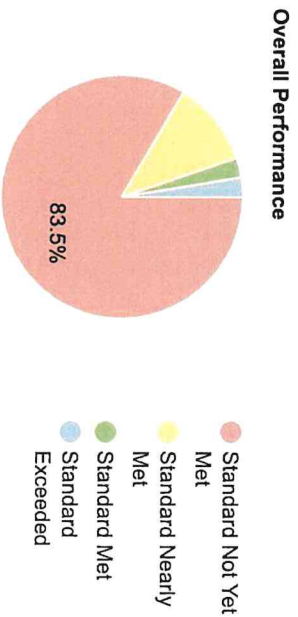
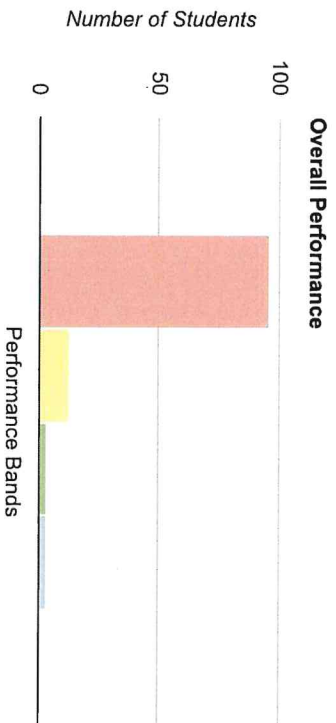


Ducor School District

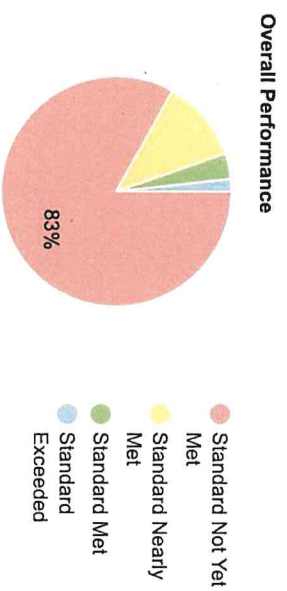
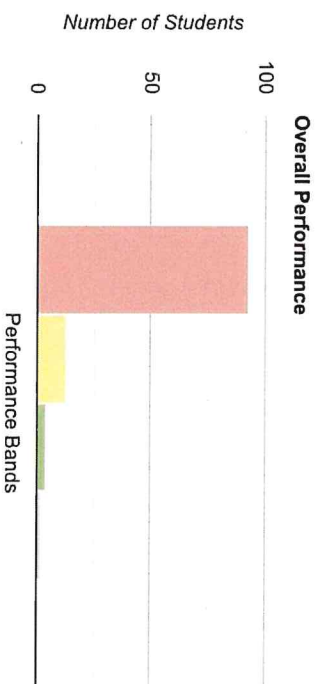
21-22 Data Dashboard

Math Benchmarks 21-22

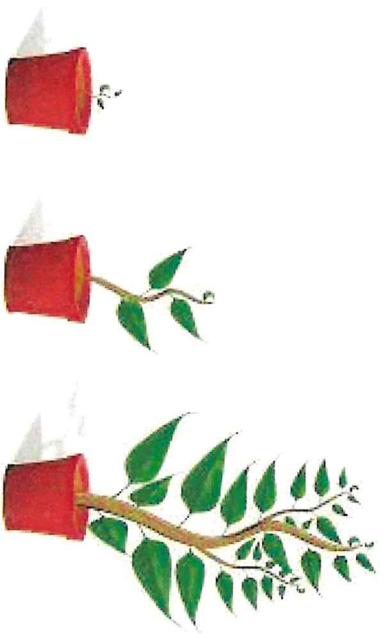
Fall



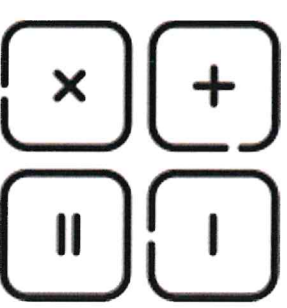
Winter



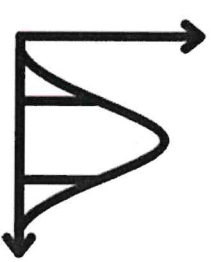
Math growth on benchmark



44 students or
42% showed
growth

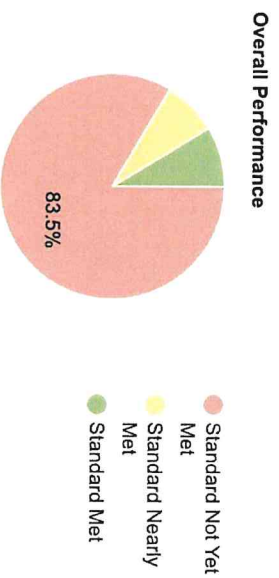
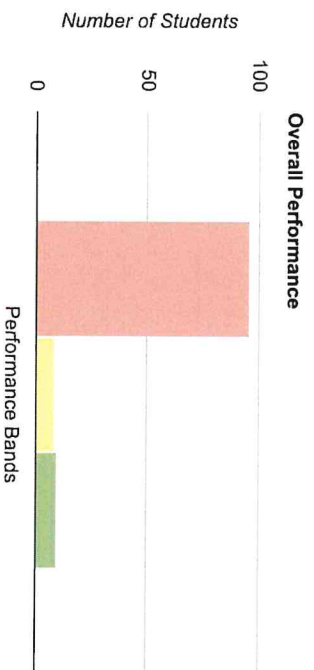


-1.4% average
growth per
student

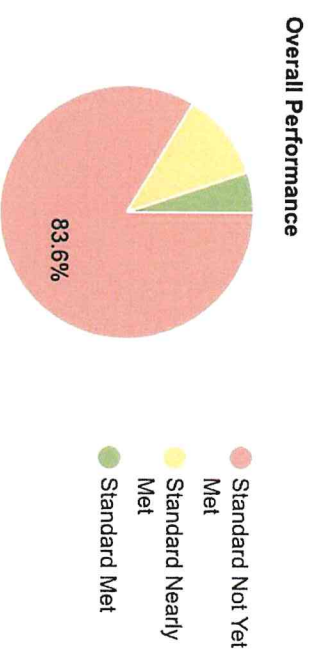
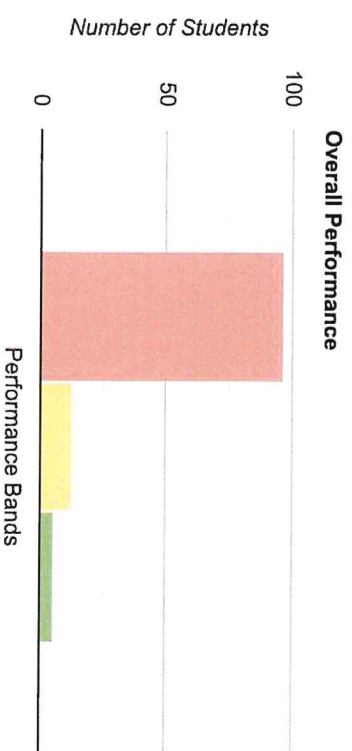


ELA Benchmarks 21-22

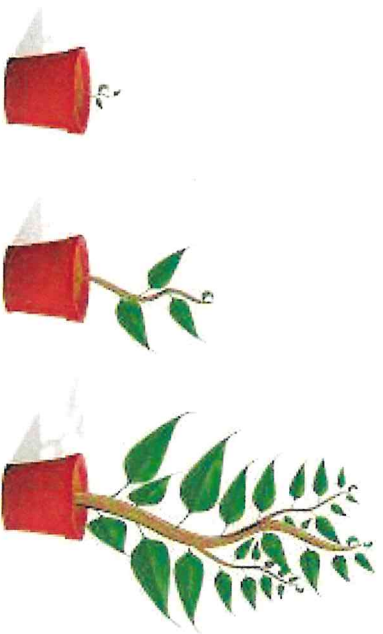
Fall



Winter



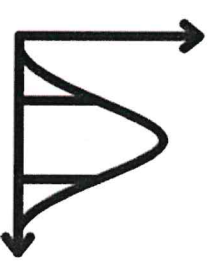
ELA growth on benchmark



46 K-8
students (or
42%) showed
growth



-2.83% average
growth per
student



ELA growth on Guided Reading

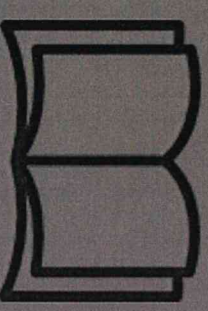


Fountas & Pinnell
LITERACY™

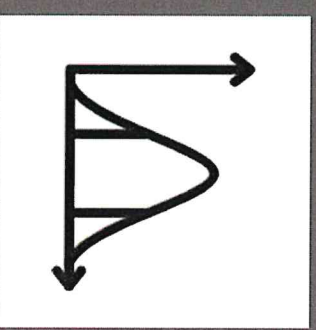
ELEVATING TEACHER EXPERTISE



78 students or
71% (1st-8th)
showed growth



1.33 average
reading level
growth per
student



Acadience basic reading skills assessment

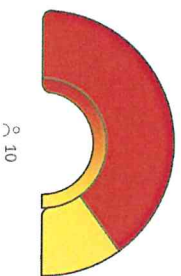
K

2nd Grade

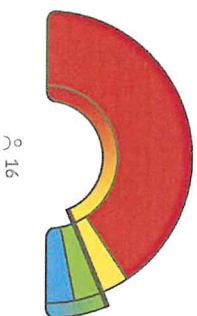
4th Grade

6th Grade

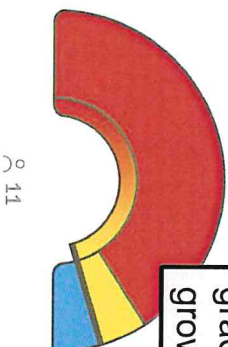
Middle of Year
Jan 24 - Feb 10, 2022



Middle of Year
Jan 24 - Feb 10, 2022

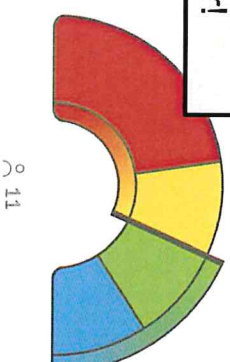


Middle of Year
Jan 24 - Feb 10, 2022



90% of 4th and 6th
grade showed typical
growth or higher!

Middle of Year
Jan 24 - Feb 10, 2022

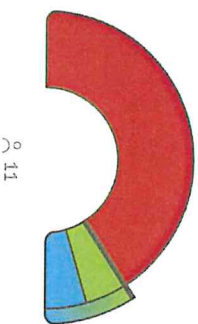


1st Grade

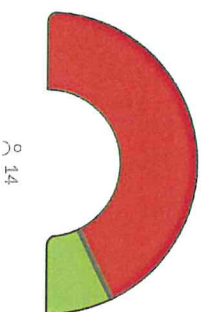
3rd Grade

5th Grade

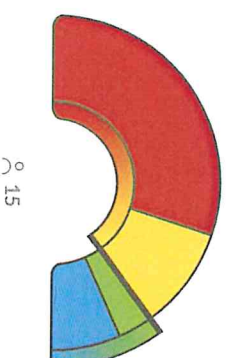
Middle of Year
Jan 24 - Feb 10, 2022



Middle of Year
Jan 24 - Feb 10, 2022



Middle of Year
Jan 24 - Feb 10, 2022



47 of 85 (55%) of K-6
students w/ BOY and
MOY showed typical
(or higher) growth

Levels of growth

Grade	Well Below Typical Progress	Below Typical Progress	Typical Progress	Above Typical progress	Well Above Typical Progress
K	7	2	1	0	0
1	3	1	3	1	2
2	5	4	1	4	2
3	6	2	4	0	0
4	0	1	3	4	2
5	3	2	5	3	0
6	0	1	5	2	3
Total	24 (29%)	13 (16%)	22 (27%)	14 (17%)	9 (11%)
Growth	37 (45%)		45 (55%)		

Lessons learned

- Having data is a helpful starting place to name specific things (i.e. standards or skills) to address
- Need to think about more consistent interim measures for common core benchmark data
 - Do not have a clear understanding of impact on winter session for common core measures
 - Have a large window between November 2021 to March 2022 for common core assessment
- Need to pay attention to teacher curriculum pacing and match better with common core benchmark assessment window
- Having structures for RtI (including BAS assessment) has been a practical way to use data to promote basic reading skills. Teachers and paraprofessionals have a meaningful way to engage with curriculum & data!
- Staff absences have made RtI structures (e.g. assessing students in a timely manner, having enough staff for small-group, etc.) more difficult

...don't forget Tier I instruction AND MTSS structures!

...engaging in a rigorous Data Wise process to think about key instructional strategies to support student learning. Working on this schoolwide with MTSS team (all credentialed staff).

...in the midst of a FIA MTSS system wide assessment to understand how we are doing over time with established systems and structures at Ducor

Data Wise Throughline Worksheet

<p>focus area (DW p. 68)</p> <ul style="list-style-type: none"> □ Relates to instruction. □ Narrows scope of inquiry while remaining broad enough to be relevant to many/most staff members. 	<p>Team chose this focus area:</p> <p>Literacy + Writing Connection</p>
<p>priority question (DW p. 84-85)</p> <ul style="list-style-type: none"> □ Arises from a collaborative process. □ Helps us know what student data to dig into next. □ Relates to learning. □ Is within our control. □ Is genuinely intriguing to staff. 	<p>Broad faculty group identified this priority question:</p> <p>To what extent are students using evidence to justify their responses?</p>
<p>learner-centered problem (DW p. 104)</p> <ul style="list-style-type: none"> □ Is directly related to priority question. □ Is based on multiple data sources. □ Is about students' learning. □ Is within our control. □ Is a <i>statement</i>, not a question. □ Is specific and small. 	<p>Teacher team agreed on this learner-centered problem:</p> <p>Students struggle to review/reread sentences (i.e. stamina) and provide sufficient details to justify their understanding when writing.</p>
<p>problem of practice (DW p. 110)</p> <ul style="list-style-type: none"> □ Is directly related to the learner-centered problem. □ Is based on evidence found when examining instruction. □ Is within our control. □ Is a <i>statement</i>, not a question. □ Is specific and small. 	<p>Teacher team agreed on this problem of practice:</p> <p>We as educators are not providing students the ability to struggle in their thinking and not giving them proper strategies to answer questions.</p>
<p>action plan (DW p. 134)</p> <ul style="list-style-type: none"> □ States specifically what teachers will do to address the problem of practice. □ Contains one or more research-based, high-leverage instructional strategies. □ Assigns responsibility to specific people. □ Is time-bound. 	<p>Teacher team agreed on this instructional strategy:</p> <p>Before we write, students need to talk and share ideas using complete sentences. An inside outside circle is a priority way to do this. Then, students take this to writing.</p>
<p>plan to assess progress (DW p. 152)</p> <ul style="list-style-type: none"> □ Clarifies evidence that would show whether action plan addresses the learner-centered problem. □ Includes short-, medium-, and long-term data sources. □ Includes specific, measurable student learning goals. 	<p>Teacher team agreed on using these data sources:</p>

2019

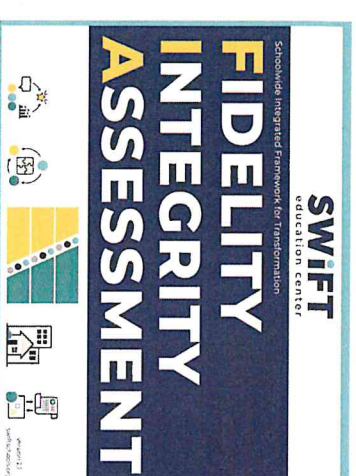
Implementation Steps	0	1	2	3
0	<ul style="list-style-type: none"> 1.1 Visual Inspection 2.2 Personnel Evaluation 3.1 Academic Support 3.3 Data based Decision Making 4.1 Behavior Support 4.2 Behavior Instruction 4.3 Data based Decision Making 8.5 Community Benefits 9.2 IEA (District) Address Barriers 10.1 IEA (District) Link to Services 10.2 IEA (District) Process for RRP 	<ul style="list-style-type: none"> 2.1 Empowerment Decision Making 3.1 Behavior Support 3.2 Academic Support 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support 		<ul style="list-style-type: none"> 3.1 Empowerment Decision Making 3.2 Academic Support 3.3 Data based Decision Making 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support

2020

Implementation Steps	0	1	2	3
0	<ul style="list-style-type: none"> 2.2 Empowerment Decision Making 9.1 IEA (District) Link to Services 	<ul style="list-style-type: none"> 1.1 Visual Inspection 2.1 Academic Support 2.2 Personnel Evaluation 2.3 Empowerment Decision Making 3.1 Academic Support 3.2 Academic Support 3.3 Data based Decision Making 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support 10.2 IEA (District) Process for RRP 	<ul style="list-style-type: none"> 1.1 Visual Inspection 2.1 Academic Support 2.2 Personnel Evaluation 2.3 Empowerment Decision Making 3.1 Academic Support 3.2 Academic Support 3.3 Data based Decision Making 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support 10.2 IEA (District) Process for RRP 	<ul style="list-style-type: none"> 3.1 Empowerment Decision Making 3.2 Academic Support 3.3 Data based Decision Making 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support

2021

Implementation Steps	0	1	2	3
0		<ul style="list-style-type: none"> 1.1 Visual Inspection 2.2 Personnel Evaluation 3.1 Academic Support 3.3 Data based Decision Making 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support 10.2 IEA (District) Process for RRP 	<ul style="list-style-type: none"> 2.1 Empowerment Decision Making 3.1 Behavior Support 3.2 Academic Support 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support 	<ul style="list-style-type: none"> 3.1 Empowerment Decision Making 3.2 Academic Support 3.3 Data based Decision Making 4.1 Family, Opportunities to Participate 8.1 Community Collaboration 9.1 IEA (District) Support



MTSS FIA Assessment over time

- Purchased & implemented Fountas & Pinnell guided reading program K-6 for use of Tier 1 & Tier 2 (RTI) reading instruction.
- Also purchased the Fountas & Pinnell Benchmark Assessment System to be used to inform teachers of student growth in reading, including accuracy, fluency, & comprehension skills.
- Created an Assessment Team so teachers don't have to spend important "teaching time" assessing.
- Implemented school wide RTI (Response to Intervention) program.
- Implementation of Lexia Reading, a supplemental, computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills at the students level.
- Implementation of Illuminate, a platform that helps staff accurately assess student learning, identify needs, drive school improvement in order to accelerate student growth.
- Planned and implemented Winter Intersession – data collected shows student progress occurred
- Continued MTSS work with Dr. Figueroa
- Improved student attendance!!
- Improvement in teacher collaboration. Dr. C has worked on creating a collaborative culture including staff building activities, continual positive affirmations, consistently is supportive & responsive to staff needs, as well as student needs.
- Implemented & enforced after school detention to address student behavior and student work habits.
- Continued work on creating a School-wide curriculum matrix for staff to utilize so that we have consistency and continuity from grade level to grade level in our district curriculum.
- New & radically improved district website ready to go "live" any day now.
- Teachers have received quality professional development from TCOE in the areas of ELA: Guided Reading and Math-looking at curriculum standards and designing lesson plans, observing model lessons. They also have been offered a recap of our Go Math! Curriculum and how to use the online access. As well as training in Illuminate & Near Pod.
- Created a Staff Evaluation Process for Formal Evaluations and Walk through evaluations in order to support the needs of teachers and staff, and improve instruction to fit the needs of our students.

- Implementation of Acadience which monitors student progress in the area of reading/phonics skills to collect data and help guide our instruction.
- Maintained a focus on consistent Team Huddles & Weekly Newsletters
- Created a plan for consistent SST Meetings.
- Developed a Disciplinary Referral form that coincides with the Valores Program and supports students SEL need

33

Ducor Union Elementary School

3/4/2022
9:02 AM

2021-2022

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 7 - From 1/24/2022 Through 2/18/2022

Regular Program

Grade Class Level 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)
TK 1	19	2	0	2	0	2	0	17	38	21	1.11	55.26%	0	148	104	1.42
TK TOTAL	19	2	0	2	0	2	0	17	38	21	1.11	55.26%	0	148	104	1.42
K 1	19	11	0	11	0	11	0	21	209	188	9.89	89.95%	0	1110	104	10.67
K TOTAL	19	11	0	11	0	11	0	21	209	188	9.89	89.95%	0	1110	104	10.67
1 34	19	13	0	13	0	13	0	39	247	208	10.95	84.21%	0	1061	104	10.20
1 TOTAL	19	13	0	13	0	13	0	39	247	208	10.95	84.21%	0	1061	104	10.20
2 29	19	15	1	16	0	16	0	17	304	287	15.11	94.41%	0	1537	104	14.78
2 TOTAL	19	15	1	16	0	16	0	17	304	287	15.11	94.41%	0	1537	104	14.78
3 18	19	16	0	16	0	16	0	31	304	273	14.37	89.80%	0	1494	104	14.37
3 TOTAL	19	16	0	16	0	16	0	31	304	273	14.37	89.80%	0	1494	104	14.37
TOTAL TK-3	19	57	1	58	0	58	0	125	1102	977	51.42	88.66%	0	5350	104	51.44
4 4	19	11	0	11	0	11	0	25	209	184	9.68	88.04%	0	1013	104	9.74
4 TOTAL	19	11	0	11	0	11	0	25	209	184	9.68	88.04%	0	1013	104	9.74
5 5	19	15	0	15	1	14	0	17	285	268	14.11	94.04%	1	1478	104	14.21
5 TOTAL	19	15	0	15	1	14	0	17	285	268	14.11	94.04%	1	1478	104	14.21
6 6	19	14	0	14	0	14	0	39	266	227	11.95	85.34%	0	1281	104	12.32
6 TOTAL	19	14	0	14	0	14	0	39	266	227	11.95	85.34%	0	1281	104	12.32
TOTAL 4-6	19	40	0	40	1	39	0	81	760	679	35.74	89.34%	1	3772	104	36.27
7 7	19	14	0	14	0	14	0	19	266	247	13.00	92.86%	0	1289	104	12.39
7 TOTAL	19	14	0	14	0	14	0	19	266	247	13.00	92.86%	0	1289	104	12.39
8 10	19	13	0	13	0	13	0	16	247	231	12.16	93.52%	0	1179	104	11.34
8 TOTAL	19	13	0	13	0	13	0	16	247	231	12.16	93.52%	0	1179	104	11.34
TOTAL 7-8	19	27	0	27	0	27	0	35	513	478	25.16	93.18%	0	2468	104	23.73
PROGRAM	19	124	1	125	1	124	0	241	2375	2134	112.32	89.85%	1	11590	104	111.44

Principal Signature

Date

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

Ducor Union Elementary School

3/4/2022
9:02 AM

2021-2022

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 7 - From 1/24/2022 Through 2/18/2022

Program T TK Program

Grade Class Level 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)
TK 1	19	1	0	1	0	1	0	9	19	10	0.53	52.63%	0	82	104	0.79
TK TOTAL	19	1	0	1	0	1	0	9	19	10	0.53	52.63%	0	82	104	0.79
TOTAL TK-3	19	1	0	1	0	1	0	9	19	10	0.53	52.63%	0	82	104	0.79
PROGRAM	19	1	0	1	0	1	0	9	19	10	0.53	52.63%	0	82	104	0.79
REPORT	19	125	1	126	1	125	0	250	2394	2144	112.84	89.56%	1	11672	104	112.23

Principal Signature

Date

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

March 2, 2022

$$TK/K = 14^{(1)}$$

$$1^{st} = 13$$

$$2^{nd} = 14$$

$$3^{rd} = 14$$

$$4^{th} = 11$$

$$5^{th} = 14$$

$$6^{th} = 15$$

$$7^{th} = 14$$

$$8^{th} = 13$$

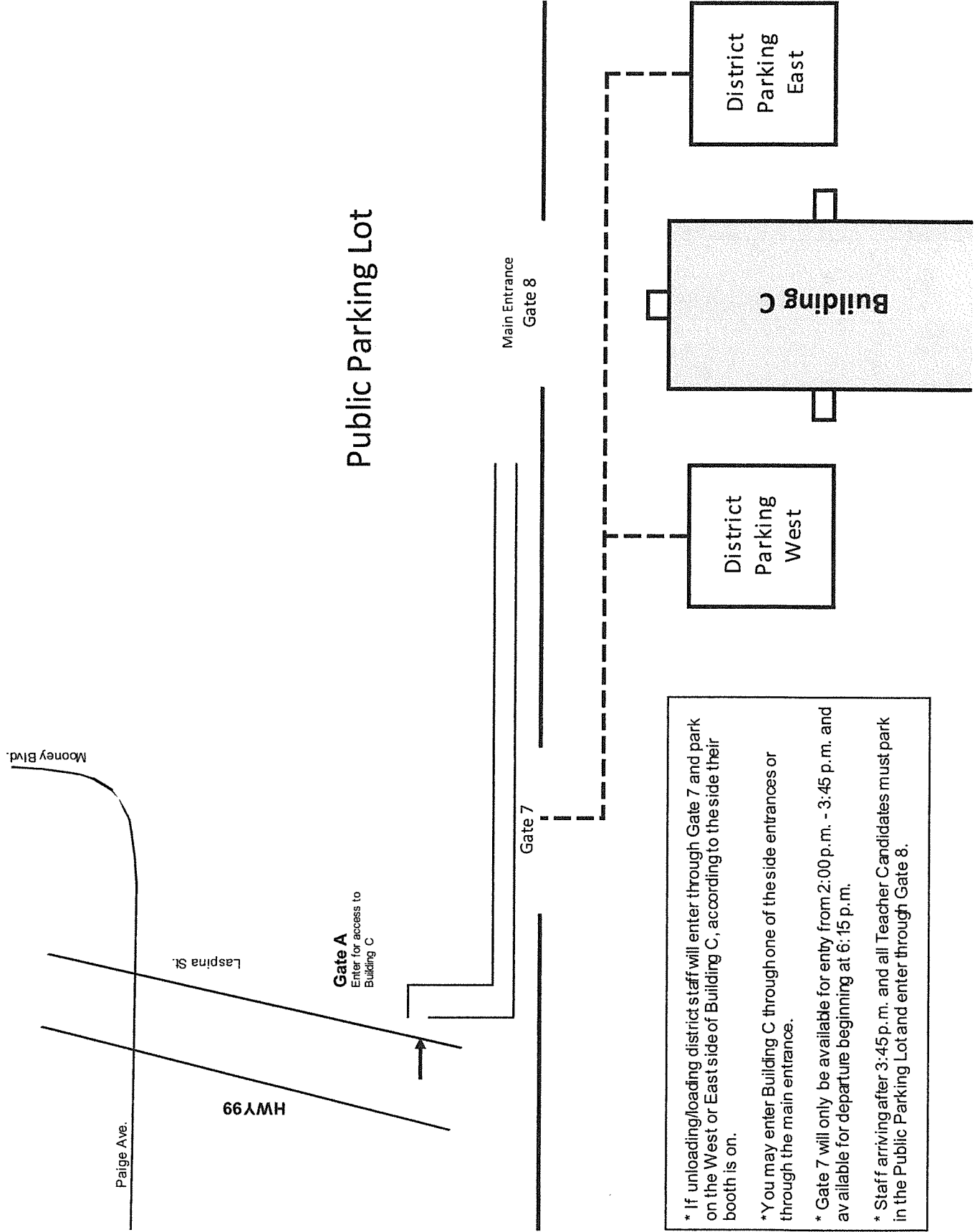
$$\text{Total} = 129$$

3.4

37th Tulare/Kings Counties Teacher Recruitment Fair 2022
Friday, March 11, 2022
International Agri-Center
Building C

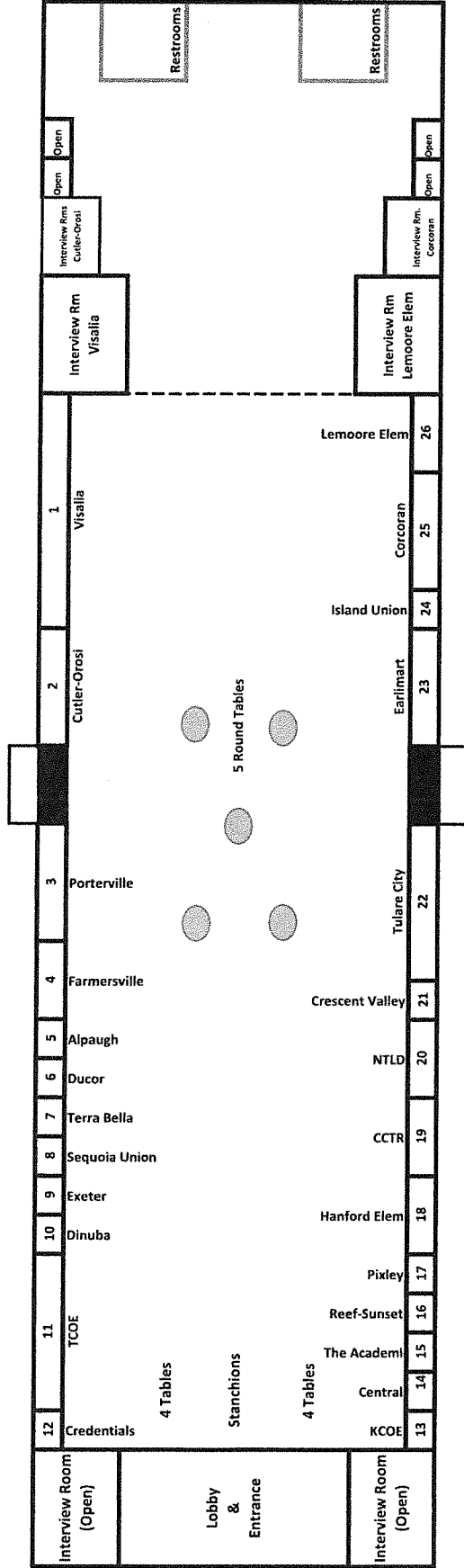
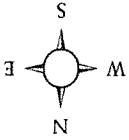
Information for School District Recruiters

- The event will take place in Building C located in the International Agri-Center at 4500 S. Laspina St., Tulare, CA 93274 from 4:00 p.m. to 7:00 p.m.
- The facility will be open at 2:00 p.m. for school districts to set up. Please ask district recruiters to wear name badges so that they can enter/exit without being questioned.
- Be sure to bring your own handcarts. Tables will be covered with a tablecloth. Please leave the tablecloth on your table at the end of the event. You are welcome to bring your own table covering(s) if you like.
- Each district's booth location is indicated on the attached booth layout. There will be booth numbers on the tables to help you find your booth.
- Wireless Internet will be available during the event for everyone. The Wi-Fi passcode will be provided at the event.
- Access to electricity will be available to districts that preselected this option. School districts will be responsible for bringing their own electric extension cord.
- Teacher candidates have been instructed to pre-register for our Fair by the March 9th deadline. They will be notified of their eligibility to attend via email. Candidates who do not preregister, will be admitted after 4:30 p.m.
- A spreadsheet listing the candidates who have preregistered, will be e-mailed to the contact person at the participating districts on the morning of March 11th. This spreadsheet is privileged and confidential information for participating school districts. Do not share this applicant information with anyone outside your school district.
- Your district contact information and your known/anticipated openings are posted on our website at <https://www.tcoe.org/HR/JobSeekers/TeacherRecruitmentFair> for easy access for teacher candidates.
- There will be a two 30x30 interview rooms in the front corners of Building C available to all school districts along with four 10x10 interview rooms towards the back corners of the building near the restrooms. These interview rooms are available for all recruiters as a more private interview setting. Please see attached diagram. *(Please note: Visalia USD, Culter-Orosi JUSD, Corcoran USD, & Lemoore EUSD, have rented interview rooms near the back of Building C.)*
- Please allow plenty of time for setup and be ready to welcome our candidates when the Fair opens at 4:00 p.m. Closing time is at 7:00 p.m. If it is 7:00 p.m. and you still have a few people that you would like to interview, we have the interview rooms reserved until 8:00 p.m. **Please do not pre-schedule interviews with the candidates prior to 4:00 p.m.**
- Everyone should use GATE A to enter onto the International Agri-Center grounds. Once on the grounds, Gate 7 will be available for school district staff that will be unloading/loading supplies. Gate 7 will be open from 2 p.m. to 3:45 p.m. for arrivals and beginning at 6:15 p.m. for departures. Staff arriving after 3:45 pm. and all Candidates will need to enter through Entrance 8.



- * If unloading/loading district staff will enter through Gate 7 and park on the West or East side of Building C, according to the side their booth is on.
- * You may enter Building C through one of the side entrances or through the main entrance.
- * Gate 7 will only be available for entry from 2:00 p.m. - 3:45 p.m. and available for departure beginning at 6:15 p.m.
- * Staff arriving after 3:45 p.m. and all Teacher Candidates must park in the Public Parking Lot and enter through Gate 8.

37th Annual Tulare & Kings Counties Teacher Recruitment Fair 2022
Friday, March 11, 2022, 4:00 P.M. - 7:00 P.M.
International Agri-Center, Tulare



Booth #	District
24	Island Union
13	KCOE
26	Lemoore Elem
20	NTLD
17	Pixley
3	Porterville
16	Reef-Sunset
8	Sequoia Union
11	TCOE
7	Terra Bella
15	The Academics
22	Tulare City
1	Visalia

Booth #	District
5	Alpaugh
19	CCTR
14	Central Union
25	Corcoran
12	Credentials
21	Crescent Valley
2	Cutler-Orosi
10	Dinuba
6	Ducor
23	Earlimart
9	Exeter
4	Farmersville
18	Hanford Elem

- * If unloading/loading please enter through Gate 7 and park on the West or East side of Building C, according to the side your booth is on.
- * You may enter Building C through one of the side entrances in the middle of the building or through the main entrance in the front.
- * Booths will be 5 feet away from the back wall to allow for a walkway and storage space.
- * Electricity will be provided to those school districts that requested it. However, please bring your own electrical cord to hook up to the power supply.