Tulare County
Office of Education

Committed to Students, Support and Service

3.07

Jim Vidak
County Superintendent of Schools

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Main Locations

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

Doe Avenue Complex
7000 Doe Ave.
Visalia

Liberty Center/ Planetarium & Science Center
635 Ave. 264
Visalia

April 15, 2018

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

SUBJECT: REVIEW OF SECOND PERIOD INTERIM REPORT, 2017-18

Dear Isidro:

The county office has reviewed the 2017-18 Second Period Interim Report of the Ducor Union School District, and will be able to certify to the California Department of Education that the district has submitted a positive report for the period ending January 31, 2018.

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

Please read our attached addendum for further comments and recommendations.

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

Sincerely,

Craig Wheaton
Deputy Superintendent, Administrative Services
Tulare County Office of Education

CW/es
Encls.

cc: Jim Koontz, Board President
        District Business Manager

BACKGROUND

Our review of the district's 2017-18 Second Period Interim Report and the comments included here are based on the Governor's January 2018 budget proposal for 2018-19. While at this point state revenues still exceed the governor's estimates for 2017-18, there is still reason to warrant caution in planning for future district operations. The California County Superintendents Educational Services Association (CCSESA) Business and Administration Steering Committee (BASC) in its latest advisory listed the following reasons for fiscal prudence.

o   The proposed $1.757 billion in one-time discretionary funding will be the budget balancer used to address legislative priorities and any revenue shortfalls in the state budget through budget adoption in June. Districts that budget these funds in their 2018-19 multiyear projections need to ensure that the spending plan is flexible, scalable and adjustable. It is not advised to balance the 2018-19 budget based on one-time funds.

o   The possible negative impacts of the federal budget on California's budget are uncertain, as the economic and revenue forecasts used to build the Governor's budget do not consider the federal tax changes enacted last December.

o   Beginning in 2019-20, LCFF growth estimates will be limited to discretionary COLA adjustments.

The Governor's budget also contains two proposals to "improve fiscal transparency and complement the new accountability system:"

o   Require LEAs to show how their budget expenditures align with the strategies detailed in their Local Control Accountability Plans (LCAP) for serving students generating supplemental grants.

o   Calculate and report on a single website the total amount of supplemental and concentration funding provided to each LEA under the Local Control Funding Formula (LCFF).

While the Governor's budget proposal for 2018-19 calls for full funding of the LCFF. It also includes language requiring "fiscal transparency" on how LCFF, including supplemental and concentration funds are being used. Below is the Governor's proposed 2018-19 budget trailer bill language regarding the school district budget/Local Control Accountability Plan (LCAP) crosswalk:

Effective July 1, 2019, each budget shall include a summary document that links budget expenditures to corresponding goals, actions, and services in the school district's local control and accountability plan for the ensuing fiscal year. The State Board of Education shall develop a template for the summary document by January 30, 2019. This shall include the school district's estimate of the funds to be apportioned for increased or improved services for unduplicated pupils.

These changes and the new statewide system of support will undoubtedly result in new administrative efforts and some level of increased costs as greater emphasis is placed on uses of funding and working through the targeted assistance process.

SUPPLEMENTAL/CONCENTRATION GRANT vs. BASE FUNDING

The new LCFF provides additional funding for English learners, free and reduced-price meal program eligible students, and foster youth (unduplicated or Targeted Students). In January, the Governor proposed the LCFF be fully funded

beginning in fiscal year 2018-19. Assuming this is included in the adopted state budget; there will no longer be a district specific phase in calculation determining what portion of LCFF funding is designated for the Targeted Students (supplemental and concentration Funding). Beginning in fiscal year 2018-19 the LCFF funding for Targeted Students will be a straight forward calculation as part of the LCFF. The amount will also be published by the California Department of Education for 2018-19 and each year thereafter.

For most districts, the supplemental concentration Funding in fiscal year 2018-19 will still increase by more than LCFF Base funding. As a result, it will still be problematic for a district to pay for district wide cost increases out of the smaller LCFF Base Funding increases. Below is a table that reflects the district's change in components of LCFF funding from fiscal years 2016-17 through 2018-19.

	2016-17	$ Change	% Change	2017-18	$ Change	% Change	2018-19
Phase-In Entitlement	1,717,060	38,194	2.22%	1,755,254	67,954	3.87%	1,823,208
Supplemental Concentration	345,132	-52,658	-15.26%	292,474	141,399	48.35%	433,873
Base Funding	1,371,928	90,852	6.62%	1,462,780	-73,445	-5.02%	1,389,335
Estimated ADA	169.29			169.29			169.23
Per ADA Base Funding	8,104.01	536.66	6.62%	8,640.68	-430.93	-4.99%	8,209.74

Costs requiring the use of unrestricted resources are outpacing increases of unrestricted funding so caution is warranted when making any district commitments that will be funded out of LCFF Base funding.

RESERVES

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

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

The provisions of SB 751 are not imposed until the year after funds in the Public School System Stabilization Account equals or exceeds 3% of Proposition 98 funding for school districts. The State Superintendent of Public Instruction is required to notify districts and county offices of education when the conditions are met.
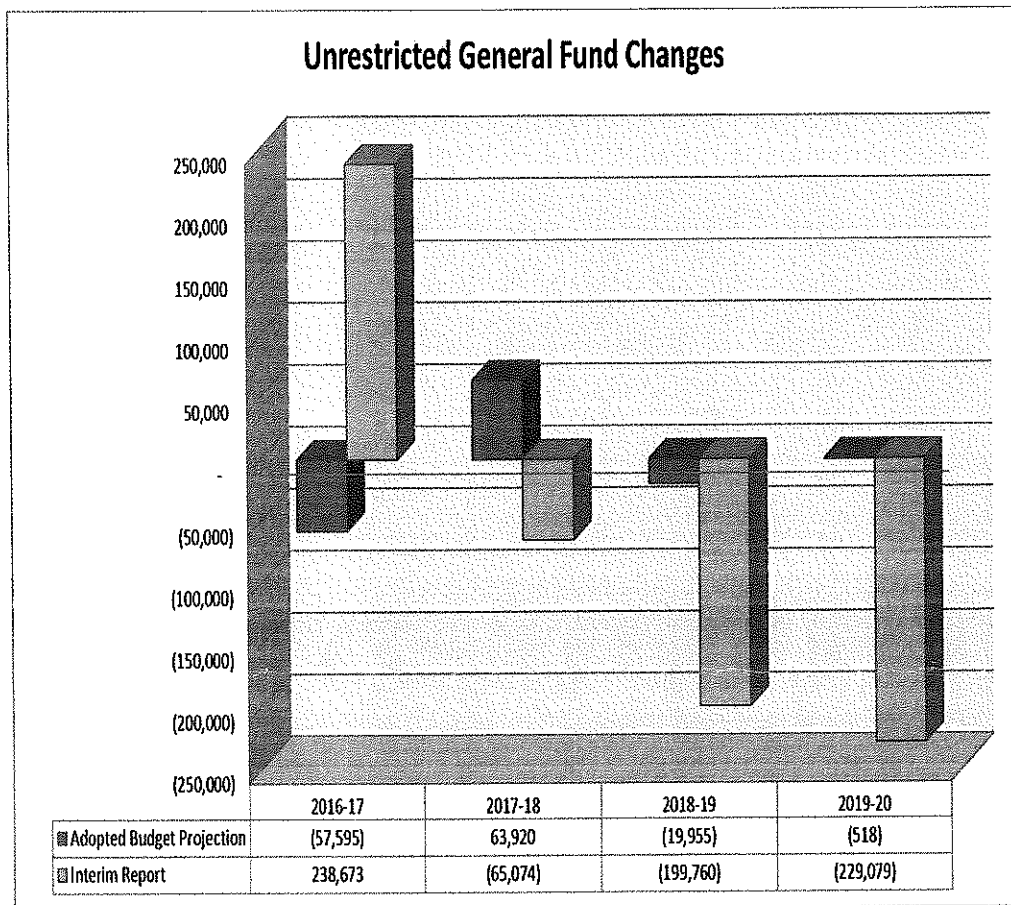
Full Accrual Financial Position As audit reports have begun to recognize long-term pension obligations under GASB 68, districts find their annual audit report may reflect a negative unrestricted balance on their Statement of Net Position. This will likely result in public concern over the fiscal management of the school district and higher costs associated with long-term financing. Below is a comparison of the district's 2016-17 unaudited actual available reserves (modified accrual basis of accounting) compared to the 2016-17 audited unrestricted net position, which includes the full accrual impact of GASB 68.

| Unaudited Actuals Available Reserves	Audit Report Unrestricted Net Position	Difference
$711,299	-$688,514	-$1,399,813

Beginning with fiscal year 2017-18, district audit reports will also reflect the full impact of long-term commitments for Other Post-Employment Benefits (Retiree health plans) under GASB 75. This will further reduce a district's unrestricted net position.

LOCAL CONTROL FUNDING FORMULA PROJECTIONS

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

Unrestricted General Fund Changes

	2016-17	2017-18	2018-19	2019-20
Adopted Budget Projection	(57,595)	63,920	(19,955)	(518)
Interim Report	238,673	(65,074)	(199,760)	(229,079)

The next graph presents the district's 2017-18 Second Interim reserve status compared with the original adopted budget and state minimum reserve requirement.

Minimum Reserve Standard
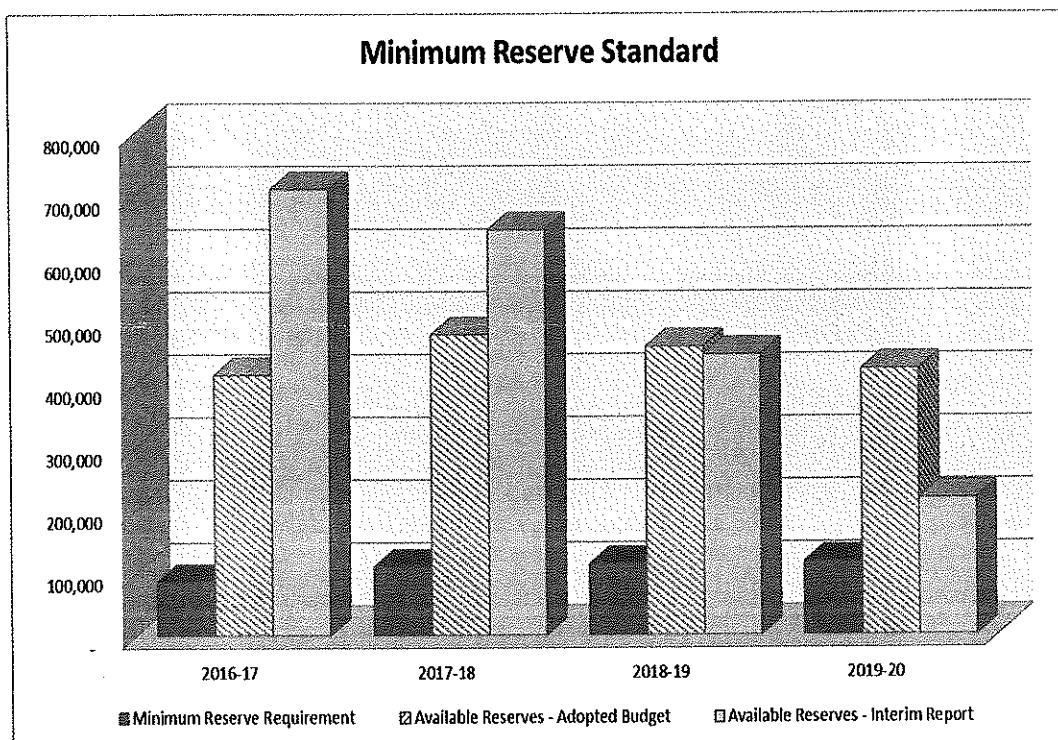
COMMENTS AND RECOMMENDATIONS

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

➡️ *Some of the district's interfund loans appear to be on-going or increasing on a regular basis. The district is not meeting the requirements of Education Code 42603 for repayment. There is a history of a long standing interfund loan the cafeteria fund has not been able to repay. The district should approve and process a permanent transfer from the General Fund of the district which will allow the Cafeteria fund to repay the debt.*

➡️ *The district is projecting significant deficit spending over the current and subsequent two fiscal years. This trend in declining balances must be addressed by the district to maintain district solvency.*

➡️ *There were some minor items on the Form 01CSI or Form MYPI that were technical errors or were not in agreement with the assumptions provided by the district. We welcome district staff to make an appointment to come in and go over these items so they can be properly addressed in future filings.*

➡️ *There are no additional comments or recommendations.*

Ducor Union Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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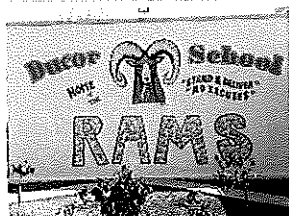
Mr. Isidro Rodriguez, Superintendent/ Principal

⚲ Principal, Ducor Union Elementary

About Our School

Hello and welcome to Ducor Union Elementary School and our School Accountability Report Card (SARC). The report card will demonstrate our schools character, responsibility and achievements. The report card will also demonstrate our students success and challenges. "Stand and Deliver, No Excuses" has been the Ducor way for many years. I am proud to present Ducor School small and dynamic team. Every employee plays a vital role when educating Ducor student as well as encouragement, positive reinforcement and specific directive learning.

The SARC report is a valuable tool for visitors and new enrollees. This report provides a small window onto the school campus. Students are learning, applying their skills demonstrating understanding. Ducor School is a small school with great expectations.

Thank you for viewing our SARC report.

Contact

Ducor Union Elementary
23761 Avenue 56
Ducor, CA 93218-0249

Phone: 559-534-2261
E-mail: irodriguez@ducorschool.com

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)

District Name	Ducor Union Elementary
Phone Number	(559) 534-2261
Superintendent	Isidro Rodriguez
E-mail Address	irodriguez@ducorschool.com
Web Site	http://ducorschool.com

School Contact Information (School Year 2017-18)

School Name	Ducor Union Elementary
Street	23761 Avenue 56
City, State, Zip	Ducor, Ca, 93218-0249
Phone Number	559-534-2261
Principal	Mr. Isidro Rodriguez, Superintendent/Principal
E-mail Address	irodriguez@ducorschool.com
Web Site	http://ducorschool.com
County-District-School (CDS) Code	54718946054019

Last updated: 3/8/2018

School Description and Mission Statement (School Year 2017-18)

Ducor School is a small, rural one-school district in the southeast portion of Tulare County. Currently Ducor School has enrolled 160 students grades K-8. Enrollment has been on a slow but steady increase since hitting a low enrollment in 2006. Even in the face of continuing reductions in state and federal funding, Ducor School has maintained small class sizes and maintained safe and secure learning environment for our students. Ducor School enjoys strong parent support and parent involvement at all school activities. Ducor School parent meetings support school academic goals. 97% students are of Hispanic origin. 62% of students are English Learners and come from homes where Spanish is the only spoken language. The Ducor community is a rural, isolated town dependent on agriculture for employment. 100% students qualify for free meals. We have 7 fully highly qualified credentialed teachers and 2 intern teacher. Ducor School maintains a school library, a computer lab and a class set of chrome books on carts. Extra services are provided by the Tulare County Office of Education. These services are offered on limited times per week; psychologist, speech therapist, nurse and a special education teacher. Ducor students engage in many activities during school hours and after school hours. Ducor teacher's engage all students academically and socially. Ducor students engage in reading competition programs that have helped many students increase reading levels and language proficiency. Our math scores have increase due to the integration of more reading and writing in math. Student's in every classroom have access to a chrome book. Technology is used aligned with our ELA program and Math program. History and Science also used online resources to support the core curriculum with videos and hands-on activities. Ducor students also engage in daily Physical Education, music, arts and crafts, cooking classes and gardening. After school we have the CHOICES program. TCOE provides an after school program on site. Enrollment after school is maxed daily. Parents engage in after school programs; English second language classes is offered two days a week, Pre-K tutoring service is offered to our future students three days a week and Parent Teacher Student Association also recruits and supports Ducor school student and staff and community members.

Last updated: 3/8/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	23
Grade 1	16
Grade 2	14
Grade 3	10
Grade 4	15
Grade 5	18
Grade 6	14
Grade 7	32
Grade 8	16
Total Enrollment	158
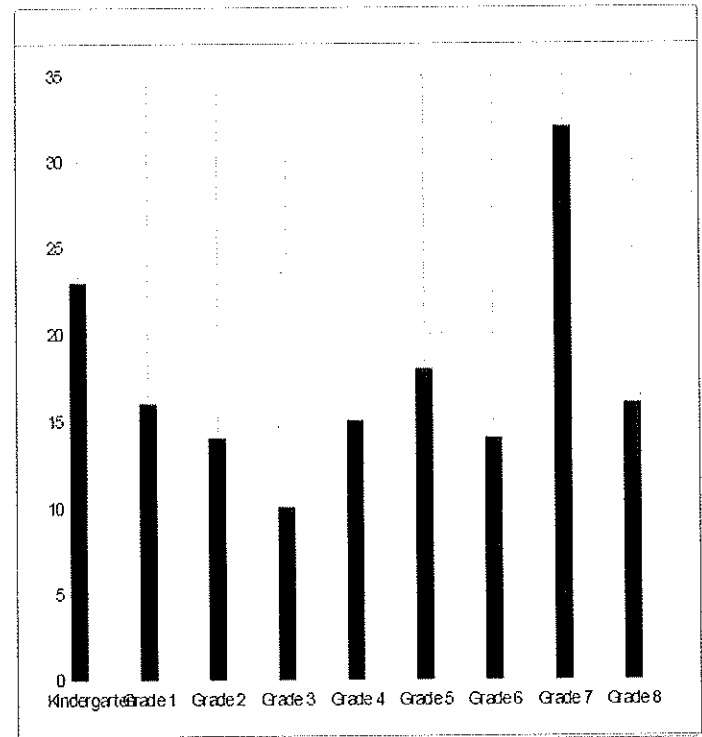
Last updated: 3/8/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.6 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	96.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.0 %
Two or More Races	0.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.9 %
English Learners	50.0 %
Students with Disabilities	1.2 %
Foster Youth	0.0 %

Last updated: 3/8/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	6	6	6
Without Full Credential	2	2	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	–			
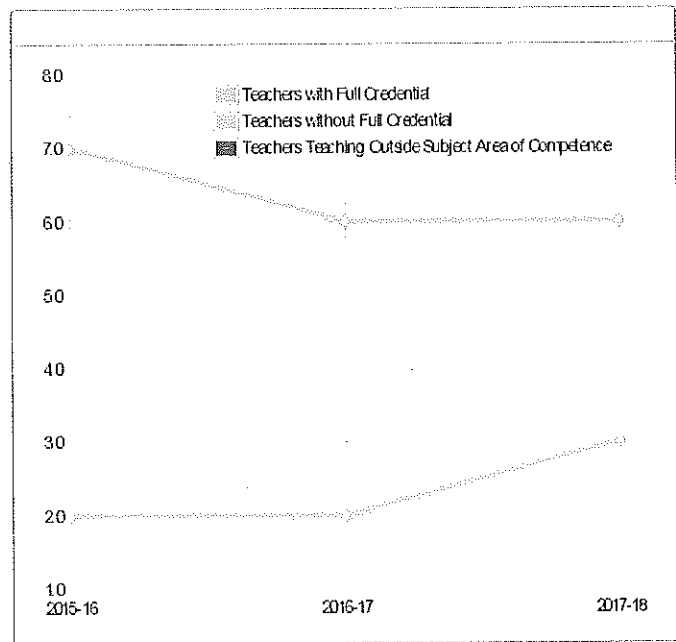
Last updated: 3/8/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
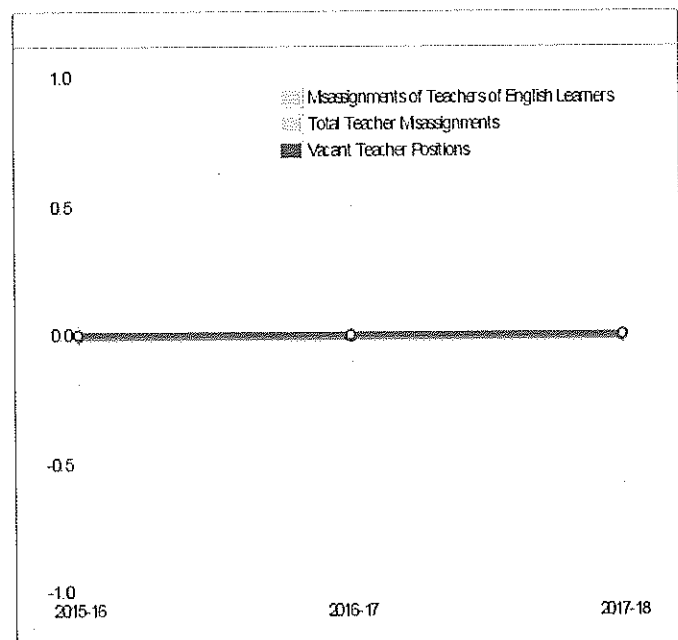
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: California Reach for Reading Publisher: National Geographic Learning 2017 6-8: California Connect Publisher: Houghton Mifflin Hartcourt 2015	Yes	0.0 %
Mathematics	K-8: GO MATH! Publisher: Houghton Mfflin Hartcourt 2015	Yes	0.0 %
Science	K-3: Treasures Wonders Science Publisher: Houghton Mfflin Hartcourt 2015 4-5: CA Science Publisher: Scott Foresman 2008 6: CA Earth Publisher: Holt 2007 7: CA Life Science Publisher: Holt 2007 8: CA Physical Science Publisher: Holt 2007	Yes	0.0 %
History-Social Science	K-3: Treasures Wonders Science Publisher: Houghton Mfflin Hartcourt 2015 4-5: CA Science Publisher: Scott Foresman 2008 6: CA Earth Publisher: Holt 2007 7: CA Life Science Publisher: Holt 2007 8: CA Physical Science Publisher: Holt 2007	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 3/8/2018

School Facility Conditions and Planned Improvements

Facility Inspection Tool (FIT) was completed on January 2018. Part III: Category Totals and Ranking;

A) Systems: Gas Leaks, Mechanic/AC, Sewer   Rank: 88% Fair

B) Interior: Insterior Surface   Rank: 96% Good

C) Cleaniness: Overall, pest/vermin   Rank: 100% Good

D) Electrical: Electric   Rank: 96% Good

E) Restroom/Fountains: Restroom, sinks   Rank: 91% Good

F) Safety: Fire Safety, Hazardous Materials   Rank: 100% Good

G) Structural: structural damage, roofs   Rank: 98% Good

H) External: playground, window/doors   Rank: 100% Good

Last updated: 3/8/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Currently no immediate plan for improvements and or repairs
Interior: Interior Surfaces	Good	Currently no immediate plan for improvements and or repairs
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Currently no immediate plan for improvements and or repairs
Electrical: Electrical	Good	Currently no immediate plan for improvements and or repairs
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Currently no immediate plan

Safety: Fire Safety, Hazardous Materials	Good	
		Currently no immediate plan for improvements and or repairs
Structural: Structural Damage, Roofs	Good	Roof to be replace by July 2018 for one building.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
		Currently no immediate plan for improvements and or repairs

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good

Last updated: 3/8/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	27%	31%	27%	31%	48%	48%
Mathematics (grades 3-8 and 11)	15%	17%	15%	17%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/8/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	122	98.39%	31.15%
Male	62	62	100.00%	24.19%
Female	62	60	96.77%	38.33%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	121	119	98.35%	30.25%
Native Hawaiian or Pacific Islander				
White	–	–	–	
Two or More Races				
Socioeconomically Disadvantaged	119	117	98.32%	30.77%
English Learners	98	96	97.96%	30.21%
Students with Disabilities	–	–	–	
Students Receiving Migrant Education Services	16	16	100.00%	18.75%
Foster Youth	–	–	–	–

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (–) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/8/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	122	98.39%	17.21%
Male	62	62	100.00%	17.74%
Female	62	60	96.77%	16.67%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	121	119	98.35%	17.65%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	119	117	98.32%	17.95%
English Learners	98	96	97.96%	17.71%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	16	16	100.00%	18.75%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/8/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	29.0%	23.0%	29.0%	23.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 3/8/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	16.7%	5.6%	5.6%
7	26.3%	21.1%	10.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/8/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Ducor School have many opportunities for parents to be involved with the school, classes and students. All organize activities are scheduled throughout the school calendar year and during the summer months. All activities are on the school campus. Parent volunteers, teachers and administrators help support and lead parents to attend the many functions. Most activities are student focus. The parents are recognized for their efforts and time during a few of the events. Parent participation has grown and continues to grow each school year. Below are examples of activities that occur during the school year:

- Summer Night Lights
- First day of school assembly
- Parent Teacher Student Association (PTSA)
- CHOICES program
- English Second Language classes
- Migrant Services
- Parent Conference
- Parent field trips
- October Festival
- Christmas Program
- Game Day on Friday's
- Board Meetings
- Food Distribution
- Track Event
- Trimester Assemblies
- Parent Dinner
- Graduation

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%

Dropout / Graduation Rate (Four-Year Cohort Rate) Chart
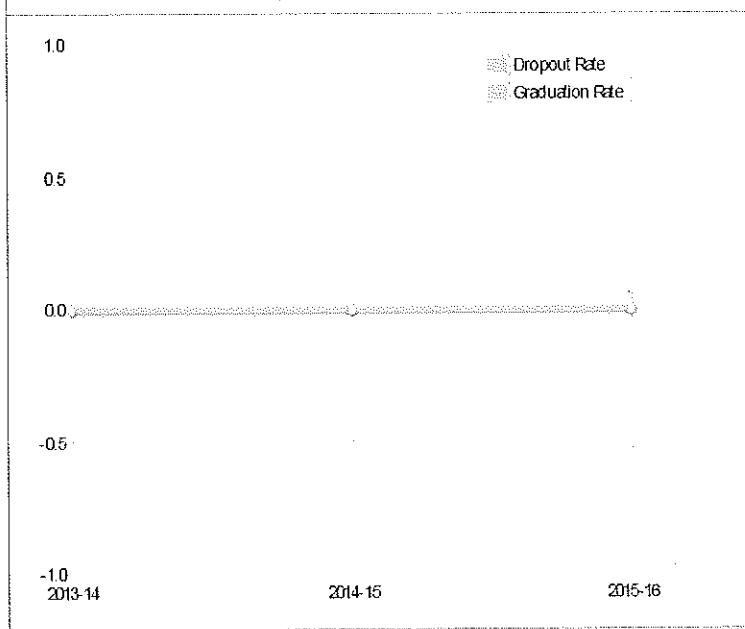
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.2%	3.3%	0.5%	3.2%	3.3%	0.5%	3.8%	3.7%	3.7%
Expulsions	0.5%	0.0%	0.0%	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
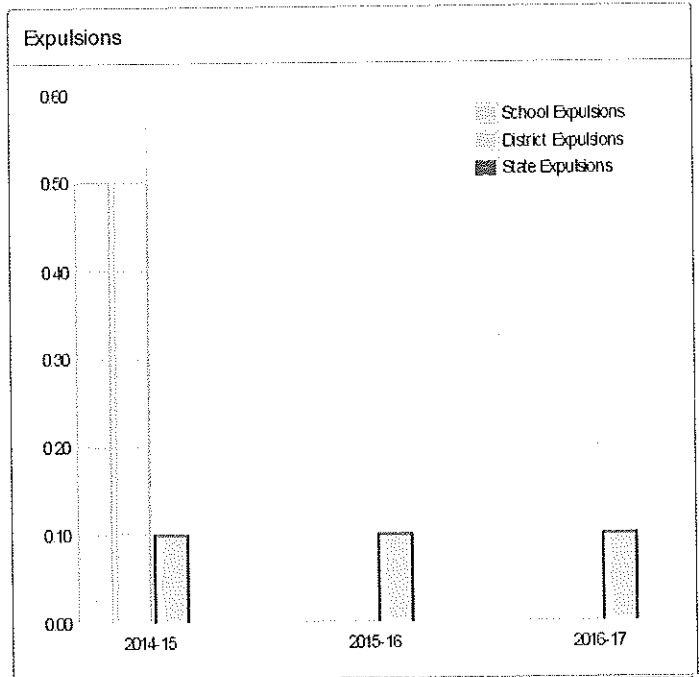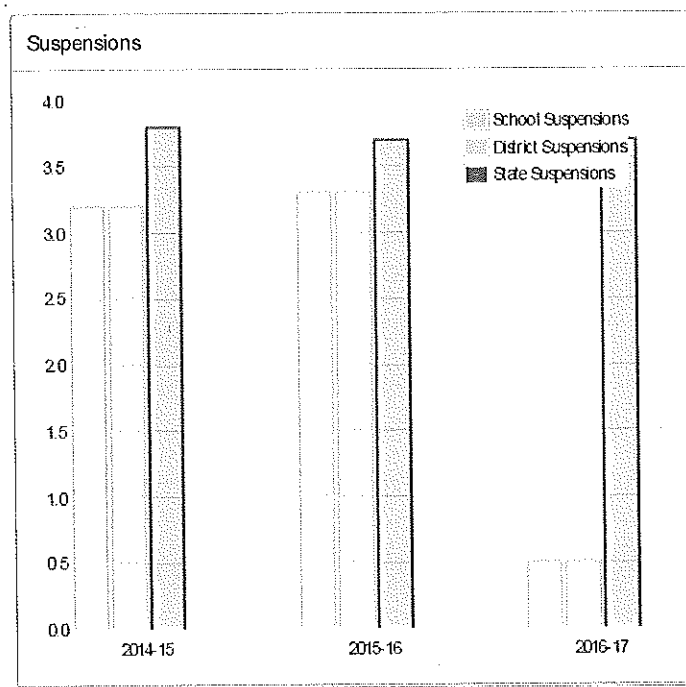
Last updated: 3/19/2018

School Safety Plan (School Year 2017-18)

The Ducor School Safety Plan and the Tulare County Office of Education Safe School Project Crisis Response Plan collaborated to provide a basic, standardize crisis response plan framework for the use by the schools in Tulary County. The Crisis Response Plan will help ensure consistency in the way school emergencies are handled.

The current date the safety plan was reviewed was February 2017.

Ducor School Safety Plan is dissucess and practiced with all faculty and student body on a monthly bases. A few expamples include: emergency lock down, fire drill, earthquake, firearms/intruder on campus, and chemical air response action plan.

Last updated: 3/8/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 3/8/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	17.0	1	0	0	14.0	1	0	0	18.0	1	0	0
1	17.0	1	0	0	15.0	1	0	0	0.0	0	0	0
2	20.0	1	0	0	11.0	1	0	0	20.0	1	0	0
3	23.0	0	1	0	18.0	1	0	0	21.0	0	1	0
4	28.0	0	1	0	17.0	1	0	0	19.0	1	0	0
5	28.0	0	1	0	26.0	0	1	0	20.0	1	0	0
6	19.0	1	0	0	20.0	1	0	0	32.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/8/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	1.0	N/A

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10403.0	$1485.0	$8918.0	$54401.0
District	N/A	N/A	$8918.0	$54401.0
Percent Difference – School Site and District	N/A	N/A	8918.0%	54401.0%
State	N/A	N/A	$6574.0	$61939.0
Percent Difference – School Site and State	N/A	N/A	36.0%	12.0%

Note: Cells with N/A values do not require data.

Last updated: 3/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,339	$42,598
Mid-Range Teacher Salary	$61,319	$62,232
Highest Teacher Salary	$77,585	$80,964
Average Principal Salary (Elementary)	$	$102,366
Average Principal Salary (Middle)	$	$104,982
Average Principal Salary (High)	$	$
Superintendent Salary	$89,352	$117,868
Percent of Budget for Teacher Salaries	27.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart
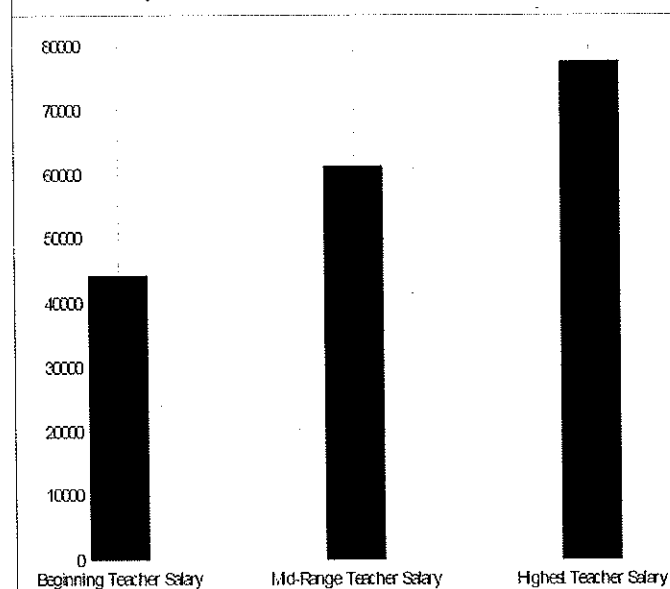
Principal Salary Chart
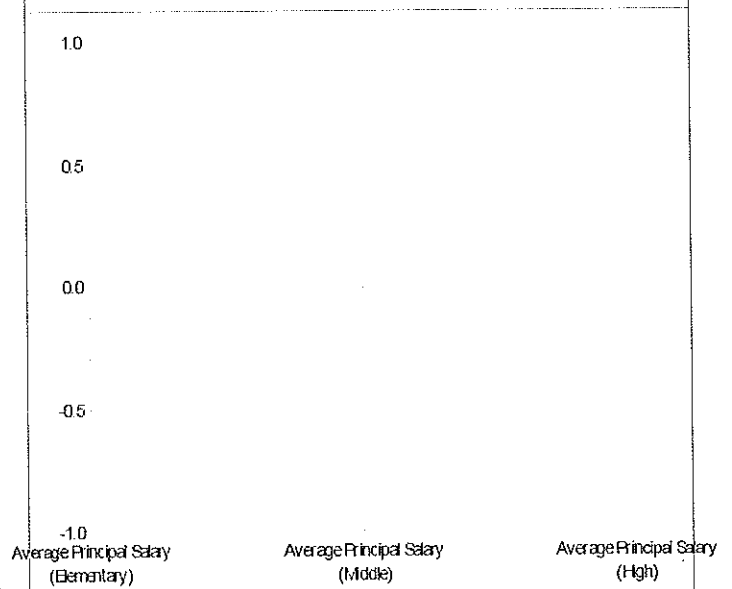
What are the primary/major areas of focus for staff development and specifically how were they selected?

The primary/major areas of focus for the past years have been Reading and Writing. How these areas of focus were selected were based on the past state testing results, CELDT results as well as local assessments and accelerated reading program. The goals are to improve student reading skills, comprehension and vocabulary. Every training selected was designed to support student reading from grades K-8. Additional components with the reading training programs included English Langauge Development and writing. Tulare County Office of Education offered various training dates that included but not limited to reading and writing improvement. All grade level teachers K-8 were provided specific dates and location to attend any reading, ELD and writing training.

For example, were student achievement data used to determine the need for professional development in reading instruction?

Student reading achievement data was used to determine the need for professional development. We use the Accelerated Reading Program to track all student reading progress and levels. The library purchased books aligned to the AR program. The students would read and then take a comprehension exam about the book. The scores indicate their comprehension percentage out of ten questions and reading current level. Progress is always recorded. The students AR data is then aligned to every qualified student who took the CELDT test. The CELDT results provide a comparison to the students AR reading level. Once the comparison is recorded, then the state test is collected and compared to the AR and CELDT results. The data from all three sources provide real data that reflects student reading level and comprehension. This data is used to determine that the reading program must improve or change. Currently the schools ELA and Math scores from the state test have improved each year.

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

All professional development is delivered through attending off school site training. Tulare County Office of Education offers training through out the school year in which teachers attend during work hours. Core Curriculum training is offered on site. Publishing companies will send trainers to explain and assist teachers about the curriculum, set up, common core alignement, delivery and web base assessments. Follow up training is also scheduled. These trainings support teachers delivery, ELD and assessments.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers are supported with an on site coach. The coach also attends training with the teachers. The coach helps teachers with content delivery, web base assessments, lesson planning, supplemental materials and aligning all field trips with curriculum themes. The coach utilizes all school grade levels to scaffold student learning and comprehension. The coach also listens to all teachers to help better understand their concerns and challenges. Student learning is guided through teacher intervention utilizing collaboration time with other teacehrs, web base supplemental programs and local assessments. The coach will review and assist teachers to better provide differentiated teaching as needed for each student. The coach is also responsible to support teacher lead reading programs aligned to the library AR program. The coach encourages teacher reading programs in class and school wide. The students are given a challenge to read as many books as possible within a window of time. The end, the students earn a field trip aligned with the them of the reading program. This year is Adventure Time.

Last updated: 3/19/2018

3.09

≡Menu

         Print Test Results | Get Research Files

Smarter Balanced Assessment Test Results for:

Ducor Union Elementary School

CDS Code: 54-71894-6054019

Ducor Union Elementary District

Tulare County

SUMMARY REPORT   CHANGE OVER TIME

Report Options

Select Year:	Select Group/Subgroup:	
2016 ▾	All Students (Default) ▾	**Apply Selections**

To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

Legend: ■ Standard Not Met: Level 1   ■ Standard Nearly Met: Level 2   ▨ Standard Met: Level 3   ▨ Standard Exceeded: Level 4
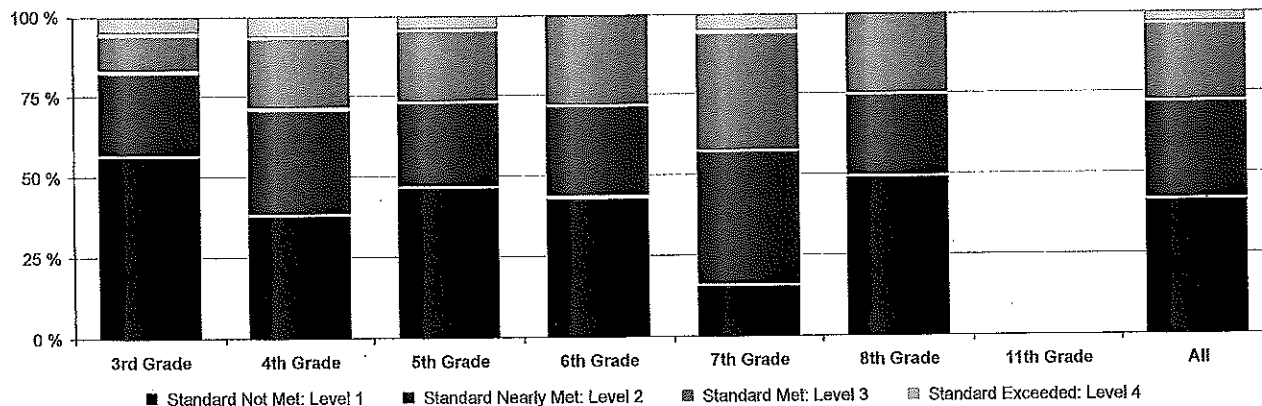
English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

MATHEMATICS

Achievement Level Distribution

Mathematics Achievement Level Descriptors

- Standard Not Met: Level 1
- Standard Nearly Met: Level 2
- Standard Met: Level 3
- Standard Exceeded: Level 4

All Students (accessible data)

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Student Performance and Progress

Student Performance in Each Achievement Level
How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 3
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Achievement Levels
▓ %Standard Not Met   ░ %Standard Nearly Met   ▓ %Standard Met   ▓ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 3 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	14	2345±10	29
Ducor Union Elementary (54718946054019)	14	2345±10	29

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:06:45 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

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California Assessment of
Student Performance and Progress

Student Performance on Each Target
How did my students perform on the ELA/Literacy test?

Test: Smarter Summative ELA/Literacy Grade 3
Year: 2016-2017
Name: Ducor Union Elementary

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▧ Similar to performance on the test as a whole

▧ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2345±10	14
Ducor Union Elementary (54718946054019)	2345±10	14

Performance on Each Target
Smarter Summative ELA/Literacy Grade 3 Test for Students in Ducor Union Elementary

Target	Strength/ Weakness Indicator
Reading	
Literary Texts	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▧
Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	▧
Target 3 (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	➕
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	▧
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	▧
Target 7 (Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	▧
Informational Texts	

Target	Strength/Weakness Indicator
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▬▬
Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	**✚**
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▬▬
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	▬
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	◆
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	▬▬
Target 14 (Informational Text) LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	**✚**

Writing

Narrative

Target	Strength/Weakness Indicator
Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	**✚**
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	▬▬

Informational

Target	Strength/Weakness Indicator
Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	▬▬
Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	▬▬

Opinion

Target	Strength/Weakness Indicator
Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	▬▬
Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.	▬

Writing

Target	Strength/Weakness Indicator
Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	▬▬
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	▬

Listening

Listening

Target	Strength/Weakness Indicator
Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.	▬▬

Research/Inquiry

Research/Inquiry

Target	Strength/Weakness Indicator
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	▬▬
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	▬
Target 4 USE EVIDENCE: Cite evidence to support opinions and ideas.	▬▬

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Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 3
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Achievement Levels
%Standard Not Met   %Standard Nearly Met   %Standard Met   %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 3 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	14	2376±10	43
Ducor Union Elementary (54718946054019)	14	2376±10	43

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:00:24 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

CAASPP
California Assessment of
Student Performance and Progress

District Performance on Each Target for the Mathematics Test
What are my district's strengths and weaknesses in Mathematics Target?

Test: Smarter Summative Mathematics Grade 3
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

✚ Better than performance on the test as a whole

▦ Similar to performance on the test as a whole

▦ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2376±10	14

Performance on Each Target
Smarter Summative Mathematics Grade 3 Test for Students in Ducor Union Elementary School District

Target	Strength/Weakness Indicator
Concepts and Procedures	
Target A - Represent and solve problems involving multiplication and division.	✚
Target B - Understand properties of multiplication and the relationship between multiplication and division.	▦
Target C - Multiply and divide within 100.	▦
Target D - Solve problems involving the four operations, and identify and explain patterns in arithmetic.	✚
Target E - Use place value understanding and properties of operations to perform multi-digit arithmetic.	▦
Target F - Develop understanding of fractions as numbers.	▦
Target G - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	▦
Target H - Represent and interpret data.	▦
Target I - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	▦
Target J - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	▦
Target K - Reason with shapes and their attributes.	▦

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:01:02 AM PDT

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California Assessment of
Student Performance and Progress

Student Performance in Each Achievement Level
How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 4
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Achievement Levels
■ %Standard Not Met   ░ %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 4 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	17	2406±15	18
Ducor Union Elementary (54718946054019)	17	2406±15	18

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:01:25 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

California Assessment of Student Performance and Progress

District Performance on Each Target for the ELA/Literacy Test
What are my district's strengths and weaknesses in ELA/Literacy Target?

Test: Smarter Summative ELA/Literacy Grade 4
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▤ Similar to performance on the test as a whole

▤ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2406±15	17

Performance on Each Target
Smarter Summative ELA/Literacy Grade 4 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Reading	
Literary Texts	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▤
Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	▤
Target 3 (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▤
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	▤
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	▤
Target 7 (Literary Text) LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone	▤
Informational Texts	
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▤

Target	Strength/ Weakness Indicator
Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	▨
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▨
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	✚
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.	◆
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.	✚
Target 14 (Informational Text) LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).	▨

Writing

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	▨
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	▨

Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	▨
Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	▨

Opinion

Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	▨
Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	▨

Writing

Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	▨
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	✚

Listening

Listening

Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.	▨

Research/Inquiry

Research/Inquiry

Target	Strength/ Weakness Indicator
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:01:47 AM PDT

Assessment target score reports should serve as a starting point in an overall investigation of students' strengths and weaknesses and constitute only one of many sources of evidence that should be used in evaluating student performance. Assessment target scores based on fewer than 50 students may be less reliable and will have fewer unique items contributing to the overall target summary. Results from the prior administrations are final. Results from the 2017-18 administration are partial and should be used with caution. As a real-time system, these results will change as additional data are received and relevant appeals and rescores are processed.

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Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

![CAASPP - California Assessment of Student Performance and Progress logo]

Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 4

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Achievement Levels
■ %Standard Not Met   %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 4 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	17	2427±12	35
Ducor Union Elementary (54718946054019)	17	2427±12	35

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:02:05 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

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California Technical Assistance Center
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Caaspp
California Assessment of
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District Performance on Each Target for the Mathematics Test
What are my district's strengths and weaknesses in Mathematics Target?

Test: Smarter Summative Mathematics Grade 4

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▦ Similar to performance on the test as a whole

▦ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2427±12	17

Performance on Each Target
Smarter Summative Mathematics Grade 4 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Concepts and Procedures	
Target A - Use the four operations with whole numbers to solve problems.	▦
Target B - Gain familiarity with factors and multiples.	▦
Target C - Generate and analyze patterns.	➕
Target D - Generalize place value understanding for multi-digit whole numbers.	▦
Target E - Use place value understanding and properties of operations to perform multi-digit arithmetic.	▦
Target F - Extend understanding of fraction equivalence and ordering.	▦
Target G - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	▦
Target H - Understand decimal notation for fractions, and compare decimal fractions.	➕
Target I - Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	▦
Target K - Geometric measurement: understand concepts of angle and measure angles.	▦
Target L - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	▦

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:02:18 AM PDT

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Student Performance in Each Achievement Level
How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 5
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Achievement Levels
■ %Standard Not Met   %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 5 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	14	2421±13	29
Ducor Union Elementary (54718946054019)	14	2421±13	29

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:02:30 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

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![CAASPP logo] California Assessment of Student Performance and Progress

District Performance on Each Target for the ELA/Literacy Test
What are my district's strengths and weaknesses in ELA/Literacy Target?

Test: Smarter Summative ELA/Literacy Grade 5
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▦ Similar to performance on the test as a whole

▦ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2421±13	14

Performance on Each Target
Smarter Summative ELA/Literacy Grade 5 Test for Students in Ducor Union Elementary School District

Target	Strength/Weakness Indicator
Reading	
Literary Texts	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▦
Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	➕
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▦
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	➕
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	▦
Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	◆
Informational Texts	
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▦

Target	Strength/ Weakness Indicator
Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	▦
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▦
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	▦
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.	◆
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	▦
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.	▦

Writing

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	▦
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	▦

Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	▦
Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	▦

Opinion

Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	▦
Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	✚

Writing

Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	▦
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	▦

Listening

Listening

Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.	▦

Research/Inquiry

Research/Inquiry

Target	Strength/Weakness Indicator
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:02:45 AM PDT

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California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

caaspp
California Assessment of
Student Performance and Progress

Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Test: **Smarter Summative Mathematics Grade 5**
Year: **2016-2017**
Name: **Ducor Union Elementary School District**

Legend: Achievement Levels
■ %Standard Not Met   ▓ %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level Smarter Summative Mathematics Grade 5 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	14	2424±11	21
Ducor Union Elementary (54718946054019)	14	2424±11	21

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:03:02 AM PDT

*Standard error is not defined for groups of one student.

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![CAASPP logo] California Assessment of Student Performance and Progress

District Performance on Each Target for the Mathematics Test
What are my district's strengths and weaknesses in Mathematics Target?

Test: **Smarter Summative Mathematics Grade 5**
Year: **2016-2017**
Name: **Ducor Union Elementary School District**

Legend: Strength And Weakness Indicator
➕ Better than performance on the test as a whole
▬ Similar to performance on the test as a whole
▭ Worse than performance on the test as a whole
◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2424±11	14

Performance on Each Target
Smarter Summative Mathematics Grade 5 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Concepts and Procedures	
Target A - Write and interpret numerical expressions.	➕
Target B - Analyze patterns and relationships.	◆
Target C - Understand the place value system.	▬
Target D - Perform operations with multi-digit whole numbers and with decimals to hundredths.	▬
Target E - Use equivalent fractions as a strategy to add and subtract fractions.	▭
Target F - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	▬
Target G - Convert like measurement units within a given measurement system.	➕
Target H - Represent and interpret data.	◆
Target I - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	▬
Target J - Graph points on the coordinate plane to solve real-world and mathematical problems.	➕
Target K - Classify two-dimensional figures into categories based on their properties.	▭

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:03:13 AM PDT

California Technical Assistance Center

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California Assessment of
Student Performance and Progress

Student Performance in Each Achievement Level
How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 6

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Achievement Levels
■ %Standard Not Met   ░ %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 6 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	32	2461±15	38
Ducor Union Elementary (54718946054019)	32	2461±15	38

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:03:27 AM PDT

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CAASPP
California Assessment of
Student Performance and Progress

District Performance on Each Target for the ELA/Literacy Test
What are my district's strengths and weaknesses in ELA/Literacy Target?

Test: Smarter Summative ELA/Literacy Grade 6
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▬ Similar to performance on the test as a whole

▭ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2461±15	32

Performance on Each Target
Smarter Summative ELA/Literacy Grade 6 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Reading	
Literary Texts	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▬
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	▬
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▬
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	▬
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	▬
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	▭
Informational Texts	

Target	Strength/ Weakness Indicator
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	

Writing

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	

Explanatory

Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	
Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	**+**

Argumentative

Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	
Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	

Writing

Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	

Listening

Listening

Target	Strength/ Weakness Indicator
Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	▨
Research/Inquiry	
Research/Inquiry	
Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	**+**
Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	▨
Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	▨

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:03:41 AM PDT

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California Technical Assistance Center
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![caaspp logo — California Assessment of Student Performance and Progress]

Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 6
Year: 2016-2017
Name: Ducor Union Elementary School District

> **Legend: Achievement Levels**
> ■ %Standard Not Met   ▒ %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 6 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	32	2446±14	28
Ducor Union Elementary (54718946054019)	32	2446±14	28

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:03:57 AM PDT

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** caaspp**
California Assessment of
Student Performance and Progress

District Performance on Each Target for the Mathematics Test
What are my district's strengths and weaknesses in Mathematics Target?

Test: Smarter Summative Mathematics Grade 6
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▓ Similar to performance on the test as a whole

▒ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2446±14	32

Performance on Each Target
Smarter Summative Mathematics Grade 6 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Concepts and Procedures	
Target A - Understand ratio concepts and use ratio reasoning to solve problems.	▓
Target B - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	➕
Target C - Compute fluently with multi-digit numbers and find common factors and multiples.	▓
Target D - Apply and extend previous understandings of numbers to the system of rational numbers.	➕
Target E - Apply and extend previous understandings of arithmetic to algebraic expressions.	▓
Target F - Reason about and solve one-variable equations and inequalities.	▓
Target G - Represent and analyze quantitative relationships between dependent and independent variables.	▓
Target H - Solve real-world and mathematical problems involving area, surface area, and volume.	▓
Target I - Develop understanding of statistical variability.	▓
Target J - Summarize and describe distributions.	▓

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:04:06 AM PDT

Assessment target score reports should serve as a starting point in an overall investigation of students' strengths and weaknesses and

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constitute only one of many sources of evidence that should be used in evaluating student performance. Assessment target scores based on fewer than 50 students may be less reliable and will have fewer unique items contributing to the overall target summary. Results from the prior administrations are final. Results from the 2017-18 administration are partial and should be used with caution. As a real-time system, these results will change as additional data are received and relevant appeals and rescores are processed.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

![CAASPP California Assessment of Student Performance and Progress]

Student Performance in Each Achievement Level
How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 7
Year: 2016-2017
Name: Ducor Union Elementary School District

> **Legend: Achievement Levels**
> ▨ %Standard Not Met   ▨ %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 7 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	16	2541±20	38
Ducor Union Elementary (54718946054019)	16	2541±20	38

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:04:25 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

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caaspp
California Assessment of
Student Performance and Progress

District Performance on Each Target for the ELA/Literacy Test
What are my district's strengths and weaknesses in ELA/Literacy Target?

Test: Smarter Summative ELA/Literacy Grade 7
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator

➕ Better than performance on the test as a whole

▨ Similar to performance on the test as a whole

▨ Worse than performance on the test as a whole

◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2541±20	16

Performance on Each Target
Smarter Summative ELA/Literacy Grade 7 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Reading	
Literary Texts	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	➕
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	▨
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	➕
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.	➕
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	➕
Informational Texts	
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	▨

Target	Strength/Weakness Indicator
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	▦
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	▦
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	▦
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	▦
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	**+**

Writing

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	▦
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	▦

Explanatory

Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	▦
Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	**+**

Argumentative

Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	▦
Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	**+**

Writing

Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	▦
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	▦

Listening

Listening

Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	▦

Research/Inquiry

Research/Inquiry

Target	Strength/ Weakness Indicator
Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	▦
Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	▭
Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	✚

Based on data from the Smarter Summative, 2016-2017 administration.

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Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 7
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Achievement Levels
■ %Standard Not Met   %Standard Nearly Met   ■ %Standard Met   ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 7 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary School District (54718940000000)	16	2485±30	38
Ducor Union Elementary (54718946054019)	16	2485±30	38

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:05:04 AM PDT

*Standard error is not defined for groups of one student.

There is some uncertainty in all test scores. If these students took the test multiple times, their average score would lie within the range indicated next to the average scale score 68% of the time.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

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caaspp
California Assessment of
Student Performance and Progress

District Performance on Each Target for the Mathematics Test
What are my district's strengths and weaknesses in Mathematics Target?

Test: Smarter Summative Mathematics Grade 7
Year: 2016-2017
Name: Ducor Union Elementary School District

Legend: Strength And Weakness Indicator
✚ Better than performance on the test as a whole
▤ Similar to performance on the test as a whole
▤ Worse than performance on the test as a whole
◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2485±30	16

Performance on Each Target
Smarter Summative Mathematics Grade 7 Test for Students in Ducor Union Elementary School District

Target	Strength/ Weakness Indicator
Concepts and Procedures	
Target A - Analyze proportional relationships and use them to solve real-world and mathematical problems.	▤
Target B - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	▤
Target C - Use properties of operations to generate equivalent expressions.	✚
Target D - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	▤
Target E - Draw, construct, and describe geometrical figures and describe the relationship between them.	▤
Target F - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	▤
Target G - Use random sampling to draw inferences about a population.	▤
Target H - Draw informal comparative inferences about two populations.	◆
Target I - Investigate chance processes and develop, use, and evaluate probability models.	▤

Based on data from the Smarter Summative, 2016-2017 administration.

Report Generated: 4/18/2018 11:05:20 AM PDT

Assessment target score reports should serve as a starting point in an overall investigation of students' strengths and weaknesses and constitute only one of many sources of evidence that should be used in evaluating student performance. Assessment target scores based

3.10

Ducor Union Elementary - Ducor Union Elementary

Fall 2017 Dashboard Report
https://caschooldashboard.org/#/Details/54718946054019/3/EquityReport

Equity Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⌷	N/A	N/A	N/A
Suspension Rate (K-12)	⊛	3	0
English Learner Progress (1-12)	◐	1	1
English Language Arts (3-8)		3	0
Mathematics (3-8)		3	0

Performance Levels:

◐ Red (Lowest Performance)   ◔ Orange   Yellow   ⊛ Green   ⊛ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)	⬕	Very Low 0.5%	Declined Significantly -2.8%
English Learner Progress (1-12)	◔	Very Low 45.5%	Declined Significantly -13.4%
English Language Arts (3-8)		Low 38.8 points below level 3	Increased Significantly +15.2 points
Mathematics (3-8)		Low 78.8 points below level 3	Increased +10.1 points

Performance Levels:

◔ Red (Lowest Performance)   ◔ Orange   ◔ Yellow   ⬕ Green   ⬕ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators

English Learner Progress Indicator (Grades K-12)

Suspension

2015	2016	2017
73.1%	58.8%	45.5%
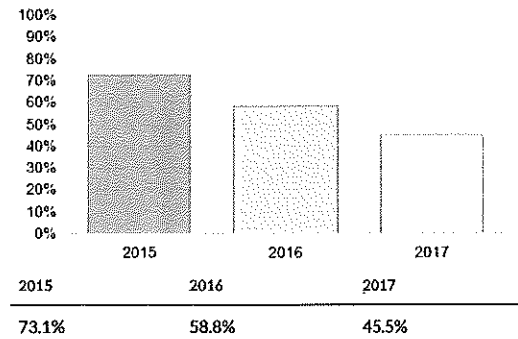
The percent of English Learners who made progress towards English proficiency.

2015	2016	2017
3.2% (7)	3.3% (7)	0.5% (1)
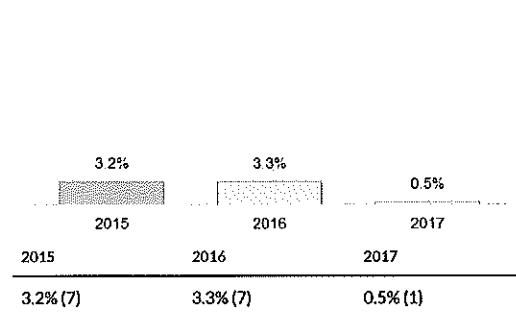
Academic Indicators (Grades 3-8): Distance from Level 3
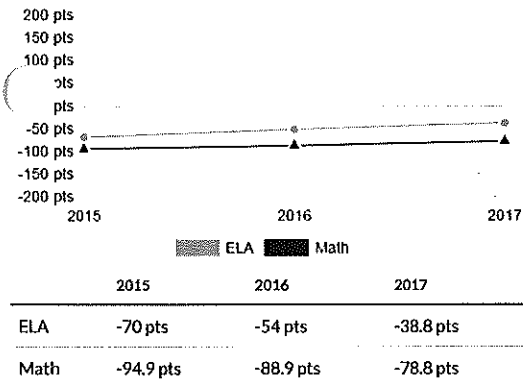
ELA   Math

	2015	2016	2017
ELA	-70 pts	-54 pts	-38.8 pts
Math	-94.9 pts	-88.9 pts	-78.8 pts

Student Group Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Grade Span: K-8   Charter School: No

rt shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ⤴	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	✦	✦	.	.	✦	.	.	.	.	.	✦	.	.	.
English Learner Progress (1-12)	◔	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	◔	◔	.	.	◔	.	.	.	.	.	◔	.	.	.
Mathematics (3-8)	◔	◔	.	.	◔	.	.	.	.	.	◔	.	.	.

Performance Levels:

◔ Red (Lowest Performance)   ◔ Orange   ◔ Yellow   ✦ Green   ✦ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	⊕	201	Very Low 0.5%	Declined Significantly -2.8%
English Learners	⊕	117	Low 0.9%	Declined Significantly -1.2%
Foster Youth		2	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged	⊕	191	Very Low 0.5%	Declined Significantly -3%
Students with Disabilities		3	*	*
African American		0	*	*
American Indian		1	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic	⊕	195	Very Low 0.5%	Declined Significantly -2%
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		5	*	*

Performance Levels:

⊕ Red (Lowest Performance)   ◕ Orange   ○ Yellow   ⊕ Green   ⊕ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release: Fall 2017

·Span: K-8   Charter School: No

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		112	Low 38.8 points below level 3	Increased Significantly +15.2 points
English Learners		88	Low 42.7 points below level 3	Increased +14.5 points
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		107	Low 38.9 points below level 3	Increased Significantly +17.4 points
Students with Disabilities		2	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		109	Low 40.6 points below level 3	Increased +13.9 points
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		3	*	*

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	35	Medium 6.2 points above level 3	No Data 0 points
EL - EL Only	53	Very Low 74.9 points below level 3	Declined Significantly -17.7 points
English Only	23	Low 30.1 points below level 3	Increased +8.5 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0	*	*	*

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

arisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No.

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		112	Low 78.8 points below level 3	Increased +10.1 points
English Learners		88	Low 83.5 points below level 3	Increased +5.9 points
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		107	Low 79.7 points below level 3	Increased +9.9 points
Students with Disabilities		2	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		109	Low 79.2 points below level 3	Increased +10.1 points
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		3	*	*

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	35	Low 58.1 points below level 3	No Data 0 points
EL - EL Only	53	Very Low 100.3 points below level 3	Declined -10.9 points
English Only	23	Low 67 points below level 3	Increased Significantly +19.6 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	0	*	*	*

Performance Levels:

◐ Red (Lowest Performance)   ◐ Orange   ◐ Yellow   ◐ Green   ◐ Blue (Highest Performance)

[*]risk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are [f]e[w]er than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:

◐ Red (Lowest Performance)   ◐ Orange   ◐ Yellow   ◐ Green   ◐ Blue (Highest Performance)

All Students Student Group Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🔟	N/A	N/A	N/A
Suspension Rate (K-12)	✹	Very Low 0.5%	Declined Significantly -2.8%
English Language Arts (3-8)		Low 38.8 points below level 3	Increased Significantly +15.2 points
Mathematics (3-8)		Low 78.8 points below level 3	Increased +10.1 points

Performance Levels:

◔ Red (Lowest Performance)   ◔ Orange   ◔ Yellow   ◕ Green   ✹ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🔲	N/A	N/A	N/A
Suspension Rate (K-12)	✸	Low 0.9%	Declined Significantly -1.2%
English Learner Progress (1-12)	◓	Very Low 45.5%	Declined Significantly -13.4%
English Language Arts (3-8)		Low 42.7 points below level 3	Increased +14.5 points
Mathematics (3-8)		Low 83.5 points below level 3	Increased +5.9 points

Performance Levels:

◓ Red (Lowest Performance)   ◔ Orange   Yellow   ◕ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🔲	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0.5%	Declined Significantly -3%
English Language Arts (3-8)		Low 38.9 points below level 3	Increased Significantly +17.4 points
Mathematics (3-8)		Low 79.7 points below level 3	Increased +9.9 points

Performance Levels:

⬤ Red (Lowest Performance)   ⬤ Orange   ⬤ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Ducor Union Elementary - Tulare County

Enrollment: 168   Socioeconomically Disadvantaged: 86.9%   English Learners: 50%   Foster Youth: 0%   Dashboard Release:
Fall 2017

Span: K-8   Charter School: No

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	✸	Very Low 0.5%	Declined Significantly -2%
English Language Arts (3-8)		Low 40.6 points below level 3	Increased +13.9 points
Mathematics (3-8)		Low 79.2 points below level 3	Increased +10.1 points

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.