

2.18

DUCOR UNION ELEMENTARY SCHOOL DISTRICT

Parent/Student Handbook (Bilingual)



“Stand & Deliver” “No Excuses!”

2016-17

Dear Parents and Students,

Welcome to the new school year at Ducor School. The staff, Board of Trustees, and administration take great pride in providing all of our students with the very best educational opportunities. We are committed to assisting all children in their academic, social, and emotional growth. Our staff will use a variety of teaching techniques to help each child grow in his/her own unique way.

We believe that the best learning climate is one in which parents, children, and staff work cooperatively toward our common goal, the education of all children. We ask for your assistance and support in providing the best educational experiences possible. This handbook will help you learn about our school's policies.

Isidro Rodriguez
Superintendent/Principal
Ducor School

BOARD OF TRUSTEES

Jim Koontz, President
Amparro Mariscal, Clerk
Patricia Hughes, Member
Allen Hunsaker, Member
Clor Rodriguez, Member

CERTIFICATED PERSONNEL

<u>Rodriguez, Isidro</u>	<u>Superintendent/Principal</u>
<u>Flores, Kathleen</u>	<u>Kindergarten Teacher</u>
<u>Pace, Florance</u>	<u>First /Second Grade Teacher</u>
<u>Woodruff, MaryAnn</u>	<u>Second/ Third Grade Teacher</u>
<u>Walker, Virginia</u>	<u>Fourth Grade Teacher</u>
<u>Hill, Darren</u>	<u>Fifth Grade Teacher</u>
<u>Torrez, Angelica</u>	<u>Sixth Grade Teacher</u>
<u>Dhanes, John</u>	<u>Seventh Grade Teacher</u>
<u>McDonald, Kyle</u>	<u>Eighth Grade Teacher</u>

CLASSIFIED PERSONNEL

<u>Avila, Rosalba</u>	<u>Cafeteria</u>
<u>Bates, Debi</u>	<u>Librarian Assistant</u>
<u>De La Cruz, Feliciano</u>	<u>Crossing Guard</u>
<u>Lucio, Lisa</u>	<u>Instructional Aide</u>
<u>Martinez, Elvira</u>	<u>Instructional Aide</u>
<u>Jeremiah Sosa</u>	<u>Business Manager</u>
<u>Moreno, Antonia</u>	<u>Cafeteria</u>
<u>Navarro, Ruby</u>	<u>Office Secretary</u>
<u>Rodriguez, Noe</u>	<u>General Maintenance/Bus Driver</u>
<u>Rubio, Virginia</u>	<u>Instructional Aide</u>
<u>Elizabeth Martinez</u>	<u>Instructional Aide</u>
<u>Soto, Benjamin</u>	<u>Custodian/Bus Driver</u>

ABSENCES

It is very important to your child's education that he/she attends school on a regular basis. Missed days of school can leave gaps in the educational process that may be very difficult to make up. Please make every effort to get your child to school every day and on time.

Excused absences include personal illness, doctor and dental appointments. Students shall also be excused from school for justifiable personal reasons, including, but not limited to, a court appearance, attending funeral services for a member of your immediate family, or religious retreats. Attendance at religious retreats shall not exceed four hours per semester. Students shall be allowed to make a reasonable equivalent of all assignments and test missed during the absence.

When your child is absent, we respectfully request you follow these procedures: Please call the office the morning of the absence and notify us that your child will be absent. Upon returning to school after an absence, a child must bring a note signed by his/her parent or guardian who states the date of and reason for his/her absence. This note is presented to the student's teacher or office.

SCHOOL ATTENDANCE REVIEW BOARD (S.A.R.B.)

Students who are irregular in attendance, habitually truant, or disorderly, will be referred to S.A.R.B. It is an effort to deal with creative alternatives for behavior and attendance problems. If the parent of the student fails to cooperate or exercise their responsibility, a complaint against that parent may be filed through the local school superintendent with the District Attorney. If S.A.R.B. finds that the pupil fails to cooperate or follow its directives, then a Request for Petition may be filed on behalf of that pupil through the Tulare County Schools Superintendent to juvenile court.

PARENT/GUARDIAN RIGHTS NOTIFICATION

You are hereby notified of your rights and responsibilities as a parent/guardian of a child enrolled in Ducor School.

COMMUNICABLE DISEASE IMMUNIZATION

A pupil may not be admitted to school unless he/she has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps, rubella, Haemophilus influenza type b, (and hepatitis B for students entering K level or below on or after August 1, 1997) in the manner and with immunizing agents approved by the State Department of Public Health, except that students who have reached the age of seven are exempted from the requirement of immunization against pertussis or mumps and age four years and six months for Haemophilus influenza type b. In addition, on or after July 1, 1999, no pupil may be admitted to seventh grade who has not been immunized against hepatitis B. The required immunizations are available from the County health officer or a physician. Documentary proof of immunization is required upon admission. It is the policy of the Ducor School District that there be no conditional admittance to school: immunizations must be up-to-date before admission to school is granted. This requirement does not apply to any person eighteen years of age or older, or if a district-provided waiver form is signed stating that the immunization is contrary to the beliefs of the parent or guardian, or a letter or affidavit from a licensed physician is given stating that the physical condition of the pupil is such that immunization is not considered safe. If an outbreak of a communicable disease occurs at a school, the non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration.

INSTRUCTION IN TOPICS INCLUDING HEALTH, FAMILY LIFE EDUCATION, SEX EDUCATION, AND SEXUALLY TRANSMITTED DISEASES

The parent/guardian has the right to exempt his/her child from instruction in health, family life education, sex education, and sexually transmitted diseases education instruction whenever any part of that instruction conflicts with religious training, beliefs, or personal moral convictions.

The parent/guardian shall be notified in writing when the pupil is offered instruction in sexually transmitted diseases or sex education at least fifteen days prior to commencement of instruction. The parent/guardian has the right to inspect the course materials and the right to request in writing that his/her child not attend the class. The written request is valid only for the school year submitted. Notice will not be given if a description or illustration of the human reproductive organs appears in a text in science or health courses when the texts have been adopted pursuant to law.

PHYSICAL EXAMINATION AND SCOLIOSIS SCREENING

State Law requires that the parent/guardian of a pupil entering the first grade must submit to the school written proof that his/her child had a physical examination within the time period of eighteen months prior to entry and ninety days after entry to the first grade.

The school district is required to screen every seventh grade girl and eighth grade boy for scoliosis (curvature of the spine). The school district nurses (via the County Office of Education) will screen all fifth, sixth, seventh, and eighth grade students. The parent/guardian has the right to submit to the school a written request that the pupil not participate in this screening program.

The parent/guardian has the right to sign an affidavit of personal beliefs exempting his/her child from a physical examination, including vision, hearing, and scoliosis screening.

VISION AND HEARING APPRAISAL

All students between grades kindergarten and eight will have their vision and/or hearing checked by an authorized person, unless you present to the school a written denial of consent for your child.

NONDISCRIMINATION

The Ducor Union Elementary School District has a policy of nondiscrimination on the basis of sex in the admission of pupils in its educational programs and activities including physical education and athletic programs. Any individual, who believes that his/her rights are being violated or that he/she is being discriminated against because of his/her sex, may complain in writing to the district superintendent.

SPECIAL EDUCATION

Special education services are provided for students who meet the eligibility criteria. After careful assessment, an individual educational plan will be designed to meet the unique needs of students whose needs cannot be met with modifications of the regular education instructional program. The district will provide these services at no cost to the parent. Individuals with exceptional needs are considered "handicapped children." This term encompasses children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or having a specific learning disability. Any individual, public agency, or organization may file a written complaint with the district superintendent or with the State Superintendent of Public Instruction if they believe the school district has violated federal or state laws regarding special education.

INDIVIDUAL INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES IN HOSPITAL OUTSIDE THE SCHOOL DISTRICT

A pupil with a temporary disability who is in a hospital or residential health facility, except a state hospital, shall be deemed to be a resident of the school district where the hospital is located. The parent/guardian has the primary responsibility to notify the school district in which the pupil with the temporary disability is deemed to reside because of hospitalization. The resident school district will offer individualized instruction if the pupil qualifies unless the pupil's prior school district provides such individualized instruction.

TESTS ON PERSONAL BELIEFS

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

CONSENT FOR EVALUATIONS

Your child may not be tested for a behavioral, mental, or emotional evaluation without your informed written consent.

RIGHT TO REFRAIN FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS

Any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection. Alternative education projects will be authorized.

GENERAL HARASSMENT

Harassment of or by any student shall not be tolerated. Ducor School considers harassment to be a major offense which may result in disciplinary action including suspension or expulsion of the offending student.

RELEASE OF STUDENT TO PEACE OFFICER

If Ducor School releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian.

PARENT RESPONSIBILITY

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children which result in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned.

The school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom.

TOBACCO-FREE SCHOOL

Ducor School is a Tobacco-Free school.

SCHOOL ACCOUNTABILITY REPORT CARD

The School Accountability Report Card is available in English and Spanish, upon request. The report card, Provides parents and other interested people a variety of information about the school

RELEASE OF DIRECTORY INFORMATION

The law allows schools to release directory information to certain persons or organizations. Directory information may include a student's name, address, telephone information, date and place of birth, dates of attendance, and the most recent previous public or private school attended by the student. If you wish that the district withhold any of this information, contact the school principal.

NOTICE OF COMPLAINT PROCEDURES

The district has a primary responsibility to ensure compliance with state and federal laws and regulations. The district will investigate complaints alleging failure to comply with these laws. We will seek to resolve these complaints while ensuring that complainants are protected from retaliation. If you believe a state or federal law has been violated, you may file a written complaint describing the failure with the district's superintendent/principal. After the local investigation, you may appeal to the California Department of Education. Some complaints may involve civil law remedies, direct State intervention, or the withholding of funds from the district if we fail to comply with the law.

COMPLAINTS CONCERNING THE SCHOOL PROGRAM

The Governing Board believes that the quality of the educational program can improve when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established objective process.

The Board encourages complainants to resolve problems early and informally whenever possible. If the problem remains unresolved, the individual should submit a formal complaint as early as possible to the school superintendent/principal.

Although individual board members do not have authority to resolve complaints, when approached directly, Board members will listen to the complaint and show concern by referring the complaint to the Principal or designee so that the problem may receive proper consideration.

ACCIDENTS

If a serious injury occurs on the school grounds or on the bus, parents will be notified and asked to pick up their child for their own observation or examination by a family physician. Parents will be promptly notified of all injuries not considered minor. In the event that parents cannot be reached, your student will be discharged to a person named on the emergency card.

ADMISSION

State Law requires a child to be five years of age by December 1 to start Kindergarten and six years of age to start first grade. Students who have not reached the age of 5 by December 1st may start Kindergarten upon

ADMISSION (continued)

turning 5 years old providing there is available space in Kindergarten and parents sign a form to acknowledge that placement at mid-year does not necessarily mean promotion to first grade at the end of the school year.

... the child has not attended our school before, it is mandatory that the parent bring a birth certificate for the child.

State Law makes it mandatory for parents to present evidence that the child has been protected against polio, diphtheria, pertussis, tetanus, Hepatitis and red measles (rubella). A TB skin test must also be recorded.

COMMUNICABLE DISEASE CONTROL

Pupils who have communicable diseases are not permitted to attend school, and the school should be notified as soon as possible by parents. Pupils will be re-admitted to school when the danger of communicating the disease to other pupils no longer exists.

State Law requires each child to be immunized against communicable diseases. Students will be excluded from school unless they have proper immunization records.

PICTURES

Individual pictures will be taken each year of all pupils. Packets of color prints of these pictures will be made available for purchase.

ARRIVAL AT SCHOOL

Students are not allowed on campus prior to 8:30AM. The school grounds are not supervised until this time. Students who arrive to school before 8:00 A.M. will report to the cafeteria. Students who arrive late must report to the office before going to class. Students should also be picked up at their respective dismissal time (2:50PM) as there is no after school supervision for students not enrolled in the after school CHOICES program. Wednesday dismissal time is at 1:30 PM.

USE OF SCHOOL TELEPHONE

The telephone located in the school office is for business only. Only in an emergency should the office be contacted to interrupt a student in the classroom to deliver personal messages. Students must ask office personnel for permission to use the school telephone.

USE OF CELLPHONES

Personal cell phones and other electronic devices are not permitted on campus. All electronic devices will be confiscated and taken to the office. Parents will be required to collect the cellphone. Any use of electronic devices used inappropriately will be reported to the local authorities. School disciplinary actions will be followed.

ASSESSMENT

Throughout the year, students will be given various opportunities to demonstrate their acquisition of grade level objectives. The most common assessments are given in the classroom in the form of tests, work samples, and performances. Additionally, classroom teachers have the opportunity to collect data to be placed in a portfolio for each child. We will also be giving students a standardized test in the spring.

BICYCLES

Bicycles are to be parked in the racks. Bicycles are not allowed elsewhere on the school grounds at any time. If your child rides a bicycle they are required by law to wear a helmet.

BOARD MEETINGS

The Ducor School District Board of Trustees holds their regular board meetings on the second Tuesday of each month in the library at 5:30 PM, unless otherwise posted. Agendas for each meeting are posted in the bulletin window of the school office, the post office, and the Ducor Telephone Company at least 72 hours prior to the meeting. Parents and members of the community are welcome to attend the board meetings. Special board meetings are sometimes called and agendas are posted at least 24 hours prior to the meeting. Should you need further information, please call the school office.

BUS REGULATIONS/SAFETY/DISCIPLINE

The Ducor School District is dedicated to providing pupil transportation services with maximum safety as our prime objective for all pupils. To ensure this level of safety each student must behave in a satisfactory manner, allowing the driver to direct his or her undivided attention to driving.

Title 5 California Administrative Code Section 14103:

Pupils transported in a school bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street or highway.

BUS RULES

1. Cooperate with the driver. Follow directions the first time they are given.
2. Arrive at the bus stop before the scheduled bus arrival. While going to and from bus stop and while waiting for the bus, keep out of the street and off private property. Noise, rowdy behavior and property damage at a bus stop could cause the stop to be moved to a possible more convenient location.
3. Board and leave the bus in an orderly manner. Do not push other students. Follow driver's instructions concerning seating location and unloading procedure.
4. Be seated promptly. Be willing to share seat with fellow bus riders. Buckle-up when seat belts are available.
5. Always sit facing front of the bus. Remain seated when bus is in motion. Do not change seats without permission of driver. Do not "save" seats.

6. Keep hands off other people and their possessions.
7. Keep head, hands, and arms inside bus at all times. Do not yell out of the windows to others outside the bus.
8. Animals, insects and reptiles are not permitted on the bus. Guide dogs and signal dogs excepted (54.2 Civil Code).
9. Glass containers are not permitted on the bus.
10. Bus aisle and emergency exits must be kept clear of books, lunches, etc.
11. Keep the bus clean. Students are not to eat, drink or chew gum on the bus.
12. Students must wear shoes and shirts at all times while on the bus. No open cosmetics or aerosol cans are permitted.
13. Do not use obscene or profane language.
14. Students will be responsible for their individual behavior. It is not possible for a driver to watch all students at all times; therefore, saying "somebody else was doing it too!" does not exempt a misbehaving student.
15. Do not deface or destroy bus equipment. Damage to seats, windows, and other parts of the bus is unnecessary and costly. The student responsible will pay for any damage.
16. Avoid loud talking, loud laughter, or unnecessary confusion.

EMERGENCIES

In the event of any emergency, every attempt will be made to contact the parents if a student requires immediate medication attention. The Emergency Card on file in the school office lists whom to contact in case of any emergency. School staff will follow the parent's directions' as far as it is possible to do so.

Please fill out the emergency card completely. If we have an emergency it is important we have a number to reach you. If there is a change in address, telephone, or employment, notify us immediately so that in an emergency we will be able to locate you.

EXCUSING CHILDREN FROM SCHOOL

Once a student arrives at school, he or she is not permitted to leave school or the school grounds before regular dismissal without the consent of the parent or guardian. Parents and guardians must sign students out through the office in all cases of early departure.

If the parents allow any other person (including grandparents or siblings) to check out their child, the parent must notify the office. You may leave a note in the office for all school year stating who can check out your child.

FIRE AND EARTHQUAKE DRILLS

Fire drills are held one a month. The purpose is for the staff and students to know the appropriate procedures in case of a fire. Fire drills are indicated by an alarm system.

Students will also be made aware of what to do in case of an earthquake while at school.

FOGGY DAYS

Each year we may have to cope with "foggy days". These days are often confusing for parents and students. We will use the following procedures for the declaration of a Foggy Day Schedule:

- If buses are to be delayed, determination will be made at 6:30 AM
- A Foggy Day Schedule means buses may run up to two hours later than normal
- Text messages will be sent.
- Public television station 18 will also display schools on a foggy day schedule.
- No report on the radio will mean buses run on normal schedule
- Please do not call the radio/T.V station or the school office

GUARDIANSHIP/CHILD CUSTODY

It is the parent or guardian's responsibility to provide the school with all legal documents regarding guardianship, child custody rights, school visitations, etc. and any other rights related to school activities.

HEAD LICE

One of the most common problems on any elementary school campus is head lice. Our primary concerns in dealing with head lice are that they are easily transmitted from one student to another and unless an infected student had all nits (egg sacks) removed, the lice will most likely return. For these reasons, we recommend that students do not share hats, jackets, etc. Also, it is our district policy that a student be sent home for head lice and must be completely nit free before returning to school.

LOST AND FOUND

Articles of clothing found are placed on the "lost and found" rack. Smaller items such as wallets, jewelry, eyeglasses, keys, etc. are kept in the office. Unclaimed articles are donated to charitable organizations.

Parents are advised to write children's names on lunch boxes, sweaters, coats, etc.

MEDICATION

When absolutely necessary, medication may be given at school with the following provisions:

- A request in writing from the parent stating the child's physician has ordered medication be given at school.
- An order in writing from the physician giving instructions for medication – the type, dosage, and method of administration. Time limit must be stated, such as: order effective three months, six months, etc.
- Medication must be clearly labeled.

Also, for the protection of your child's health and welfare, we ask that you have on file an updated Emergency Information Card.

PARENT VISIT TO SCHOOL

Parents are encouraged to visit their child's classroom at any time. Visits with either teacher or other school staff members should be by appointment because this will assure that the persons or subjects you want to see are available when you come. For the safety and protection of all students, all visitors must first sign in at the office before entering the classrooms during school hours. Parents interested in serving as an on or off campus volunteer must review the Ducor Volunteer Policy and complete all necessary forms. Parents interested should contact the school for further information.

STUDENT INSURANCE

The district purchases the district's insurance policy for each student. This policy covers students only while on campus or while involved in a school sponsored activity

STUDENT RECORDS

The Ducor School District maintains cumulative records for each pupil as required by law. Pupil records consist of personal identifying information, subjects taken, grades received, standardized test results, attendance records, and health record. Pupil records are maintained at each school where the pupil is attending. The school principal or his/her designee is responsible for maintaining each type of pupil record and the information contained therein. Pupil records are accessible only to parents or legal guardians. Parents/guardians have a right to review and challenge the contents of their child's records. Copies of the pupil record may be obtained by the parent/guardian.

Please call the school office to set up an appointment if you desire to review your child's cumulative record.

STUDY HINTS

Every child needs to develop good study habits in order to be successful at school. We've prepared a method for you to help provide a "study routine" for your children. We hope you'll give it a try.

- Select a regular time each day for homework and study. Allow the child some time after school to play as well as TV time in the evening. Just before or just after dinner may work best for completing homework.
- Keep study/homework time reasonable.
- Keep distractions to a minimum. Don't have the student working near the TV or radio. Try to keep brothers and sisters from bothering the student. Allow no interruptions such as phone calls.
- Check the work. When the student is finished, take a few minutes to look over the work. Check for neatness and obvious mistakes.
- Read with your child. Talk about school. Be positive about school.

MEAL PROGRAM

Ducor School offers a daily brunch and lunch for all students. Those who bring sack lunches may purchase milk.

Ducor School participates in the National School Lunch and Breakfast Program called the Community Eligibility Provision 2016-17 School Year. What this means that all enrolled students of Ducor Unified Elementary School District are eligible to receive a healthy breakfast and lunch at no charge.

TEXTBOOKS

Ducor School furnishes necessary textbooks for all students. We hope this significant investment of district funds will be treated with respect. Reasonable wear and tear is to be expected. However, unreasonable damage will result in the parents/students being financially responsible for the book's replacement.

YARD SUPERVISION

Teachers and classroom instructional aides share the responsibility for monitoring the behavior and safety of the students while on the school campus, in the hallways, and in the cafeteria. Students are expected to respond obediently, courteously, and quickly to any adult doing this supervision.

LOWER GRADE PLAYGROUND SUPERVISION

1. No upper grade children on playground
2. Students are to respond to playground supervisor/whistle
3. Restroom and Drinking Fountains:
 - a. No playing around the restrooms and drinking fountains is permitted
 - b. Restrooms are to be used immediately after dismissal bell and before the tardy bell
 - c. No balls are to be taken to restrooms
 - d. No loitering in the restrooms
4. Swings:
 - a. No jumping from the swing
 - b. No pushing
 - c. No twisting
 - d. No holding hands across swings
 - e. Students are to stay seated in the swings at all times
5. Use of balls:
 - a. No balls are to be near the buildings
 - b. Do not leave the playground to retrieve a ball without permission
 - c. No bouncing balls off of the buildings or the roofs of the buildings
6. Sandboxes:
 - a. Students are not to throw sand under any condition
 - b. Only staff approved sand toys may be used in the sandbox
7. Activities:

- a. No tackle football is allowed at any time
- b. No fighting, wrestling or playing karate is allowed at any time

8. Lunch time:

- a. Students are not to return to the cafeteria after they have been dismissed
- b. No food or drink is to be taken out of the cafeteria

UPPER GRADE PLAYGROUND RULES

1. Restroom and Drinking Fountain

- a. No playing around the restrooms and drinking fountains is permitted
- b. Restrooms are to be used immediately after dismissal bell and before the tardy bell
- c. No balls are to be taken to restrooms
- d. No loitering in the restrooms

2. No fighting, pushing, or wrestling. Students can get hurt just as badly wrestling in a friendly manner as when fighting. Friendly wrestlers often get mad and start fighting.

3. No balls are to be thrown or kicked near the buildings

4. No balls are to be bounced off of the buildings

5. No students are to loiter in the corridors during break and lunchtime

6. If there is a need for a student to come to the office, do not allow escorts to accompany that student

7. Holding hands and overt displays of affection are not allowed

8. No tackle football

9. Football, soccer, and any other field games should be played out on the grass area well away from the planters and/or cement areas

10. Students are not allowed to come to the office, unless it appears to be a necessity

11. If a child must come to the office, only ONE needs to come, not all his/her friends

12. Upper grade children are NOT allowed on the primary playground

13. An activity which looks dangerous, should be stopped immediately

14. Meal Time:

- a. No returning to the cafeteria after a student has left
- b. No food or drink is to be taken out of the cafeteria
- c. Students are to proceed immediately upon dismissal to the playground

CAMPUS RULES

- Once you arrive for the beginning of your school day, you may not leave the campus for any reason unless you have permission from the office.
- If you arrive late, you must go to the office. You must register every day. If you do not register in your homeroom or where your attendance is taken, you will be marked absent unless the office has a record.
- Never bring matches, knives, or other dangerous instruments to school.
- Fighting and/or horseplay are not allowed on campus.
- Littering is against the law. All trash must be thrown into cans or recycling bins as appropriate.
- If you are not using the restrooms, you have no business there. Do not linger.
- Come to the school office for business only. Leave as soon as you have finished your business. Do not bring friends into the office with you.
- Never bring personal items to school, (i.e., cameras, radios, tape recorders, toys, pets, expensive jewelry, or excessive amounts of money).
- Your desk is assigned to you personally. Do not tamper with the desk of another student.
- Gum chewing is not allowed on campus at any time.
- Marking walls or damaging any part of the school or any equipment or structures on school property is a criminal offense.
- Sale of controlled substances, possession of controlled substances and sale of drug paraphernalia is a criminal offense.

DISCIPLINE

Ducor School prides itself on a discipline plan that is fair and consistent. We feel that all students have a right to go to school in a safe environment. Each student also deserves the opportunity to learn free from the influence of disruptive classmates. Each student has a responsibility to do his or her part in creating and maintaining a safe and stimulating learning environment.

We have policies and procedures that will enable the staff to handle the situation so that they are able to deliver to the other students an educational program that is safe and free from disruptive influences. Consequences for unacceptable behavior include, but are not limited to, the following:

- Isolation
- Detention
- Loss of bus privileges
- In school suspension

As a parent/guardian, you have a right to review the school rules regarding student discipline.

SUSPENSION BY TEACHER

A teacher may suspend any pupil from his or her class for any of the acts enumerated in Ed. Code Section 48900, for the day of the suspension and the day following.

SUSPENSION BY SUPERINTENDENT/PRINCIPAL/DESIGNEE

The following acts committed by a student while under the jurisdiction of the school shall constitute good cause for the suspension and/or recommended expulsion of the student (California Education Code, Section 48900):

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object; unless, in the case of possession of any such object, the pupil had obtained written permission from a certified school employee, which is concurred by the principal or the designee of the principal.
Note: The school principal or designee may search the person of a student (including backpack, purse, bag, etc.) if there is reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or a sexual battery as defined by the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- Sexual harassment

- Hate acts (harassment for racial/ethnic reasons)

Suspension procedures require the following:

- An informal conference with the student unless an emergency situation exists constituting a clear and present danger to the lives, safety, or health of pupils or school personnel. Allow the student the opportunity to present his or her version and evidence in his or her defense. Advise the student of the reason for disciplinary action.
- That parents be given written notice of suspension within twenty-four hours. At the time of suspension, a school employee shall make a reasonable effort to contact the parent in person or by phone.
- That parents or guardians respond to the school's request for a conference without delay, as per state law.
- That parents be informed that the superintendent or his/her designee may review suspensions.
- A student may not be suspended for more than five consecutive days.
- That no pupil shall be suspended for more than twenty days in one school year, unless (a) a pupil enrolls in or is transferred to another school, and opportunity school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty days in any school year, or (b) pending the expulsion process.
- That the teacher of any class, from which a pupil is suspended may required that suspended pupil to complete any assignment and tests missed during the suspension.
- That suspended students must remain under parent supervision and are not to be on any school campus or attend school activities for the duration of the suspension.

EXPULSION

The removal from enrollment in a school or the District may be ordered by the Board when other means of correction have repeatedly failed or the continued presence of the student causes danger to the physical safety of others. State law provides for full due process rights and rights to appeal any expulsion order. (Ed. Code Sections 48915-48925). A pupil with exceptional needs, who is enrolled in a special education program, can only be expelled if the conduct was not caused by or is not a direct manifestation of the pupil's identified handicap. (Ed. Code Section 48915.1)

EXEMPTION

Students may be exempted from compulsory public school attendance, at the request of their parents, for various circumstances as defined by state law.

EXCLUSION

The Board of Education may exclude students from attending school for any of the following reasons:

- Filth or vicious habits, contagious or infectious diseases, including noncompliance with state immunization requirements.
- Physical or mental disability determined to be detrimental to the welfare of other pupils.

DRESS CODE

As of January 1, 2009, Ducor Union Elementary School District students are required to wear uniforms. Uniforms consist of a Ducor shirt, white collared shirts and blue pants or skirts. Pants may be long or short. Uniforms may be purchased at WalMart, Target, or Factory 2 U.

It should be recognized that styles do change and guidelines will be subject to periodic review. The school also realizes that no set of rules can cover every situation. However, if parents and students will keep in mind such things as neatness, cleanliness, safety, and modesty, a productive educational environment will be established and maintained. Your support as parents will certainly be appreciated in upholding these guidelines.

- Clothing shall be neat and clean
- Pupils must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare
- Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, or sexually suggestive. Clothing or jewelry that advocates racial, ethnic, or religious prejudice, or other unlawful acts, or the use of tobacco, drugs, or alcohol is prohibited.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet shirts, halter tops, off-the-shoulder or low-cut tops, spaghetti straps, bare midriffs, torn, or radically altered clothing is not acceptable. Shirts and/or blouses should be long enough to extend below the waistline when hands are raised above the head.
- Gang related apparel or paraphernalia, including symbols, emblems, insignia, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs. In case of doubt as to whether an item is gang related, the superintendent or designee will consult with local law enforcement or other school personnel with expertise in gangs.
- Hats, caps, and other head coverings are not to be worn in the classroom unless a documented, related health problem exists; bandanas are not allowed.
- Clothing shall be worn as its design was traditionally intended. Overalls can be worn to school, but straps must be buckled. Pants must be worn at the waist with or without the use of a belt. No baggy or sagging (oversized) pants are permitted.
- Attire that may be used as a weapon shall not be worn including, but not limited to, steel-toed boots, chains, wallet chains, items with spikes or studs, etc.
- Designs painted on body or face with ink or makeup are not permitted.
- Dark glasses are not to be worn in the classroom or office unless a documented, related health problem exists.
- Shorts are allowed provided they are in good taste, not too tight or not too short (no higher than a dollar bill above the center of the knee cap). The shorts must also be hemmed.
- Proper footwear, substantial enough to protect feet from sharp objects, must be worn at all times. No thongs or sandals are permitted unless both heel and toe are secured by a strap.
- Jewelry at school should be kept to a minimum. With the exception of ear lobes, students are not permitted to wear earrings, rings, and ornaments of personal adornment in other pierced body parts.
- Unnatural coloring of the hair is not allowed.
- Any apparel, hairstyle, cosmetic, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern, draws undue attention to the wearer, or tends to detract from the education process, is prohibited.

Ducor School reserves the right to send home any student, who is, in the opinion of the Superintendent and/or
ff, not appropriately dressed for school. If you have any questions regarding the dress code, use this rule of
thumb: IF IN DOUBT, DO NOT WEAR IT!!!!

SCHOOL SITE COUNCIL /ELAC-DELAC COMMITTEE

The Ducor School Site Council/ELAC-DELAC Committees meet several times a year to discuss items of concern that need to be addressed. Decisions are made, and information is provided that best meets the needs of the student population at Ducor School. Members are comprised of parents, teachers, classified staff and community members. If you are interested in becoming a member or attending the meetings, please call the school office for the next scheduled meeting.

PARENT CONFERENCES

Parent conferences are held at the time of the first report card. A parent may, however, request a parent conference to be set at any time throughout the year. A parent or teacher may also request the presence of the principal at a parent conference. Parent conferences are scheduled to meet the schedules of parents and the teacher.

LIBRARY

The library services all students in our school. We have acquired a great selection of fiction and non-fiction books for our library. Students have the opportunity to browse through the books and to check out selections each week. Computers with Internet access and reference materials are also available for use in the library.

RESTROOMS

Each student should use the restroom before class, break, lunch, or during recess. Class time is work time. There should be no playing or visiting in the restrooms.

EAL TIMES

- Use good manners, stay seated and face the table while eating.
- Do not sit on the tables.
- Talk with your close neighbors only. No shouting between tables.
- Take care of your own trash, both on and under the tables. Pick up trash around your area. Do not forget milk cartons. If you drop food, pick it up and throw it in the trash can.

PETS AND ANIMALS

It is against school rules to have animals at school (mice, rats, & snakes, etc.) unless they are part of a class experiment, activity or project. Arrangement must be made with the administrator prior to any of these activities. Animals may not be transported on the bus.

Please insure that your pets do not follow you to school if you ride your bike or walk. Repeated violations will necessitate calling the animal shelter. We are never sure of how any animal would react in a given situation. For the safety of the children, please keep animals at home.

TOYS AND EQUIPMENT

Toys are not to be brought to school, with the exception of show-and-tell for the lower grades. Please do not permit your children to bring any toys on show-and-tell that could be injurious to them or their classmates. Certain items of equipment for the upper grades (i.e. mitts, masks, etc.) are permitted provided the owner realizes that the school is in no way responsible for the equipment.

SERVICES TO DISABLED PUPILS

If you have reason to believe that your child has a disability which requires special services or accommodations, bring this to the attention of the school office. Your child will be evaluated to determine whether he/she is eligible for special instruction or services.

COMPUTERS

Ducor School strongly supports technology in education. We have an approximate 4:1 student to computer ratio on campus. All classrooms and the computer lab are networked with all stations having Internet Access. Students must have a signed Computer Use Agreement on file before being allowed to use any computer on campus. Programs such as Accelerated Reader, STAR Reading, MathFacts, Mavis Beacon, and much more are provided on all workstations.

FURTHER INFORMATION IS AVAILABLE

Further information regarding Ducor School's programs, policies, and procedures is available to any interested person upon request to our district office.

MASCOTAS Y ANIMALES

Va en contra de las leyes de la escuela el tener animales en la escuela (ratones, ratas, serpientes, etc.) a no ser que sean parte de experimentos, actividades o proyectos de clase. Se deben hacer arreglos con los administradores antes de estas actividades. No se pueden transportar animales en los autobuses de la escuela.

Por favor asegúrate que tus mascotas no te sigan a la escuela si manejas tu bicicleta o caminas. Si violas esta regla a menudo llamaremos a la perrera (lugar a donde se mandan animales sin dueño o abusados). Nunca sabemos como un animal va a reaccionar en una situación extraña. Para la seguridad de todos los niños, por favor mantén tus animalitos en la casa.

JUGUETES Y EQUIPO

Juguetes no deben ser traídos a la escuela, con la excepción de juguetes para muestra (show and tell) en los grados menores. Por favor no permita que su hijo traiga juguetes a la escuela el día de muestra que sean peligrosos para ellos o sus compañeros. Ciertos artículos de equipo para grados superiores (por ejemplo guantes, mascarar, etc.) son permitidos siempre y cuando el dueño sepa que la escuela no es responsable por ese equipo.

SERVICIOS PARA ALUMNOS MINUSVÁLIDOS O DISCAPACITADOS

Si tiene cualquier razón para creer que su niño tiene una minusvalidad que requiere servicios especiales o acomodaciones, traiga esto a la atención de la oficina. Su niño será evaluado para determinar si el/ella es elegible para instrucción o servicios especiales.

COMPUTADORAS

La Escuela Ducor apoya fuertemente la tecnología en la educación. Tenemos aproximadamente una proporción de cuatro estudiantes por computadora. Todos los salones y el laboratorio de computadoras están en red y todas las estaciones tienen acceso al Internet. Los estudiantes deben tener un Contrato para el Uso de Computadoras firmado en el archivo antes de que se les permita usar cualquier computadora en el plantel. Programas como Lector Acelerado, Lectura STAR, MathFacts, Mavis Beacon y muchos más son provistos en todas las estaciones de trabajo.

MÁS INFORMACIÓN DISPONIBLE

Más información sobre los programas escolares de la Escuela Ducor, sus pólizas y procedimientos está disponible a cualquier persona interesada si la solicita a la oficina del distrito.

maestros empleados clasificados y miembros de la comunidad. Si usted está interesado en convertirse en miembro o en asistir a reuniones, por favor llame a la oficina de la escuela para la próxima reunión.

CONFERENCIAS CON LOS PADRES

Conferencias con los padres son llevadas a cabo en el tiempo de la primera tarjeta de calificaciones. Un padre puede, sin embargo, pedir una conferencia con el maestro a cualquier hora a través del año. Un padre o maestro también puede solicitar la presencia del director en la conferencia con el padre. Las conferencias con los padres son puestas en el horario tratando de respetar el horario del padre y del maestro.

BIBLIOTECA

Los servicios de la biblioteca son para todos los estudiantes en nuestra escuela. Hemos adquirido una gran selección de libros de ficción y no-ficción para nuestra biblioteca. Los estudiantes tienen la oportunidad de revisar los libros y prestar algunos de nuestra selección cada semana. Computadoras con acceso al Internet y materiales de referencia también están disponibles para ser usados en la biblioteca.

BAÑOS

Cada estudiante deberá usar los baños antes de clases, quebradas, almuerzo o durante el recreo. El tiempo de clase es tiempo de trabajo. No se permiten juegos o visitas de amigos en el baño.

TIEMPOS DE COMIDA

- Usa buenos modales, mantente sentado y enfrente de la mesa mientras comes.
- No te sientes en las mesas.
- Únicamente habla con tus vecinos cercanos. No grites entre las mesas
- Sé responsable de tu propia basura, tanto arriba como debajo de la mesa. Recoge la basura alrededor de tu área. No se te olviden los cartones de leche. Si votas basura, recógela y vótala en el bote de la basura.

- Ropa y joyas deben estar libres de alambre, fotografías o cualquier otra insignia que sean rudas, vulgares, profanas, obscenas, o sexualmente sugestivas. Ropa o joya que promueve prejuicios raciales, étnicos o religiosos, o otros hechos fuera de la ley, o uso de tabaco, drogas o alcohol están prohibidos.
- La ropa deberá ser suficiente para cubrir paños menores en todo tiempo. Blusas transparentes o de mayas, blusas sin tirantes o reveladoras, blusas con tirantes delgados, blusas que lleguen arriba de la cintura, rotas o ropa que ha sido radicalmente alterada no es aceptable. Las camisas / blusas deberán ser suficientemente largas para cubrir hasta debajo de la cintura cuando las manos se tienen alzadas sobre la cabeza.
- Atuendos relacionados con pandillas o parafernalia de pandillas, incluyendo símbolos, emblemas, insignias u otra clase de factores que identifican pandillas, no pueden ser usadas o mostradas en la escuela. Esta regla prohíbe la presencia de cualquier joya, accesorio, cuaderno, o forma de arreglarse, por color, arreglo, marcas u otros atributos, denotando membresía o afiliación con pandillas. En caso de tener dudas si un artículo está relacionado con las pandillas, el superintendente o la persona que ha sido designada por él, consultará con agencias locales que endorsan la ley y con otros empleados de la escuela con experiencia con pandillas.
- Sombreros, cachuchas y cualquier otra cubierta de cabeza no se deben usar en el salón a no ser que un problema de salud documentado existe; no se permiten bandanas.
- La ropa debe ser usada para lo que fue diseñada tradicionalmente, Overoles pueden ser usados en la escuela, pero los tirantes deben estar abrochados. Los pantalones deberán usarse hasta la cintura con o sin cinturón (cincho). Pantalones flojos o casi cayéndose (demasiado grandes) no se permiten en la escuela.
- Ropa que puede ser usada como armas no puede usarse incluyendo pero no estando limitada a, botas con puntas de hierro, cadenas, artículos con puntas, etc.
- Diseños pintados en el cuerpo o la cara con tinta o maquillaje no son permitidos.
- No se puede usar anteojos (lentes) oscuros en el salón de clase u oficina a no ser que exista un problema de salud que ha sido documentado.
- Se permiten pantalones cortos (shorts) siempre y cuando estén en buen gusto, no muy apretados o cortos (no más cortos que lo ancho de un billete arriba del centro de la rodilla) Los pantalones cortos tienen que tener bastilla o ruedo.
- Zapatos apropiados, lo suficientemente fuerte para proteger los pies de objetos con filo, deben ser usados a toda hora. No se puede usar sandalias o guaraches (yinas) a no ser que las plantas de los pies y los dedos estén cubiertos por una correa.
- Joyas en la escuela deben mantenerse a un mínimo. Con la excepción de aritos en las orejas, los estudiantes no pueden usar aritos, anillos y ornamentos para adornarse en otras partes del cuerpo.
- Color de pelo no natural no se permite.
- Cualquier apariencia, estilo de pelo, cosmético, accesorio o joyas, aun si no han sido mencionados arriba, que crean problemas o preocupaciones de salud o seguridad, atrae atención excesiva al que las usa, o quita la atención del proceso de aprendizaje están prohibidos.

La Escuela Ducor se reserva el derecho de mandar al hogar a cualquier estudiante que en la opinión del superintendente y/o los empleados, no esté apropiadamente vestido en la escuela. Si usted tiene alguna pregunta concerniente al código de vestuario, use esta regla general: ¡SI TIENE DUDAS SOBRE ALGO, NO LO USE!

CONSEJO de la ESCUELA/ COMITÉ de ELAC/DELAC

El Consejo Local y el Comité Bilingüe de la Escuela Ducor se reúnen diversas veces al año para discutir artículos que necesitan ser tratados. Decisiones son hechas, y la información que cumple mejor con las necesidades de los estudiantes es provista en la Escuela Ducor. Los miembros están compuestos de padres,

- Los padres o guardianes responden a la petición de la escuela de una conferencia sin demora, por ley estatal.
- Los padres deben ser informados de que el superintendente o la persona que el ha designado puede revisar las suspensiones.
- Ningún estudiante puede ser suspendido por más de veinte días en un año escolar, a no ser que (a) un alumno es matriculado o es transferido a otra escuela, una escuela de oportunidad o clase, en dicho caso el número total de días escolares por los cuales el alumno puede ser suspendido no deberá ser mayor a treinta en cualquier año escolar, o (b) esté pendiente el proceso de expulsión.
- Que el maestro de cualquier clase, de la cual el alumno ha sido suspendido requiera que el alumno suspendido complete cualquier tarea y exámenes perdidos durante la suspensión.
- El estudiante suspendido debe permanecer bajo supervisión de los padres y no debe estar en el plantel de ninguna escuela o asistir a actividades escolares durante la duración de la suspensión.

EXPULSIÓN

El retiro de la matrícula en una escuela o el distrito puede ser ordenado por la Junta cuando otras alternativas de corrección han fallado repetidamente o la presencia continua del alumno causa peligro a la seguridad física de otros. La ley estatal otorga derechos completos y derechos de apelar cualquier orden de expulsión. (Código de Educación Secciones 48915-48925). Un alumno con necesidades excepcionales, que está matriculado en el programa de educación especial, únicamente puede ser expulsado si la conducta no fue causada por o no es una manifestación directa de la minusvalidad identificada del alumno. (Código de Educación Sección 48915.1)

EXCEPCIONES

Los estudiantes pueden estar exentos (sin obligación) de asistencia obligatoria a la escuela pública, si el padre lo solicita, por varias razones según lo define la ley estatal.

EXCLUSIÓN

La Junta de Educación puede excluir a estudiantes de asistir a una escuela por cualquiera de las siguientes razones:

- Hábitos de suciedad o viciosos, enfermedades contagiosas o de infección, incluyendo el no cumplir con los requisitos de vacunación del estado.
- Minusvalidad física o mental que haya sido determinada como peligrosa para el bienestar de otros estudiantes.

CÓDIGO DE VESTUARIO

Comenzando el 1 de enero, 2009 el distrito de la escuela de Ducor requiere que los estudiantes usen uniforme. Los uniformes consisten de playera de Ducor o camisa blanca con cuello y pantalón o falda azul. Uniformes estan disponibles en WalMart, Target y Factory 2 U.

Debe ser reconocido que el estilo de vestuario cambia y que las directrices deben estar sujetas a revisiones periódicas. La escuela también sabe que ningún grupo de reglas puede cubrir toda situación. Sin embargo, si los padres y estudiantes tienen en mente cosas como limpieza, seguridad y modestia un ambiente educativo productivo será establecido y mantenido. Su apoyo como padres verdaderamente será apreciado al mantener estas reglas:

- La ropa tiene que ser nítida y limpia
- Los alumnos deben vestirse apropiadamente para actividades educativas en las cuales van a participar para no poner en peligro su salud, seguridad y bienestar

SUSPENSIÓN POR EL SUPERINTENDENTE/ DIRECTOR/ PERSONA ASIGNADA

Los siguientes hechos cometidos por un estudiante mientras que esté en la jurisdicción de la escuela pueden constituir causa suficiente para suspensión y/o recomendar la expulsión de ese estudiante (Código de Educación de California, Sección 48900);

- a. Causar, intentar causar, o amenazar con causar daños físicos a otra persona.
- b. Usar voluntariamente el uso de la fuerza o violencia en la persona de otro, excepto en defensa propia.
- c. Poseer, vender, o entregar de otra manera, cualquier arma de fuego, cuchillo, explosivo o cualquier otro objeto peligroso, a no ser, en caso de posición de dichos objetos, que el alumno haya obtenido permiso escrito de un empleado certificado de la escuela, el cual ha sido aprobado por el director o la persona designada por el director. Fíjese: El director de la escuela o la persona designada puede revisar a la persona del estudiante (incluyendo mochilas, carteras, bolsas, etc.) si hay sospecha razonables para creer que el estudiante puede tener un arma escondida, narcóticos, propiedad robada o contrabando.
- d. Poseer en contra de la ley, usar, vender o dar de cualquier otra manera, o estar bajo la influencia de cualquier sustancia controlada (droga) enlistada en el Capítulo 2 (comenzando con la sección 11053) de la División 10 del Código de Seguridad y Salud, bebidas alcohólicas o un intoxicante de cualquier tipo.
- e. Cometer o intentar cometer robo o extorsión.
- f. Causar o intentar causar daños a propiedad de la escuela o propiedad privada.
- g. Robar o intentar robar propiedad de la escuela o propiedad privada.
- h. Poseer o usar tabaco o productos conteniendo tabaco o productos de nicotina, incluyendo pero no estando limitados, a cigarros, puros, cigarros miniatura, cigarros de trébol, tabaco para mascar y betel. Sin embargo, esta sección no prohíbe el uso o posesión de un estudiante de productos recetados.
- i. Cometer un hecho obsceno o envolverse en profanidad o vulgaridad habitual
- j. Tener posición contra la ley de, u ofrecer en contra de la ley, arreglar, o negociar la venta de artículos usados para drogas, según lo define la Sección 11014.5 del Código de Salud y Seguridad.
- k. Interrumpir actividades escolares o desafiar en forma voluntaria de cualquier manera la autoridad de supervisor, maestros, administradores, oficiales escolares u otro personal de la escuela que este llevando a cabo sus responsabilidades o asignaturas.
- l. Haber recibido a sabiendas propiedad de la escuela o propiedad privada que haya sido robada.
- m. Poseer una imitación de una arma de fuego.
- n. Haber cometido o intentar cometer un asalto sexual según lo define el Código Penal.
- o. Acosar, amenazar o intimidar un alumno que es un testigo en un proceso disciplinario con el propósito de prevenir al alumno de testificar o declarar en contra del alumno por ser un testigo o las dos cosas.
- p. Acoso sexual.
- q. Hechos de odio (acoso por razones raciales o étnicas)

Procedimientos para suspensión requieren lo siguiente:

- Una conferencia informativa con el estudiante a no ser que exista una situación de emergencia constituyendo un peligro claro y presente para las vidas y seguridad o salud de alumnos o empleados de la escuela. Dándole al estudiante la oportunidad de presentar su versión y evidencia en su defensa. Comunicar al estudiante las razones por la acción de disciplina.
- A los padres se les da aviso por escrito de la suspensión dentro de 24 horas. En el tiempo de suspensión, un empleado de la escuela debe hacer un esfuerzo razonable de contactar a los padres en persona o por teléfono.

REGLAS DEL PLANTEL (continuacion)

- Votar basura es contra la ley. Toda la basura debe ser tirada en basureros o cajas de reciclaje según sea apropiado.
- Si no estas usando el baño, no tienes ningún negocio ahí. No pierdas el tiempo.
- Ven a la oficina de la escuela únicamente por asuntos de negocios. Retírate en el momento en que tus negocios hayan terminado. No traigas amigos a la oficina contigo.
- Nunca traigas cosas personales a la escuela (por ejemplo: cámaras, radios, grabadoras de cintas, juguetes, mascotas, joyas caras o cantidades excesivas de dinero.)
- Tu pupitre (escritorio) se te ha asignado únicamente a ti. No toques el pupitre de otro estudiante.
- No se permite masticar chicle en el plantel a ninguna hora.
- Hacer marcas en la pared o dañar cualquier equipo o estructura de la escuela en la propiedad de la escuela es una ofensa criminal.
- La venta de sustancia controladas (drogas), posesión de sustancias controladas o venta de utensilios para el uso de drogas es una ofensa criminal.

DISCIPLINA

La Escuela Ducor se enorgullece de un plan de disciplina que es justo y consistente. Creemos que todos los estudiantes tienen el derecho de ir a la escuela en un ambiente seguro. Cada estudiante también merece la oportunidad de aprender libremente de influencias de compañeros que interrumpan su aprendizaje. Cada estudiante tiene la responsabilidad de poner de su parte para crear y mantener un ambiente de aprendizaje estimulante y creativo.

Tenemos pólizas y procedimientos que le permitirán a los empleados manejar una situación para poder entregar a los otros estudiantes un programa educativo que es seguro y sin interrupciones. Consecuencias por conducta inaceptable incluyen, pero no están limitadas a las siguientes:

- Aislamiento
- Detención
- Perder privilegios de autobús
- Suspensión adentro de la escuela

Como un padre/guardian usted tiene el derecho de revisar las reglas de la escuela concernientes a la disciplina de alumnos.

SUSPENSIÓN POR MAESTRO

Un maestro puede suspender a cualquier alumno de su clase por cualquiera de los hechos enumerados en el Código de Educación Sección 48900, por el día de suspensión y también el día siguiente.

- a. Los estudiantes no deben tirar arena bajo ninguna condición
- b. Únicamente juguetes aprobados por los empleados pueden ser usados en las cajas de arena
- 7. Actividades:
 - a. No se permite fútbol de toque a ningún tiempo
 - b. No se permite peleas, lucha libre o jugar al carate a ningún tiempo
- 8. Tiempo de almuerzo:
 - a. Los estudiantes no deben regresar a la cafetería después de que se han dejado ir.
 - b. No se puede sacar ninguna comida o bebida de la cafetería.

REGLAS PARA EL PATIO DE JUEGOS DE GRADOS SUPERIORES

- 1. baños y Fuentes para Beber Agua
 - c. No se debe jugar en los baños o las fuentes para tomar agua.
 - d. Los baños deben ser usados inmediatamente después de la campana de salida o antes de la campana de tardanzas.
 - e. No se puede llevar pelotas a los baños.
 - f. No se debe votar basura en los baños.
- 2. No se permite peleas, lucha libre o empujar a otros estudiantes. Estudiantes pueden lastimarse de igual manera jugando a la lucha libre en forma amigable que cuando en realidad están peleando. Luchadores amistosos casi siempre se enojan y comienzan a golpearse de verdad.
- 3. No se debe tirar o patear pelotas cerca de los edificios
- 4. No se debe rebotar pelotas de los edificios
- 5. Los estudiantes no deben votar basura en los corredores durante el recreo o el almuerzo
- 6. Si un estudiante necesita venir a la oficina, no se permite que compañeros acompañen a ese estudiante
- 7. No se permite agarrar de las manos o mostrar afecto en forma exagerada
- 8. No se permite fútbol de toque
- 9. Juegos de fútbol, balompié o otros juegos de patio deben ser jugados en el área de grama bien lejos de las macetas y las áreas de cemento.
- 10. No se permite que vengan los estudiantes a la oficina, a no ser que sea una necesidad
- 11. Si un niño debe venir a la oficina, debe venir SOLO, sin ninguno de sus amigos
- 12. Niños de grados superiores no se permiten en el patio de grados menores
- 13. Una actividad que parezca peligrosa, deberá ser parada inmediatamente
- 14. Tiempo de Comidas:
 - a. No se puede regresar a la cafetería después de que un estudiante ha salido de ella
 - b. No se puede sacar comida ni bebidas de la cafetería
 - c. Los estudiantes deben ir inmediatamente al patio de juegos al salir de la cafetería

REGLAS DEL PLANTEL

- Ya que llegues al principio de tu día escolar, no puedes salir del plantel por ninguna razón a no ser que tengas permiso de la oficina.
- Si llegas tarde, debes ir a la oficina. Debes registrarte cada día. Si no te registras en tu salón principal o en donde se tome asistencia, serás marcado ausente a no ser que la oficina tenga un informe que indique lo contrario.
- Nunca traigas fósforos, cuchillos u otros artículos peligrosos a la escuela.
- No se permite pelear o revolcarse en el plantel.

PROGRAMA DE COMIDA

Ducor ofrece desayuno y almuerzo caliente diario a todos los estudiantes. Los estudiantes que traen sus almuerzos pueden comprar leche.

La Escuela Ducor participa en el Programa Estatal de Desayuno y Almuerzo llamada Provision de Comunidad Eligible Año Escolar 2016-2017

Todos los estudiantes de Ducor son elegibles para recibir un desayuno y almuerzo saludable sin costo alguno.

LIBROS

La Escuela Ducor provee todos los libros necesarios para los estudiantes. Esperamos que esta inversión de fondos del distrito será tratada con respeto. Se espera un desgaste razonable de los libros. Sin embargo, daños no razonables darán como resultado que los padres/ estudiantes sean financieramente responsables de reponer los libros.

SUPERVISIÓN DEL PATIO

Maestros y asistentes instructivos del salón comparten la responsabilidad de evaluar la conducta y seguridad de los estudiantes mientras están en el plantel escolar, en los pasillos y en la cafetería. Se espera que los estudiantes respondan ordenadamente, con cortesía y en forma rápida a cualquier adulto que los este supervisando.

SUPERVISIÓN DEL PATIO DE GRADOS MENORES

1. No se permiten niños de grados superiores en el patio.
2. Los estudiantes deben responder al supervisor/ silbato
3. Baño y Fuentes para Beber Agua:
 - a. No se debe jugar en los baños o las fuentes para tomar agua.
 - b. Los baños deben ser usados inmediatamente después de la campana de salida o antes de la campana de tardanzas.
 - c. No se puede llevar pelotas a los baños.
 - d. No se debe votar basura en los baños.
4. Columpios:
 - a. No se debe saltar de los columpios
 - b. No se debe empujar
 - c. No se debe retorcer
 - d. No se debe agarrar de manos de columpio a columpio
 - e. Los estudiantes deben mantenerse sentados en todo tiempo
5. Uso de Pelotas:
 - a. No se debe tener pelotas cerca de los edificios
 - b. No se debe salir del patio de juegos para recoger una pelota sin permiso
 - c. No se debe rebotar una pelota de los edificios o del techo de los edificios
6. Cajas de Arena:

- Una orden por escrito del doctor dando instrucciones para la medicina – el tipo, la dosis y el método de administración. Un tiempo de duración deberá ser establecido, como: orden efectiva por tres meses, seis meses, etc.
- Las medicinas deberán tener etiquetas claras.

También, para la protección de la salud y bienestar de su niño, le pedimos que tenga en el archivo una Tarjeta de Información en Caso de Emergencia con información vigente o actual.

VISITAS DE PADRES A LA ESCUELA

Animamos a los padres a que visite el salón de su niño a cualquier hora. Visitas con los maestros o con otros empleados de la escuela deberán ser por cita porque esto asegurara que la persona o grupo de personas que usted quiere ver estará(n) disponible(s) cuando usted venga. Para la seguridad y protección de todos los estudiantes, todos los visitantes deben primero firmar el registro en la oficina antes de entrar al salón de clases durante horas escolares. Padres interesados en ayudar en la escuela o otras funciones tendran que revisar la Poliza de Ayudantes. Llamen a la escuela para mas informacion.

ASEGURANZA DE ESTUDIANTES

El distrito compra la póliza de seguros del distrito para cada estudiante. Esta póliza cubre a los estudiantes únicamente mientras están en el plantel o mientras están envueltos en actividades patrocinadas por la escuela.

ARCHIVOS DE ESTUDIANTES

El Distrito Escolar Ducor mantiene archivos cumulativos de cada alumno según lo requiere la ley. Los archivos de los alumnos consisten de información de identidad personal, materias tomadas, calificaciones recibidas, resultados de exámenes estandarizados, informes de asistencia y de salud. Los archivos de los alumnos son mantenidos en cada escuela en donde asiste el alumno. El director de la escuela o la persona que ha sido designada por el, es responsable de mantener cada tipo de informe del alumno y la información que este contiene. Los archivos de alumnos son accesibles únicamente al padre o guardián legal del alumno. Los padres/guardianes tienen el derecho de revisar y desafiar el contenido de los archivos de sus niños. Copias del archivo del alumno pueden ser obtenidas por el padre o guardián.

Por favor llame a la oficina de la escuela para hacer una cita si usted desea revisar los archivos de su hijo.

AYUDA PARA EL ESTUDIO

Cada niño necesita desarrollar buenos hábitos de estudio para tener éxito en la escuela. Hemos preparado un método para que usted ayude a proveer una “rutina de estudio” para sus hijos. Esperamos que lo intente:

- Escoja un tiempo regular cada día para tarea y estudio. Dele un tiempo después de la escuela al niño para que juegue y también tiempo para ver la televisión en la noche. Antes o después de la cena puede ser el mejor tiempo para terminar la tarea.
- Mantenga el tiempo de tarea/ estudio razonable.
- Mantenga las distracciones a un mínimo. No tenga al estudiante trabajando cerca de la televisión o la radio. Trate de no dejar que los hermanos molesten al estudiante. No permita interrupciones como llamadas telefónicas.
- Revise el trabajo. Cuando el estudiante termine, tome unos cuantos minutos para revisar el trabajo. Revise por errores obvios y por nitidez (orden).
- Lea con su hijo/a. Hable con el sobre la tarea o como le fue en la escuela.

SIMULACROS DE INCENDIOS Y TERREMOTOS

Simulacros de incendios y terremotos se llevan a cabo una vez por mes. El propósito de estos es que los empleados y estudiantes sepan los procedimientos apropiados en caso de un incendio. Los simulacros de fuego son indicados por el sistema de alarma.

Los estudiantes también serán informados sobre qué hacer en caso de que ocurra un terremoto mientras están en la escuela.

DÍAS CON NIEBLA (NEBLINA)

Cada año podemos lidiar con "días con niebla." Estos días son confusos para los padres y estudiantes. Usaremos los siguientes procedimientos para la declaración de un Día Con Niebla en el Horario:

- Si los autobuses serán retrasados, la determinación será hecha a las 6:30 AM.
- La Estación de Radio KTIP (1450 AM) será contactada ÚNICAMENTE si un Día Con Niebla es puesto en el horario escolar.
- Un Día Con Niebla en el Horario significa que los autobuses podrán retrasarse hasta dos horas más tarde de lo normal.
- Por favor escuche la radio para información.
- Si no hay informe en la radio entonces los autobuses correrán en un horario normal.
- Mandaremos mensaje por text si habrá un horario diferente debido a la neblina y explicara la hora de retraso.

CUSTODIA DE UN NIÑO

Es la responsabilidad del padre o guardián del niño proveer a la escuela un documento legal concerniente a los derechos de custodia de un niño, visitas a la escuela, etc. y cualquier otro derecho concerniente a actividades de la escuela.

PIOJOS O LIENDRES

Uno de los problemas más comunes en el plantel de cualquier escuela primaria son los piojos. Nuestra preocupación principal al lidiar con piojos es que se pasan muy fácilmente de un estudiante a otro y a no ser que a un estudiante infectado se le hayan removido todos los sacos de huevos, los piojos regresaran. Por esta razón, recomendamos que los estudiantes no compartan sombreros o cachuchas (gorras), chamarras o chaquetas, etc. También la póliza del distrito es que un estudiante se mande a la casa si tiene piojos y deberá estar completamente limpio de estos antes de regresar a la escuela.

ARTÍCULOS PERDIDOS

Artículos de ropa que son encontrados son puestos en la percha de "cosas perdidas." Artículos pequeños como billeteras, joyas, lentes, llaves, etc. son mantenidos en la oficina. Las cosas que no son recogidas son donadas a organizaciones de caridad.

Se les pide a los padres que escriban el nombre de su niño en las loncheras, suéteres, abrigos, etc.

MEDICINAS

Cuando es absolutamente necesario, medicinas pueden ser dadas en la escuela con las siguientes provisiones:

- Una petición escrita del padre declarando que el doctor del niño ha ordenado que medicinas sean dadas en la escuela.

4. Siéntate pronto. Está dispuesto a compartir tu asiento con un compañero de escuela. Abrochese el cinturón si son disponibles.
5. Siéntate siempre mirando hacia la parte de enfrente del autobús. Mantente sentado mientras el autobús está en movimiento. No te cambies de asiento sin el permiso del conductor. No "guardes" asientos.
6. Mantén tus manos lejos de otras personas y sus posesiones.
7. Mantén tu cabeza, manos y brazos adentro del autobús en todo tiempo. No grites desde la ventana a personas afuera del autobús.
8. Animales, insectos y reptiles no son permitidos en el autobús. Los perros guías para ciegos son una excepción (Código Civil 54.2)
9. No se permite frascos de vidrio en el autobús.
10. El pasillo del autobús y las salidas de emergencia deben mantenerse libres de libros, loncheras, etc.
11. Mantén el autobús limpio. Los estudiantes no pueden comer, beber o masticar chicle en el autobús.
12. Los estudiantes deben usar zapatos y camisas en todo tiempo mientras estén en el autobús. No se permite traer cosméticos abiertos o latas de aerosol.
13. No se permite lenguaje obsceno o profano.
14. Los estudiantes serán responsables de su conducta individual. No es posible que un conductor mire a los estudiantes en todo tiempo, por lo tanto, el decir que "¡alguien más también lo estaba haciendo!" no disculpa la mala conducta de un estudiante.
15. No destruyas la propiedad del autobús. Daños a los asientos, ventanas y otras partes del autobús son innecesarios y muy caros. El estudiante responsable pagará por los daños.
16. Evita hablar y reírte en un tono demasiado alto y evita también confusión innecesaria.

EMERGENCIAS

En caso de una emergencia, se hará todo esfuerzo por comunicarse con los padres si el estudiante requiere atención medica inmediata. La Tarjeta de Emergencia en el archivo del estudiante en la oficina de la escuela enlista a quien llamar en caso de una emergencia. Los empleados de la escuela seguirán las direcciones de los padres lo mas cerca que les sea posible.

Por favor llene la tarjeta de emergencia completamente. Si tenemos una emergencia es importante que tengamos un número en donde lo podamos encontrar. Si hay un cambio de dirección, teléfono o empleo, notifique a la escuela para que en caso de una emergencia nos podamos comunicar con usted.

DEJAR IR A LOS NIÑOS DE LA ESCUELA

Ya que un niño llegó a la escuela, no se deja que el/ella abandone la escuela o el plantel antes de la salida regular sin el permiso de un padre o guardián. Los padres o guardianes deben firmar la salida de los estudiantes en la oficina en el caso de una salida temprana.

Si el padre permite que otra persona (incluyendo abuelos o hermanos) saque de la escuela a su niño, el padre deberá notificar a la oficina. Usted puede dejar una nota en la oficina para cada año escolar con la lista de personas que pueden recoger a su niño.

EVALUACIÓN

A través del año, los estudiantes recibirán diversas oportunidades para demostrar su adquisición de los objetivos de nivel de grado. Las evaluaciones más comunes son dadas en el salón en la forma de examen, ejemplos de trabajo y desempeño. Además, los maestros del salón tienen la oportunidad de coleccionar datos para ser puesto en el portafolio de cada niño. También les damos a los estudiantes un examen estandarizado (de normas generales) en la primavera.

BICICLETAS

Las bicicletas deberán ser estacionadas en la percha de bicicleta. Las bicicletas no son permitidas en ningún otro lugar en el plantel a ninguna hora. Si su niño maneja una bicicleta la ley exige que el niño use un casco.

REUNIONES DE LA JUNTA DIRECTIVA

La Junta Directiva del Distrito Escolar Ducor tiene sus reuniones regulares el segundo Martes de cada mes en la biblioteca a las 5:30 PM, a no ser que se avise algo diferente. Las agendas para cada reunión son puestas en la vitrina de anuncios de la oficina de la escuela, la oficina de correos y en la Compañía de Teléfonos de Ducor por lo menos 72 horas antes de la reunión. Los padres y miembros de la comunidad son bienvenidos a asistir las reuniones de la junta. Reuniones especiales de la Junta Directiva a veces son convocadas y las agendas son puestas por lo menos 24 horas antes de la reunión. Si usted necesita más información, por favor llame a la oficina de la escuela.

REGLAS DEL AUTOBÚS/ SEGURIDAD/ DISCIPLINA

El Distrito Escolar Ducor está dedicado a proveer servicios de transportación a sus alumnos con la seguridad máxima para todos los estudiantes como nuestro objetivo principal. Para garantizar este nivel de seguridad cada estudiante debe comportarse de manera aceptable, permitiéndole al conductor (motorista) dirigir su atención completa a manejar el autobús.

Título 5 de Código Administrativo de California Sección 14103:

Alumnos transportados en un autobús escolar deberán estar bajo la autoridad de, y responsabilidad de, el conductor del autobús, el conductor será responsable por la conducta ordenada de los alumnos mientras que están en el autobús o están siendo dirigidos en una calle o autopista.

REGLAS DEL AUTOBÚS

1. Cooperar con el conductor. Seguir las direcciones la primera vez que son dadas.
2. Llegar a la parada del autobús antes de la hora en que el autobús debe estar ahí. Mientras que vayan hacia y de la parada del autobús y mientras que esperan por el autobús, manténganse afuera de las calles de propiedad privada. Ruido, conducta desordenada, daños en la parada del autobús pueden causar que la parada sea removida a otra localidad más conveniente.
3. Sube y baja del autobús en una forma ordenada. No empujes a otros estudiantes. Sigue las instrucciones del conductor concerniente a donde sentarte y procedimientos para bajar del autobús.

ACCIDENTES

Si un daño serio ocurre en las instalaciones escolares o en el autobús, se notificará a los padres y se les pedirá que recojan a su niño para su propia observación o examinación por el doctor familiar. Los padres serán notificados inmediatamente sobre cualquier daño (herida, golpe, etc.) que no se considera menor. En el evento en que un padre no pueda ser notificado, se entregará el estudiante a una persona nombrada en su tarjeta de emergencia.

ADMISIÓN

La Ley Estatal requiere que un niño tenga cinco años para el 1 de diciembre para empezar el Kindergarten y seis años para empezar el primer grado. Los estudiantes que no tengan cinco años para el 1 de diciembre podrán empezar el Kindergarten cuando cumplan cinco años si hay suficiente espacio en el Kindergarten y si los padres firman un formulario declarando que el hecho de que el niño entró a la escuela a medio año no significa promoción al primer grado al final de ese año escolar.

Si el niño no ha asistido a nuestra escuela antes, es una obligación de que el padre traiga la partida de nacimiento del niño.

La Ley Estatal obliga a los padres a presentar evidencia que el niño ha sido protegido de polio, difteria, tosferina, tétano, Hepatitis y varicela (rubella). También pueda ser que un examen de la piel de tuberculosis sea archivado.

CONTROL DE ENFERMEDADES CONTAGIOSAS

No se permite que alumnos con enfermedades contagiosas asistan a la escuela, y la escuela deberá ser notificada lo más pronto posible por los padres. Los alumnos serán admitidos nuevamente cuando el peligro de contagiar la enfermedad a los otros alumnos ya no exista.

La Ley Estatal requiere que cada niño sea vacunado contra enfermedades contagiosas. Los alumnos serán excluidos de la escuela si no tienen información apropiada sobre sus vacunas.

FOTOGRAFÍAS

Fotografías individuales serán tomadas cada año de todos los alumnos. Paquetes de copias a color de las fotografías estarán disponible para su compra.

LLEGADA A LA ESCUELA

No se permiten estudiantes en la escuela antes de las 8:30 de la mañana. No hay supervisión en los terrenos hasta esta hora. Estudiantes que lleguen antes de las 8am. se reportaran a la cafetería. Estudiantes que lleguen tarde tendran que reportarse a la oficina antes de ir a su clase. Estudiantes deben ser recogidos a la hora exacta de despedida 2:50pm. No habra supervicion después de esta hora. Los miércoles los estudiantes salen a la 1:30pm. El programa de CHOICES esta disponible para proveer supervicion.

USO DEL TELÉFONO DE LA ESCUELA

El teléfono localizado en la oficina de la escuela es para el uso de negocios únicamente. Se puede dar permiso a un estudiante de usar el teléfono, si, el maestro considera, que la llamada es absolutamente necesaria. Únicamente en caso de una emergencia la oficina puede ser contactada para interrumpir a un estudiante en su salón de clases para entregarle un mensaje personal. Estudiantes tendran que pedir permiso para usar el telefono de la oficina. Celulares no se permiten durante horas de la escuela.

RESPONSABILIDAD DEL PADRE (continuación)

El distrito escolar puede mantener las calificaciones, diplomas o archivos de calificaciones del estudiante responsable de daños hasta que dichos daños sean pagados o la propiedad regresada o hasta la finalización del programa de trabajo voluntario como pago del dinero.

Si su niño comete un acto obsceno o se envuelve en profanidad habitual o vulgaridad, interrumpe actividades escolares o de cualquier manera desafía la autoridad de los empleados de la escuela, y es suspendido por dicha conducta, se le podrá pedir a usted que asista a una porción del día escolar en el salón de su niño.

ESCUELAS SIN TABACO (CIGARROS)

Ducor es una escuela que no permite el tabaco o cigarros.

INFORME ESCOLAR ANUAL

El Informe Escolar Anual está disponible en Inglés y Español si se solicita. El informe, que debe ser publicado anualmente por las juntas escolares locales para cada escuela primaria y secundaria en el estado, provee a los padres y a las personas que estén interesadas una variedad de información acerca de la escuela.

ENTREGA DE INFORMACIÓN DEL DIRECTORIO

La ley permite a las escuelas que entreguen información del directorio a ciertas personas u organizaciones. Información del directorio puede incluir el nombre de un estudiante, su dirección, número de teléfono, fecha de nacimiento, días de asistencia y la escuela pública o privada a la cual asistió más recientemente. Si usted desea que el distrito no entregue esta información, por favor comuníquese con el/la director(a) de la escuela.

AVISO DE PROCEDIMIENTO EN CASO DE QUEJAS

El distrito tiene una responsabilidad principal de asegurarse de cumplir con las leyes y regulaciones estatales y federales. El distrito investigará quejas que aleguen el fallo en el cumplimiento de estas leyes. Buscaremos resolver estas quejas mientras que nos aseguramos que las quejas no producirán represalias. Si usted cree que una ley federal o estatal está siendo violada, usted puede registrar una queja escrita describiendo la falta con el superintendente/ director del distrito. Después de una investigación local, usted puede apelar al Departamento de Educación de California. Algunas quejas pueden envolver remedio de leyes civiles, intervención directa del estado o el retener fondos del distrito si no cumplimos con la ley.

QUEJAS A CERCA DEL PROGRAMA DE LA ESCUELA

La Junta Directiva cree que la calidad del programa educativo puede mejorar cuando el distrito escucha las quejas, considera opiniones diferentes y resuelve malos entendidos por medio de un proceso objetivo establecido.

La Junta anima a las personas que tienen quejas a que resuelvan los problemas temprano y con toda la información necesaria siempre que sea posible. Si el problema no se soluciona, el individuo deberá entregar una queja formal lo más pronto posible al superintendente/ director de la escuela.

A pesar que miembros individuales de la junta directiva no tienen autoridad para resolver quejas, cuando estas son entregadas a ellos directamente, los miembros de la junta escucharán la queja y mostrarán interés al referir la queja al director o a la persona designada para solucionar el problema para que el problema reciba consideración apropiada.

EDUCACIÓN ESPECIAL (continuación)

agencia pública u organización pueden registrar una queja escrita con el superintendente del distrito o con el Superintendente Estatal de Instrucción Pública si creen que el distrito escolar ha violado leyes federales o estatales concerniente a educación especial.

INSTRUCCIONES INDIVIDUALES PARA ALUMNOS CON MINUSVALIDADES TEMPORALES EN UN HOSPITAL FUERA DEL DISTRITO ESCOLAR

Un alumno con minusvalidades (discapacidad) temporales que está en un hospital o instalación residencial de salud, excepto un hospital del estado, será considerado como un residente del distrito escolar en donde el hospital está localizado. El padre/guardian tiene la responsabilidad primaria de notificar al distrito escolar en el cual el alumno con la minusvalidad temporal está residiendo por la hospitalización. El distrito en donde el alumno reside ofrecerá instrucción individual si el alumno califica, a no ser que el distrito escolar anterior del alumno provee dicha instrucción individual.

EXÁMENES EN CREENCIAS PERSONALES

A no ser que usted de un permiso por escrito, su niño no recibirá ningún examen, cuestionario, lista de preguntas o examinación conteniendo ninguna pregunta sobre las creencias personales, practicas sexuales, vida familiar o religión de su niño o del padre o guardián.

PERMISO PARA EVALUACIONES

Su niño no será examinado con una evaluación de conducta, mental o emocional sin su permiso por escrito.

DERECHO DE EVITAR EL USO DAÑINO O DESTRUCTIVO DE ANIMALES

Cualquier alumno con una objeción a disecar, dañar o destruir animales, o cualquier parte de estos, deberá notificar a su maestro sobre la objeción. Proyectos educativos alternativos serán autorizados.

ACOSAMIENTO GENERAL

Acosamiento de o por cualquier estudiante no será tolerado. La Escuela Ducor considera el acosamiento como una ofensa mayor la cual puede dar como resultado una acción disciplinaria incluyendo suspensión o expulsión del estudiante que haya cometido la ofensa.

ENTREGA DE UN ESTUDIANTE A UN OFICIAL DEL ORDEN PÚBLICO

Si la Escuela Ducor entrega a su niño a un oficial de orden público (oficial de paz) con el propósito de removerlo(a) del plantel escolar, el oficial de la escuela deberá tomar los pasos inmediatos para notificarle a usted o a un familiar responsable, excepto cuando un estudiante ha sido llevado bajo custodia como una víctima por sospecha de maltrato/ abuso de menores. En esos casos, el oficial notificará al padre o guardián.

RESPONSABILIDAD DEL PADRE

Padres o guardianes son responsables por todos los daños causados por la mala conducta intencional de sus niños que resulte en muerte o daños a otros estudiantes, empleados de la escuela o la propiedad de la escuela. Los padres también son responsables de cualquier propiedad de la escuela que se haya prestado al estudiante no haya sido regresada.

INSTRUCCIÓN EN TEMAS INCLUYENDO SALUD, EDUCACIÓN DE VIDA FAMILIAR, EDUCACIÓN SEXUAL Y ENFERMEDADES VENÉREAS

El padre/guardian tiene el derecho de excusar a su hijo de las clases de salud, educación de vida familiar, educación sexual y de la clase de enfermedades venéreas siempre que cualquier parte de la instrucción este en contra con el entrenamiento religioso, creencias o convicciones morales del hogar.

El padre/guardian deberá ser notificado por escrito cuando al niño se le ofrezca instrucción sobre enfermedades venéreas o educación sexual por lo menos quince días antes de comenzar la instrucción. El padre/guardian tiene el derecho de inspeccionar el material de la clase y el derecho de pedir por escrito que su niño no asista a la clase. La nota escrita es valida únicamente para el año escolar en la que fue entregada. No se notificara si una descripción o ilustración de órganos reproductivos aparece en un libro en clases de ciencias o salud cuando el libro ha sido adoptado de acuerdo a la ley.

EXAMINACIÓN FÍSICA Y REVISIÓN DE ESCOLIOSIS

La ley estatal requiere que el padre/guardian de un alumno que entre al primer grado debe entregar a la escuela una prueba escrita que su niño ha recibido una examinación física dentro de un tiempo de 18 meses antes de entrar y 90 días después de entrar al primer grado.

El distrito escolar es requerido a evaluar a todas las niñas del séptimo grado y todos los niños del octavo por escoliosis (curvatura de la espina dorsal). Las enfermeras del distrito escolar (por medio de la Oficina de Educación del Condado) evaluarán a todos los estudiantes de quinto, sexto, séptimo y octavo grado. El padre/guardian tiene el derecho de entregar a la escuela una petición escrita pidiendo que el alumno no participe en el programa de evaluación.

El padre/guardian tiene el derecho de firmar un fideicomiso de creencias personales excusando a su niño de una examinación física, incluyendo de visión, oído y escoliosis.

EVALUACIÓN DE VISIÓN Y OÍDO

Todos los estudiantes entre el kindergarten y el octavo grado tendrán su visión y/o su habilidad de oír evaluada por una persona autorizada, a no ser que usted presente a la escuela una nota rechazando el permiso de examinar a su niño.

NO DISCRIMINAR

El Distrito Escolar Unido Primario Ducor tiene una póliza de no discriminar admisión basado en el sexo de los alumnos en sus programas educativos y actividades incluyendo educación física y programas atléticos. Cualquier individuo, que crea que sus derechos están siendo violados o que ell/ella está siendo discriminado(a) por su sexo puede quejarse por escrito con el superintendente del distrito.

EDUCACIÓN ESPECIAL

Servicios de educación especial son provistos para estudiantes que cumplen con el criterio de elegibilidad. Después de una evaluación cuidadosa, un plan individual de educación será diseñado para suplir las necesidades únicas del estudiante cuyas necesidades no pueden ser suplidas con modificaciones del programa de educación regular. El distrito proveerá estos servicios en forma gratuita para los padres. Individuos con necesidades excepcionales son considerados como "niños minusválidos o discapacitados." Estos términos cubren a los niños evaluados como retardados mentales, con dificultades al oír, sordos, dificultades de habla, sordo-ciego con minusvalidades múltiples o teniendo minusvalidades de aprendizaje específicas. Cualquier individuo,

AUSENCIAS

Es muy importante para la educación de su niño(a) que el/ella asista a la escuela en forma regular. Días perdidos de escuela pueden dejar huecos (lapsos) en el proceso educativo que pueden ser difíciles de reponer. Por favor haga todo esfuerzo de traer a su niño a la escuela todos los días a tiempo.

Ausencias con excusa incluyen enfermedad, citas de doctor o dentista. Los estudiantes también serán disculpados de la escuela por razones justificables, incluyendo, pero no estando limitados a, una aparición en corte, asistir a servicios de un funeral de un miembro inmediato de la familia o retiro religioso. Asistencia a retiros religiosos no deberá exceder cuatro horas por semestre. A los estudiantes se les permitirá reponer lo racionalmente equivalente a las tareas o exámenes perdidos durante las ausencias.

Cuando su niño está ausente, le pedimos que por favor siga el siguiente procedimiento: Por favor llame a la oficina la mañana de la ausencia y notifiquenos que su niño estará ausente. Después de regresar a la escuela después de una ausencia, el niño debe traer una nota firmada por su padre o guardián diciendo la fecha y la razón por su ausencia. La nota puede ser entregada al maestro del niño o en la oficina.

JUNTA DE REVISIÓN DE ASISTENCIA DE LA ESCUELA (S.A.R.B.)

Los estudiantes que tienen asistencia irregular, ausentismo habitual o son desordenados, serán referidos la S.A.R.B. Es un esfuerzo por lidiar con alternativas creativas con los problemas de conducta y asistencia. Si el padre del estudiante no coopera o ejerce su responsabilidad, una queja en contra del padre puede ser archivada por medio del superintendente de la escuela local con el Fiscal del Distrito. Si la S.A.R.B. encuentra que el alumno no coopera o no sigue sus indicaciones, entonces una Solicitud de Petición puede ser archivada a nombre del alumno por medio del Superintendente de Escuelas en el Condado de Tulare con la corte juvenil.

DERECHOS DE NOTIFICACIÓN DEL PADRE/GUARDIAN

Con este documento usted ha sido notificado sobre sus derechos y responsabilidades como padre/guardian de un niño matriculado en la Escuela Ducor.

VACUNAS CONTRA ENFERMEDADES CONTAGIOSAS

Un alumno no puede ser admitido en la escuela a no ser de que el/ella haya sido completamente vacunado contra la difteria, tosferina, tétano, poliomielitis, paperas, sarampión, rubéola, influenza tipo b, (y hepatitis B para estudiantes entrando a nivel de Kinder o pre-kinder durante o después del 1 de Agosto de 1997) en la manera y con las vacunas aprobadas por el Departamento de Salud Pública de los Estados Unidos, excepto los estudiantes que ya tienen siete años no necesitan cumplir con los requisitos de vacunas para la tosferina, o paperas y los que tienen cuatro años y medio para influenza tipo b. Además, durante o después del 1 de Julio de 1999, ningún alumnos será matriculado en el séptimo grado si no ha sido vacunado contra la hepatitis B. Las vacunas requeridas están disponibles del oficial de salud del condado o de cualquier doctor. Documentos que comprueben la vacunación son requeridos durante el tiempo de matrícula. Las reglas del Distrito Escolar Ducor son que no habrán ninguna admisión condicional a la escuela: las vacunas tienen que estar vigentes antes de que se apruebe admisión a la escuela. Este requisito no se aplica a cualquier persona mayor de 18 años, o si un distrito da un permiso firmado diciendo que las vacunas van en contra de las creencias del padre o guardián del estudiante, o una carta o fideicomiso de un doctor con licencia es dada diciendo que la condición física del alumno es tal que las vacunas no se consideran ser seguras. Si la epidemia de una enfermedad contagiosa ocurre en la escuela, el alumno sin vacunas será excluido para su propia seguridad durante el tiempo que los oficiales de salud o la administración del distrito indiquen.

EMPLEADOS CERTIFICADOS

<u>Rodriguez, Isidro</u>	<u>Superintendente/Principal</u>
<u>Flores, Kathleen</u>	<u>Maestra de Kindergarten</u>
<u>Pace, Florance</u>	<u>Maestra de Grados 1 y 2</u>
<u>Woodruff, Maryann</u>	<u>Maestra de Grados 2 y 3</u>
<u>Walker, Virginia</u>	<u>Maestra de Grado 4</u>
<u>Hill, Darren</u>	<u>Maestro de Grado 5</u>
<u>Torrez, Angelica</u>	<u>Maestra de Grado 6</u>
<u>Dhanens, John</u>	<u>Maestro de Grado 7</u>
<u>McDonald, Kyle</u>	<u>Maestro de Grado 8</u>

EMPLEADOS CLASIFICADOS

<u>Bates, Debi</u>	<u>Bibliotecario</u>
<u>Navarro, Ruby</u>	<u>Secretaria de la Escuela</u>
<u>Sosa, Jeremiah</u>	<u>Gerente de Oficina</u>
<u>Lucio, Lisa</u>	<u>Asistente Instructivo</u>
<u>Rubio, Virginia</u>	<u>Asistente Instructivo</u>
<u>Elvira Martinez</u>	<u>Asistente Instructivo</u>
<u>Elizabeth Martinez</u>	<u>Asistente Instructivo</u>
<u>Avila, Rosalva</u>	<u>Cafeteria</u>
<u>Moreno, Antonia</u>	<u>Cafeteria</u>
<u>Soto, Ben</u>	<u>Conserje de la Escuela</u>
<u>DeLa Cruz, Feliciano</u>	<u>Guardia de Cruzar la Calle</u>
<u>Rodriguez, Noe</u>	<u>Gerente de Instalaciones</u>

Estimados Padres y Estudiantes,

Bienvenidos a un nuevo año escolar en la Escuela Ducor. El personal, la Junta Directiva y la administración se orgullecen en proveer a todos nuestros estudiantes las mejores oportunidades educativas. Estamos comprometidos a asistir a todos los niños en su crecimiento académico, social y emocional. Nuestros empleados usaran una variedad de técnicas de enseñanza para ayudar a cada niño a crecer en su propia forma.

Creemos que el mejor ambiente para aprender es uno en el que los padres, niños y los empleados trabajen juntos hacia una meta común, la educación de todos los niños. Le pedimos su ayuda y apoyo para proveer la mejor experiencia educativa posible. Este manual le ayudará a aprender las pólizas (reglas) de nuestra escuela.

Isidro Rodriguez
Superintendente/Principal
Escuela Ducor

JUNTA DIRECTIVA

Jim Koontz, Presidente
Amparo Mariscal, Secretaria
Patricia Hughes, Miembro
Allen Hunsaker, Miembro
Flora Rodriguez, Miembro

Escuela Primaria de Ducor

El Manual de Padres y Estudiantes (Bilingüe)



“Enfrentate y Cumple” “Sin Escusas!”

2016-2017

3.1

Menu

[Back to Search](#)[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:

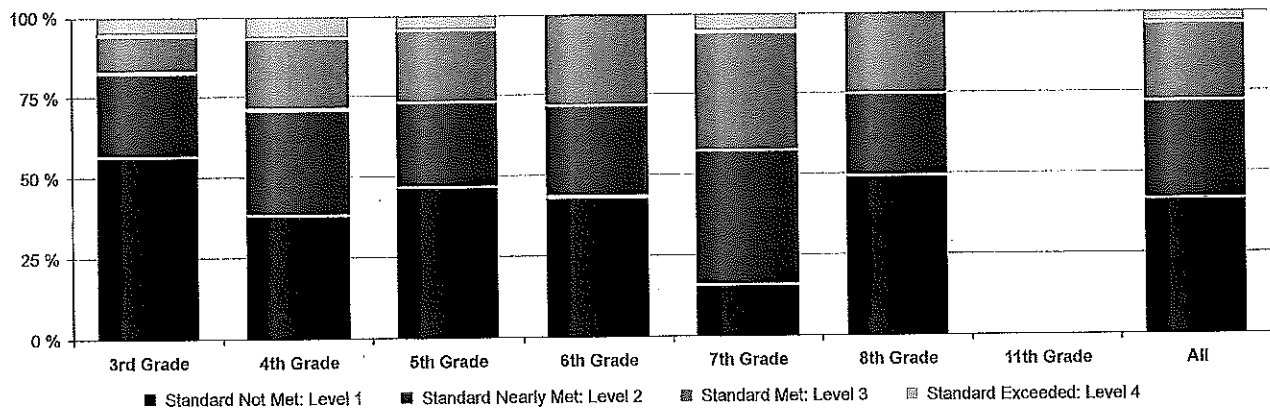
2016

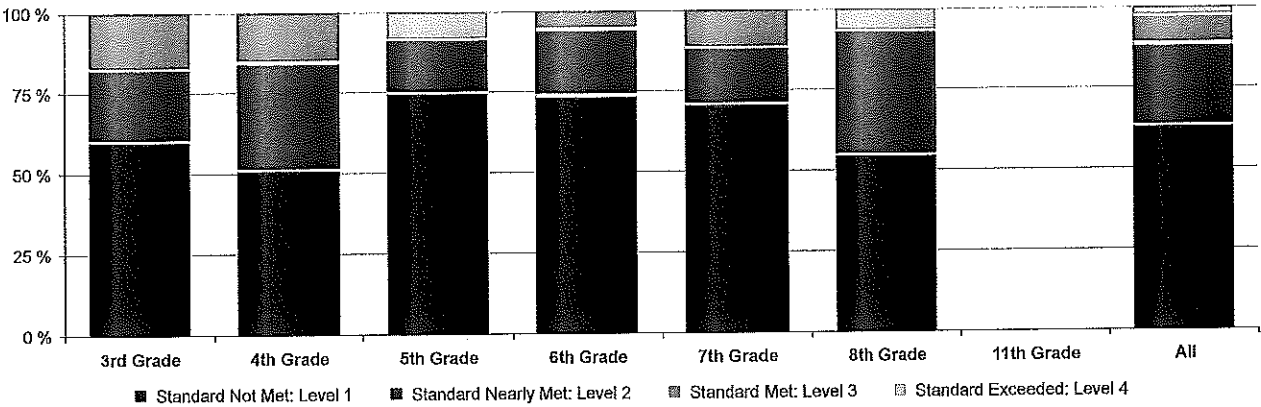
All Students (Default)

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**[English Language Arts/Literacy Achievement Level Descriptors](#)[All Students \(accessible data\)](#)**MATHEMATICS****Achievement Level Distribution**



Mathematics Achievement Level Descriptors

All Students (accessible data)

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Smarter Balanced Assessment Test Results for:

Ducor Union Elementary School

CDS Code: 54-71894-6054019

Ducor Union Elementary District

Tulare County

*Meety 8/24/17***SUMMARY REPORT**

CHANGE OVER TIME

Report Options

Select Year:

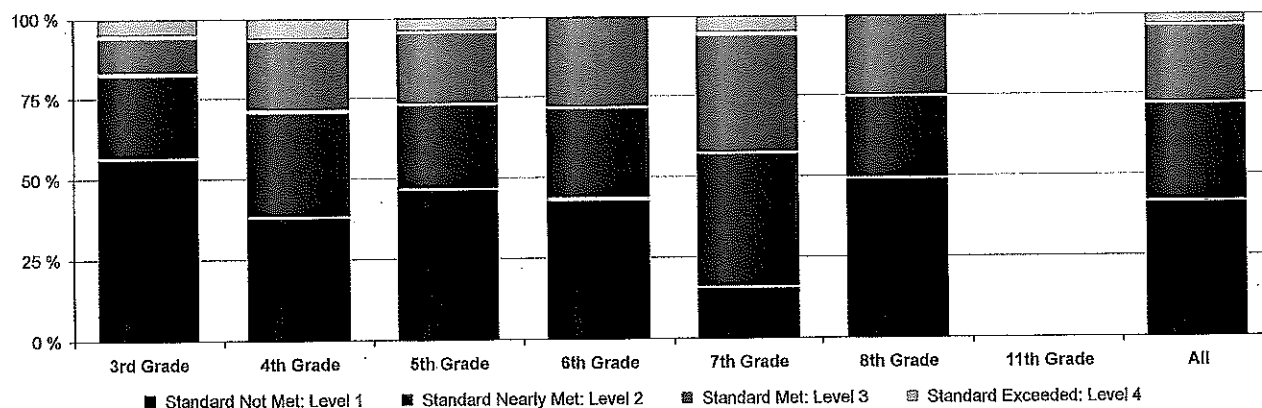
2016

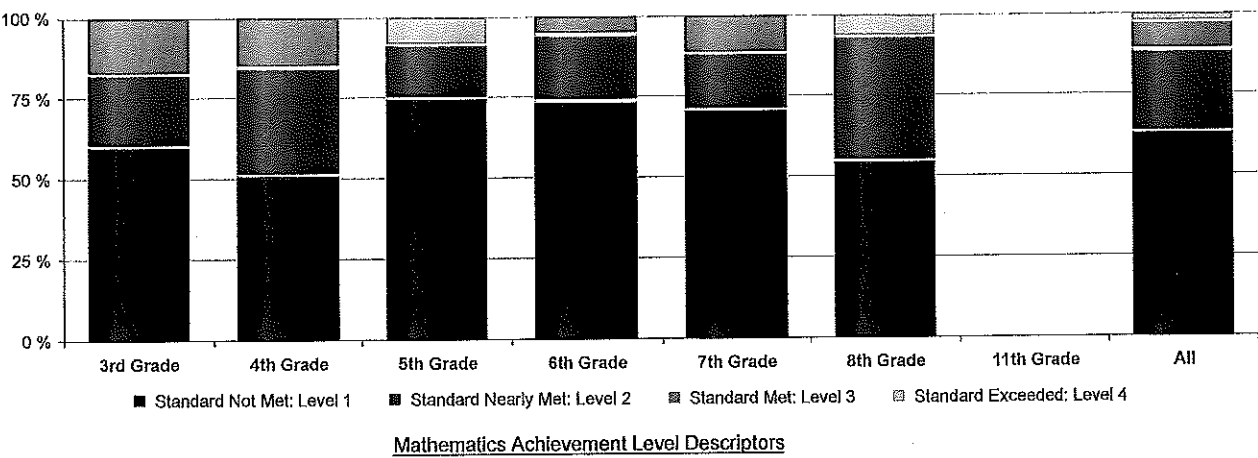
Select Group/Subgroup:

All Students (Default)

Apply SelectionsTo 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**[English Language Arts/Literacy Achievement Level Descriptors](#)[All Students \(accessible data\)](#)**MATHEMATICS****Achievement Level Distribution**



All Students (accessible data)



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	2355±12	
Ducor Union Elementary (54718946054019)	14	2355±12	

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

Report Generated: 6/14/2017 11:15:23 AM PDT

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

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A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

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 2014-15 administration are final. Results from the 2015-16 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 rescues are processed.

California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 3

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative ELA/Literacy Grade 3 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category
Ducor Union Elementary School District (54718940000000)	14	2355±12	ELA/Literacy	
			Reading	64 29
			Writing	50 50
			Listening	36 64
			Research/Inquiry	43 57
Ducor Union Elementary (54718946054019)	14	2355±12	ELA/Literacy	
			Reading	64 29
			Writing	50 50
			Listening	36 64
			Research/Inquiry	43 57

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

Report Generated: 6/14/2017 11:15:50 AM PDT

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District Performance on Each Assessment Target for the ELA/Literacy Test

What are my district's relative strengths and weaknesses in ELA/Literacy Target?

Test: Smarter Summative ELA/Literacy 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

Performance on Each Assessment Target

Smarter Summative ELA/Literacy Grade 3 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2355±12	14

Target	Strength/Weakness Indicator
Reading	
(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.	◆
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	+
(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.	◆
(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.	—
(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.	◆
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	—

Target	Strength/Weakness Indicator
(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.	◆
(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.	■
(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.	■
(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.	◆
(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.	■
(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.	◆
(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	◆
Writing	
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).	◆
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).	■
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.	◆
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.	◆
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.	◆
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.	◆
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.	■
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	■
Listening	
LISTEN/INTERPRET: Interpret and use information delivered orally.	■
Research/Inquiry	

Target	Strength/Weakness Indicator
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.	
ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
USE EVIDENCE: Cite evidence to support opinions and ideas.	

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

Report Generated: 6/14/2017 11:16:08 AM PDT

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



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)	19	2420±15	
Ducor Union Elementary (54718946054019)	19	2420±15	

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

Report Generated: 6/14/2017 11:16:53 AM PDT

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

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 4

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative ELA/Literacy Grade 4 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category
Ducor Union Elementary School District (54718940000000)	19	2420±15	ELA/Literacy	
			Reading	26 63
			Writing	47 42
			Listening	26 68
			Research/Inquiry	47 53
Ducor Union Elementary School District (54718946054019)	19	2420±15	ELA/Literacy	
			Reading	26 63
			Writing	47 42
			Listening	26 68
			Research/Inquiry	47 53

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

Report Generated: 6/14/2017 11:17:15 AM PDT

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

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District Performance on Each Assessment Target for the ELA/Literacy Test
What are my district's relative 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

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

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2420±15	19

Target	Strength/Weakness Indicator
Reading	
(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.	
(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.	
(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.	
(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.	
(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	Strength/Weakness Indicator
(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.	◆
(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).	◆
(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.	■
(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	■
(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.	■
(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.	■
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	◆
(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	◆
Writing	
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).	■
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).	■
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.	■
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.	■
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.	◆
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.	◆
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	Strength/Weakness Indicator
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	+
Listening LISTEN/INTERPRET: Interpret and use information delivered orally.	
Research/Inquiry 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.	
ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	

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

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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 2014-15 administration are final. Results from the 2015-16 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 rescues are processed.

California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



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)	19	2430±14	
Ducor Union Elementary (54718946054019)	19	2430±14	

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

Report Generated: 6/14/2017 11:17:59 AM PDT

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

The results available in this reporting system are partial and may not be a good representation of your school or district's final aggregate results. As a real-time system, these results will change as additional data are received and relevant appeals and rescues are processed. Your school or district's final aggregate results may be higher or lower than the partial results posted to this system and, therefore, are not appropriate for public release. Final data will be released publicly by the California Department of Education in September 2016.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

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 2014-15 administration are final. Results from the 2015-16 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 rescues are processed.

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District Performance for Each Claim

What are my district's strengths and weaknesses in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 5

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative ELA/Literacy Grade 5 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category
Ducor Union Elementary School District (54718940000000)	19	2430±14	ELA/Literacy	
			Reading	37 58
			Writing	47 37
			Listening	32 68
Ducor Union Elementary School District (54718946054019)	19	2430±14	Research/Inquiry	74 26
			ELA/Literacy	
			Reading	37 58
			Writing	47 37
			Listening	32 68
			Research/Inquiry	74 26

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

Report Generated: 6/14/2017 11:18:24 AM PDT

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

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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 2014-15 administration are final. Results from the 2015-16 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.



District Performance on Each Assessment Target for the ELA/Literacy Test
What are my district's relative 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

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

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2430±14	19

Target	Strength/Weakness Indicator
Reading	
(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.	
(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.	
(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.	
(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.	
(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	Strength/Weakness Indicator
(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.	◆
(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.	◆
(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.	■
(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	■
(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.	■
(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.	+
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	◆
(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.	◆
Writing	
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).	◆
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).	◆
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.	■
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.	■
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.	■
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.	+
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	Strength/Weakness Indicator
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Listening	
LISTEN/INTERPRET: Interpret and use information delivered orally.	
Research/Inquiry	
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.	
ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	

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

Report Generated: 6/14/2017 11:18:44 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 2014-15 administration are final. Results from the 2015-16 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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Student Performance in Each Achievement Level

How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 6

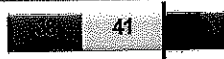

Year: 2016-2017

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	2466±15	
Ducor Union Elementary (54718946054019)	32	2466±15	

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

Report Generated: 6/14/2017 11:20:10 AM PDT

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

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A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

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 2014-15 administration are final. Results from the 2015-16 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 rescues are processed.

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District Performance for Each Claim

What are my district's strengths and weaknesses in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 6

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative ELA/Literacy Grade 6 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category		
Ducor Union Elementary School District (54718940000000)	32	2466±15	ELA/Literacy			
			Reading	53	41	6
			Writing	47	50	3
			Listening	25	72	3
			Research/Inquiry	47	47	6
Ducor Union Elementary (54718946054019)	32	2466±15	ELA/Literacy			
			Reading	53	41	6
			Writing	47	50	3
			Listening	25	72	3
			Research/Inquiry	47	47	6

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

Report Generated: 6/14/2017 11:20:32 AM PDT

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

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District Performance on Each Assessment Target for the ELA/Literacy Test

What are my district's relative 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

Performance on Each Assessment Target

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

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2466±15	32

Target	Strength/Weakness Indicator
Reading	
(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.	
(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.	
(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.	
(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.	
(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;	

Target	Strength/Weakness Indicator
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.	
(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.	
(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.	◆
(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.	
(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.	
(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.	
(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.	
(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.	◆
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	◆
Writing	
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).	
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).	
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.	
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.	+
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.	
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	◆

Target	Strength/Weakness Indicator
coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	
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.	
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	
Listening	
LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Research/Inquiry	
ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
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.	
USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	

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

Report Generated: 6/14/2017 11:20:48 AM PDT

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Email: caltac@ets.org



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)	18	2545±20	
Ducor Union Elementary (54718946054019)	18	2545±20	

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

Report Generated: 6/14/2017 11:21:13 AM PDT

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

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A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

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 2014-15 administration are final. Results from the 2015-16 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 rescoring are processed.

California Technical Assistance Center

Phone: 1-800-955-2954

Email: calltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 7

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative ELA/Literacy Grade 7 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category
Ducor Union Elementary School District (54718940000000)	18	2545±20	ELA/Literacy	
			Reading	28 56 17
			Writing	17 61 22
			Listening	28 67 5
			Research/Inquiry	33 33 33
Ducor Union Elementary (54718946054019)	18	2545±20	ELA/Literacy	
			Reading	28 56 17
			Writing	17 61 22
			Listening	28 67 5
			Research/Inquiry	33 33 33

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

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District Performance on Each Assessment Target for the ELA/Literacy Test

What are my district's relative 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

Performance on Each Assessment Target





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

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2545±20	18

Target	Strength/Weakness Indicator
Reading	
(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.	
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	
(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.	
(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.	
(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	Strength/Weakness Indicator
(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.	◆
(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.	◆
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	■
(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.	■
(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.	◆
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	◆
Writing	
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).	◆
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).	■
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.	■
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.	■
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.	◆
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.	■
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.	■
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	■

Target	Strength/Weakness Indicator
Listening LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Research/Inquiry ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
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.	
USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	

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

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



Student Performance in Each Achievement Level

How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 8

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 8 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 (547189400000000)	20	2587±17	
Ducor Union Elementary (54718946054019)	20	2587±17	

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

Report Generated: 6/14/2017 11:22:35 AM PDT

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California Technical Assistance Center

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Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 8

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative ELA/Literacy Grade 8 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category		
Ducor Union Elementary School District (54718940000000)	20	2587±17	ELA/Literacy			
			Reading	15	65	20
			Writing	20	55	25
			Listening	5	80	15
			Research/Inquiry	15	60	25
Ducor Union Elementary (54718946054019)	20	2587±17	ELA/Literacy			
			Reading	15	65	20
			Writing	20	55	25
			Listening	5	80	15
			Research/Inquiry	15	60	25

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

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

Test: Smarter Summative ELA/Literacy Grade 8
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






Performance on Each Assessment Target
Smarter Summative ELA/Literacy Grade 8 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2587±17	20

Target	Strength/Weakness Indicator
Reading	
(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.	
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	
(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., connotation, denotation), 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.	
(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., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	

Target	Strength/Weakness Indicator
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.	◆
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.	◆
(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.	◆
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	■
(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.	◆
(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., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.	■
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	◆
Writing	
WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) 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).	◆
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).	■
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.	◆
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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.	■
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	Strength/Weakness Indicator
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	
Listening	
LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Research/Inquiry	
ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
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.	
USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	

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

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



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	2394±12	43
Ducor Union Elementary (54718946054019)	14	2394±12	43

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

Report Generated: 6/14/2017 11:56:19 AM PDT

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in Mathematics?

Test: Smarter Summative Mathematics Grade 3

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative Mathematics Grade 3 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category	
Mathematics					
Ducor Union Elementary School District (54718940000000)	14	2394±12	Concepts and Procedures	57	43
			Problem Solving and Modeling & Data Analysis	36	57
			Communicating Reasoning	29	71
Mathematics					
Ducor Union Elementary (54718946054019)	14	2394±12	Concepts and Procedures	57	43
			Problem Solving and Modeling & Data Analysis	36	57
			Communicating Reasoning	29	71

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

Report Generated: 6/14/2017 11:56:37 AM PDT

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: callac@ets.org



District Performance on Each Assessment Target for the Mathematics Test

What are my district's relative 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

Performance on Each Assessment Target

Smarter Summative Mathematics Grade 3 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2394±12	14

Target	Strength/Weakness Indicator
Concepts and Procedures	
Represent and solve problems involving multiplication and division.	
Understand properties of multiplication and the relationship between multiplication and division.	
Multiply and divide within 100.	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
Develop understanding of fractions as numbers.	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Represent and interpret data.	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	

Target	Strength/Weakness Indicator
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
Reason with shapes and their attributes.	

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

Report Generated: 6/14/2017 11:56:48 AM PDT

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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)	19	2429±11	
Ducor Union Elementary (54718946054019)	19	2429±11	

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

Report Generated: 6/14/2017 11:57:02 AM PDT

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California Technical Assistance Center

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Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in Mathematics?

Test: Smarter Summative Mathematics Grade 4

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative Mathematics Grade 4 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category	
Ducor Union Elementary School District (54718940000000)	19	2429±11	Mathematics		
			Concepts and Procedures	58	42
			Problem Solving and Modeling & Data Analysis	42	58
			Communicating Reasoning	68	26
Ducor Union Elementary (54718946054019)	19	2429±11	Mathematics		
			Concepts and Procedures	58	42
			Problem Solving and Modeling & Data Analysis	42	58
			Communicating Reasoning	68	26

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

Report Generated: 6/14/2017 11:57:16 AM PDT

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California Technical Assistance Center

Phone: 1-800-955-2954

Email: caltac@ets.org



District Performance on Each Assessment Target for the Mathematics Test

What are my district's relative 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

Performance on Each Assessment Target

Smarter Summative Mathematics Grade 4 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2429±11	19

Target	Strength/Weakness Indicator
Concepts and Procedures	
Use the four operations with whole numbers to solve problems.	
Gain familiarity with factors and multiples.	
Generate and analyze patterns.	
Generalize place value understanding for multi-digit whole numbers.	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
Extend understanding of fraction equivalence and ordering.	
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
Understand decimal notation for fractions, and compare decimal fractions.	
Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	

Target	Strength/Weakness Indicator
Geometric measurement: understand concepts of angle and measure angles.	◆
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: 6/14/2017 11:57:28 AM PDT

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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

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

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Ducor Union Elementary (54718940000000)	19	2420±11	74% 26%
Ducor Union Elementary (54718946054019)	19	2420±11	74% 26%

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

Report Generated: 6/22/2017 9:11:03 AM PDT

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District Performance for Each Claim
What are my district's strengths and weaknesses in Mathematics?

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

Legend: Claim Achievement Category

%Below Standard

%Near Standard

%Above Standard

Average Scale Score and Performance on Each Claim Achievement Category
Smarter Summative Mathematics Grade 5 Test for Students in Ducor Union Elementary

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category	
Mathematics					
Ducor Union Elementary (54718940000000)	19	2420±11	Concepts and Procedures	84	16
			Problem Solving and Modeling & Data Analysis	68	32
			Communicating Reasoning	74	26
Mathematics					
Ducor Union Elementary (54718946054019)	19	2420±11	Concepts and Procedures	84	16
			Problem Solving and Modeling & Data Analysis	68	32
			Communicating Reasoning	74	26

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

Report Generated: 6/22/2017 9:11:38 AM PDT

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

Test: Smarter Summative Mathematics Grade 5
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

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

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary (54718940000000)	2420±11	19

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 (54718940000000)	2420±11	19

Target	Strength/Weakness Indicator
Concepts and Procedures	
Write and interpret numerical expressions.	
Analyze patterns and relationships.	
Understand the place value system.	
Perform operations with multi-digit whole numbers and with decimals to hundredths.	
Use equivalent fractions as a strategy to add and subtract fractions.	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
Convert like measurement units within a given measurement system.	
Represent and interpret data.	
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
Graph points on the coordinate plane to solve real-world and mathematical problems.	

Target	Strength/Weakness Indicator
Classify two-dimensional figures into categories based on their properties.	

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

Report Generated: 6/22/2017 9:11:54 AM PDT

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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	2447±13	
Ducor Union Elementary (54718946054019)	32	2447±13	

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

Report Generated: 6/14/2017 11:57:47 AM PDT

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California Technical Assistance Center

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Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in Mathematics?

Test: Smarter Summative Mathematics Grade 6

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 ■ %Below Standard ■ %Near Standard ■ %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative Mathematics Grade 6 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category	
Ducor Union Elementary School District (54718940000000)	32	2447±13	Mathematics		
			Concepts and Procedures	72	28
			Problem Solving and Modeling & Data Analysis	66	34
			Communicating Reasoning	56	44
Ducor Union Elementary (54718946054019)	32	2447±13	Mathematics		
			Concepts and Procedures	72	28
			Problem Solving and Modeling & Data Analysis	66	34
			Communicating Reasoning	56	44

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

Report Generated: 6/14/2017 11:58:05 AM PDT

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District Performance on Each Assessment Target for the Mathematics Test





What are my district's relative 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

Performance on Each Assessment Target

Smarter Summative Mathematics Grade 6 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2447±13	32

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

Target	Strength/Weakness Indicator
Summarize and describe distributions.	

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

Report Generated: 6/14/2017 11:58:20 AM PDT

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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)	18	2481±30	<div><div></div><div>28</div><div></div></div>
Ducor Union Elementary (54718946054019)	18	2481±30	<div><div></div><div>28</div><div></div></div>

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

Report Generated: 6/14/2017 11:58:36 AM PDT

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Email: caltac@ets.org



District Performance for Each Claim

What are my district's strengths and weaknesses in Mathematics?

Test: Smarter Summative Mathematics Grade 7

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative Mathematics Grade 7 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category		
Ducor Union Elementary School District (54718940000000)	18	2481±30	Mathematics			
			Concepts and Procedures	59	24	17
			Problem Solving and Modeling & Data Analysis	44	50	6
			Communicating Reasoning	33	50	17
Ducor Union Elementary (54718946054019)	18	2481±30	Mathematics			
			Concepts and Procedures	59	24	17
			Problem Solving and Modeling & Data Analysis	44	50	6
			Communicating Reasoning	33	50	17

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

Report Generated: 6/14/2017 11:58:50 AM PDT

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District Performance on Each Assessment Target for the Mathematics Test

What are my district's relative 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

Performance on Each Assessment Target

Smarter Summative Mathematics Grade 7 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2481±30	18

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



Student Performance in Each Achievement Level

How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 8

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 8 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 (547189400000000)	20	2519±21	
Ducor Union Elementary (54718946054019)	20	2519±21	

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

Report Generated: 6/14/2017 11:59:20 AM PDT

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District Performance for Each Claim

What are my district's strengths and weaknesses in Mathematics?

Test: Smarter Summative Mathematics Grade 8

Year: 2016-2017

Name: Ducor Union Elementary School District

Legend: Claim Achievement Category
 %Below Standard %Near Standard %Above Standard

Average Scale Score and Performance on Each Claim Achievement Category Smarter Summative Mathematics Grade 8 Test for Students in Ducor Union Elementary School District

Name	Number of Students	Average Scale Score	Claims	Percent at Each Claim Achievement Category		
Ducor Union Elementary School District (547189400000000)	20	2519±21	Mathematics			
			Concepts and Procedures	45	45	10
			Problem Solving and Modeling & Data Analysis	35	55	10
			Communicating Reasoning	30	65	5
Ducor Union Elementary (54718946054019)	20	2519±21	Mathematics			
			Concepts and Procedures	45	45	10
			Problem Solving and Modeling & Data Analysis	35	55	10
			Communicating Reasoning	30	65	5

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

Report Generated: 6/14/2017 11:59:34 AM PDT

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District Performance on Each Assessment Target for the Mathematics Test

What are my district's relative strengths and weaknesses in Mathematics Target?

Test: Smarter Summative Mathematics Grade 8

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

Performance on Each Assessment Target

Smarter Summative Mathematics Grade 8 Test for Students in Ducor Union Elementary School District

Comparison Scores

Name	Average Scale Score	Students this Repo
Ducor Union Elementary School District (54718940000000)	2519±21	20

Target	Strength/Weakness Indicator
Concepts and Procedures	
Know that there are numbers that are not rational, and approximate them by rational numbers.	
Work with radicals and integer exponents.	
Understand the connections between proportional relationships, lines, and linear equations.	
Analyze and solve linear equations and pairs of simultaneous linear equations.	
Define, evaluate, and compare functions.	
Use functions to model relationships between quantities.	
Understand congruence and similarity using physical models, transparencies, or geometry software.	
Understand and apply the Pythagorean theorem.	
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	

Target	Strength/Weakness Indicator
Investigate patterns of association in bivariate data.	+

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

Report Generated: 6/14/2017 11:59:48 AM PDT

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