

2.8

CONSULTING AGREEMENT

THIS CONSULTING AGREEMENT (the "Agreement") dated this _____ day of February, 2017

BETWEEN:

Ducor Union School District/ Isidro Rodriquez Jr. Superintendent: 23761 Ave 56, Ducor , California 93218

(the "Client")

- AND -

Juan T Reyes Consulting/ Juan Reyes: 20345 Thermal Rd , Sanger , California 93657

(the "Contractor").

BACKGROUND:

- A. The Client is of the opinion that the Contractor has the necessary qualifications, experience and abilities to provide services to the Client.
- B. The Contractor is agreeable to providing such services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Client and the Contractor (individually the "Party" and collectively the "Parties" to this Agreement) agree as follows:

Services Provided

The Client hereby agrees to engage the Contractor to provide the Client with services delineated in the "Scope of Work " with the focus of assisting students to be successful:

SCOPE OF WORK:

Objective 1) Increase parent involvement at Ducor Union Elementary by 15%

- Establish regular, meaningful communication between home and school.
- Promote and support parenting skills.
- Encourage active parent participation in student learning.
- Increase comfort level and buy-in of parents and volunteer partners in school.
- Reach out to the community for resources to strengthen the school.
- Assist as a mediator between parents and school when conflicts arise.
- Provide monthly parent workshops

Measurement tools: Collect documentation data; home calls, sign in sheets, verbal communication, home visits and anecdotal documentation.

Objective 2) to increase positive student behavior and decrease negative student behavior by providing short term counseling and skill development.

- Provide individual and small group short term counseling for School- Based difficulties. Strategies included but not limited to:
- Social Skills development.
- Anger Management
- Problem solving skill development
- Joven Noble groups

Measurement tools: Data will be collected, for evidence of improvement in areas of academic achievement, behavior and attendance. i.e. attendance, behavioral reports, transcripts, verbal feedback from teachers and parents.

Objective 3) Consultation and Collaboration, creation of Student Study Team and Individualized Education Program as needed.

- On-going coordination/collaboration with all student stakeholders
- Attend and participate SST/ IEP meetings and Individualized meetings (as needed)
- On- going collaboration with other SST/ IEP team members.
- Continued Assessment and consultation on Staff training as needed

Measurement tools; Data collection of IEPs, meeting dates, feedback meetings with Client

Objective 4) Professional development and Training for classified staff with a focus on successful children.

- Weekly meetings with classified staff, Wednesdays 1pm – 2 pm, February 1, through May 24, 2017
- Various workshop themes, series of exercises, group, partnered and individual activities. Group will explore how topic or concept relates to their work with children.
- Team building, and growth toward a more positive culture, and buy-in.
- Increased communication skills, understanding of educational resilience, and their role in children's lives.

Objective 5) Assessment of school culture and suggestions for additional training or programming.

- Collecting input from all school stakeholders on school culture as part of other activities
- Suggestions for tweaking curriculum plan or providing additional training to all school stakeholders to increased capacity, skills, and use of tools to increase effectiveness in their work with children, each other and parents.

DELIVERABLES:

- A. Mid-term summary report March 31st, end of term report, June 30, 2017, including: Summary report of activities, attendance, antidotal feedback of participation and growth, meeting evaluation feedback.
- B. Projected Outcomes:
 - To increase the capacity and communication skills of staff and or parents.
 - Cultivate an environmental culture of ownership and positivity
 - Increase the capacity of staff and a more effective worksite.
 - Identify what trainings or topics may be valuable to bring to parent group or expand to other staff.
- C. The Services will also include any other tasks which the Parties may agree on. The Contractor hereby agrees to provide such Services to the Client.

SAMPLE CURRICULUM AND LEARNING TOOLS

Workshop themes, topics and concepts are a presentation of a combination of the Reyes Consulting available curriculum and exercises tailored to your districts needs and objectives. Sample of proposed curriculum themes, topics, concepts include but are not limited to sample curriculum. Will assess and address further needs as identified. Flow and pacing will be organic for best results and your participants needs.

Circulo format offers an opportunity for trust, venting, validation, personal empowerment, vulnerability, team building, open communication, ownership of process and school.

Circulo- conocimiento, cargas, regalos – Talking circle – introductions, burdens, blessings

Dyads– active listening tool, one- way communication in pairs, builds relationships, team building, increases comfort of speaking in class.

40 Developmental Assets- research shows the more of these internal and external assets a child has during their formative years that more successful they are in school.

Values –Finding common ground and establishing ground rules. Use of value cards, identify, personal values, district values, campus values.

Re-evaluation Counseling Model – presents the value of each individual as they are, allows for seeing behavior as separate from the value of the individual.

Educational Resilience – Resilient students are those that succeed regardless of adversity or challenge. Significance of the intervention of Positive Factors to mitigate Risk factors in student population. Educational Resilience Characteristics Triad, Internal and External Characteristics of Resilient Children.

Positive Affirmations- practice of being proactive and emitting positive attitudes, part of building positive culture, building resilient students. Increase capacity to value self and others.

Communication- facets including: Body language, Tone, Power of words, when is good? Minimum of two sessions. Communication Dyads used throughout training.

Decision Making- tools that help us make decisions. Consider cost and benefits of stagnation vs. change.

Motivation- exploring the internal process that makes a person move toward their goal.

Goal Setting- tools for being successful with change- setting oneself up for success. After having identified change area and motivation to make change.

Culture as resource- introduction to Joven Noble and culture as a resource and strength vs. a barrier. Increase self-esteem, empathy, validation, acceptance of self and others.

Term of Agreement

1. The term of this Agreement (the "Term") will begin on February 1, 2017 and will remain in full force and effect until May 31, 2017, subject to earlier termination as provided in this Agreement. The Term of this Agreement may be extended with the written consent of the Parties.
2. In the event that either Party breaches a material provision under this Agreement, the non-defaulting Party may terminate this Agreement and require the defaulting Party to indemnify the non-defaulting Party against all reasonable damages.

Performance

3. The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

Currency

4. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (US Dollars).

Compensation and Budget Justification

5. For the services rendered by the Contractor as required by this Agreement, the Client will provide compensation (the "Compensation") to the Contractor as outlined in "2017 Rates of Service" and "Projected Budget Justification" for a total to equal to \$29,800.00.
6. The client will be invoiced every month.
7. Invoices submitted by the Contractor to the Client are due within 30 days of receipt.

8. The Compensation as stated in this Agreement does not include sales tax, or other applicable duties as may be required by law. Any sales tax and duties required by law will be charged to the Client in addition to the Compensation.

2017 RATES OF SERVICE

Hourly rate		\$58.5	
# of days/week		4	
February # days		16	
Total # of hours		123	
Total Cost		7,195.5	
March # of days		19	
Total # of hours		146	
Total Cost		8541	
April # of Days		12	
Total # of hours		106	
Total Cost		6201	
May # of days		18	
Total # of hours		135	
total Cost		7897.5	
Total			
# of days	65		
# of hours	510		
Cost	29,835		
		February – 2 Holidays	
		March – 6 Holidays	
		May – 1 Holidays	
		half days: 1:30 dismissal	

Projected Budget Justification

		#of days	# of hours	Rates per hour
				\$58.5
Juan Reyes Lucia Vazquez	Feb	16	123	7,195.5
Juan Reyes Lucia Vazquez	Mar	19	146	8,541
Juan Reyes Lucia Vazquez	Apr	12	106	6,201
Juan Reyes Lucia Vazquez	May	18	135	7,897.5
	Total	65	510	29,835
Total Compensation \$29,835.00				
<p>Hours for Juan Reyes include individual and group work with students and parents, assessment and documentation.</p> <p>Hours for Lucia Vazquez include weekly sessions with Classified staff, monthly parent workshops, curriculum development and preparation, assessments, and reports.</p>				

Reimbursement of Expenses

9. The Contractor will not be reimbursed for any expenses incurred in connection with providing the Services of this Agreement.

Confidentiality

10. Confidential information (the "Confidential Information") refers to any data or information relating to the business of the Client which would reasonably be considered to be proprietary to the Client including, but not limited to, accounting records, business processes, and client records and that is not generally known in the industry of the Client and where the release of that Confidential Information could reasonably be expected to cause harm to the Client.
11. The Contractor agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any Confidential Information which the Contractor has obtained, except as authorized by the Client or as required by law. The obligations of confidentiality will apply during the term of this Agreement and will survive indefinitely upon termination of this Agreement.
12. All written and oral information and material disclosed or provided by the Client to the Contractor under this Agreement is Confidential Information regardless of whether it was provided before or after the date of this Agreement or how it was provided to the Contractor.

Ownership of Intellectual Property

13. All intellectual property and related material (the "Intellectual Property") that is developed or produced under this Agreement, will be the sole property of the Client. The use of the Intellectual Property by the Client will not be restricted in any manner.
14. The Contractor may not use the Intellectual Property for any purpose other than that contracted for in this Agreement except with the written consent of the Client. The Contractor will be responsible for any and all damages resulting from the unauthorized use of the Intellectual Property.

Return of Property

15. Upon the expiry or termination of this Agreement, the Contractor will return to the Client any property, documentation, records, or Confidential Information which is the property of the Client.

Capacity/Independent Contractor

16. In providing the Services under this Agreement it is expressly agreed that the Contractor is acting as an independent contractor and not as an employee. The Contractor and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.

Notice

17. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties of this Agreement as follows:

a. Ducor Union School District/ Isidro Rodriquez Jr. Superintendent
23761 Ave 56
Ducor , California, 93218

b. Juan T Reyes Consulting / Juan T Reyes
20345 Thermal Rd
Sanger , California, 93657

or to such other address as any Party may from time to time notify the other.

Indemnification

18. Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party, and its respective directors, stockholders, affiliates, officers, agents, employees, and permitted successors and assigns against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, reasonable legal fees and costs of any kind or amount whatsoever, which result from or arise out of any act or omission of the indemnifying party, its respective directors, stockholders, affiliates, officers, agents, employees, and permitted successors and assigns that occurs in connection with this Agreement. This indemnification will survive the termination of this Agreement.

Dispute Resolution

19. In the event a dispute arises out of or in connection with this Agreement, the Parties will attempt to resolve the dispute through friendly consultation.

20. If the dispute is not resolved within a reasonable period then any or all outstanding issues may be submitted to mediation in accordance with any statutory rules of mediation. If mediation is unavailable or is not successful in resolving the entire dispute, any outstanding issues will be submitted to final and binding arbitration in accordance with the laws of the State of California. The arbitrator's award will be final, and judgment may be entered upon it by any court having jurisdiction within the State of California.

Modification of Agreement

21. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party or an authorized representative of each Party. Please note some tweaking of curriculum and structure after ongoing assessment may be warranted and will be discussed and agreed upon by both parties and continue to fall within the parameters of the agreed upon scope of work.

Time of the Essence

22. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Assignment

23. The Contractor will not voluntarily or by operation of law assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

Entire Agreement

24. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Enurement

25. This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators and permitted successors and assigns.

Titles/Headings

26. Headings are inserted for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

Gender

27. Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

Governing Law

28. It is the intention of the Parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of California, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Severability

29. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Waiver

30. The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.

IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this _____ day of February , 2017.

Ducor Union School District

Reyes Consulting

Per: _____

(SEAL)

Juan T Reyes (Contractor)

Isidro Rodriquez Jr.
Superintendent (Client)

Ducor Union Elementary School

02/13/2017
10:57:04 AM

2016-2017

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 7 - From 01/23/2017 Through 02/17/2017

Regular Program

Grade	Tchr Level No.	A Tchng Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
															N Total Apport Attend	O Days Taught	P Total ADA (N/O)
K	25	19	15	0	15	0	15	0	17	285	268	14.11	94.04%	0	1732	113	15.33
K	TOTAL	19	15	0	15	0	15	0	17	285	268	14.11	94.04%	0	1732	113	15.33
1	4	19	17	0	17	0	17	0	19	323	304	16.00	94.12%	0	1720	113	15.22
1	TOTAL	19	17	0	17	0	17	0	19	323	304	16.00	94.12%	0	1720	113	15.22
2	4	19	3	0	3	0	3	0	0	57	57	3.00	100.00%	0	339	113	3.00
2	29	19	8	0	8	0	8	0	0	152	152	8.00	100.00%	0	947	113	8.38
2	TOTAL	19	11	0	11	0	11	0	0	209	209	11.00	100.00%	0	1286	113	11.38
3	29	19	15	0	15	0	15	0	8	285	277	14.58	97.19%	0	1575	113	13.94
3	TOTAL	19	15	0	15	0	15	0	8	285	277	14.58	97.19%	0	1575	113	13.94
4	TOTAL K-3	19	58	0	58	0	58	0	44	1102	1058	55.68	96.01%	0	6313	113	55.87
4	18	19	21	0	21	0	21	0	19	399	380	20.00	95.24%	0	2216	113	19.61
4	TOTAL	19	21	0	21	0	21	0	19	399	380	20.00	95.24%	0	2216	113	19.61
5	26	19	20	0	20	0	20	0	11	380	369	19.42	97.11%	0	2303	113	20.38
5	TOTAL	19	20	0	20	0	20	0	11	380	369	19.42	97.11%	0	2303	113	20.38
6	32	19	33	0	33	1	32	14	20	627	593	31.21	96.74%	0	3463	113	30.65
6	TOTAL	19	33	0	33	1	32	14	20	627	593	31.21	96.74%	0	3463	113	30.65
6	TOTAL 4-6	19	74	0	74	1	73	14	50	1406	1342	70.63	96.41%	0	7982	113	70.64
7	31	19	21	0	21	0	21	0	15	399	384	20.21	96.24%	0	2158	113	19.10
7	TOTAL	19	21	0	21	0	21	0	15	399	384	20.21	96.24%	0	2158	113	19.10
8	27	19	19	0	19	0	19	0	4	361	357	18.79	98.89%	0	2133	113	18.88
8	TOTAL	19	19	0	19	0	19	0	4	361	357	18.79	98.89%	0	2133	113	18.88
8	TOTAL 7-8	19	40	0	40	0	40	0	19	760	741	39.00	97.50%	0	4291	113	37.97
PROGRAM	19	172	0	172	1	171	14	113	3268	3141	165.32	96.53%	0	18586	113	164.48	

Principal Signature

Date

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

Ducor Union Elementary School

02/13/2017
10:57:04 AM

2016-2017

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 7 - From 01/23/2017 Through 02/17/2017

Program T TK Program

Grade Tohr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
	Chng Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of School Day	Total Apport Attend	Days Taught	Total ADA (N/O)
K 25	19	3	0	3	0	3	0	5	57	52	2.74	91.23%	0	312	113	2.76
K TOTAL	19	3	0	3	0	3	0	5	57	52	2.74	91.23%	0	312	113	2.76
TOTAL K-3	19	3	0	3	0	3	0	5	57	52	2.74	91.23%	0	312	113	2.76
PROGRAM	19	3	0	3	0	3	0	5	57	52	2.74	91.23%	0	312	113	2.76

Principal Signature

Date

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

DUCOR SCHOOL
WEEKLY PERFECT ATTENDANCE BY TEACHER
MONTH 7

Week of:

	<u>Jan 23 – Jan 27</u>	<u>Jan 30 – Feb 3</u>	<u>Feb 6 – Feb 10</u>	<u>Feb 13 – Feb 17</u>
FLORES	<u> </u>	<u> </u>	<u> </u>	<u> </u>
PACE	<u> </u>	<u> </u>	<u> </u>	<u> </u>
WOODRUFF	<u> </u>	<u> </u>	<u> </u>	<u> </u>
WALKER	<u> </u>	<u> </u>	<u> </u>	<u> </u>
HILL	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TORREZ	<u> </u>	<u> </u>	<u> </u>	<u> </u>
DHANENS	<u> </u>	<u> </u>	<u> </u>	<u> </u>
McDONALD	<u> </u>	<u> </u>	<u> </u>	<u> </u>

PA = 100%
— = NO 100%

3.2

Tulare County Office of Education

Committed to Students, Support and Service

Jim Vidak
County
Superintendent
of Schools

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

(559) 733-6300
tcoe.org

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

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

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

Instructional Services
(559) 733-6328
fax (559) 739-0310

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

Main Locations

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

Doe Avenue Complex
7000 Doe Ave.
Visalia

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

January 17, 2017

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

SUBJECT: REVIEW OF FIRST PERIOD INTERIM REPORT, 2016-17

Dear Isidro:


The county office has reviewed the 2016-17 First Period Interim Report of the Ducor Union School District, and will be able to certify to the California Department of Education that the district has submitted a positive report for the period ending October 31, 2016.

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

Please read our attached addendum for further comments and recommendations.

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

Sincerely,


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

CW/es
Encls.

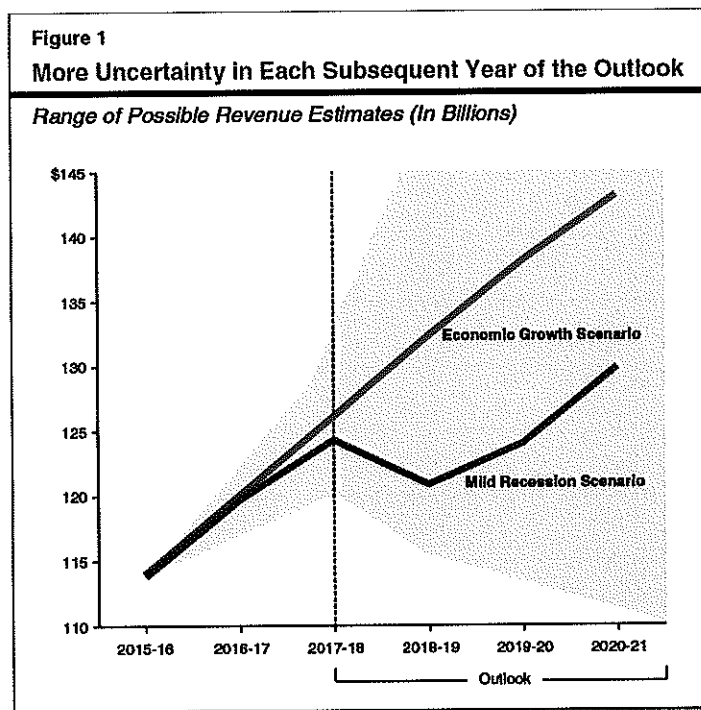
cc: Jim Koontz, Board President
District Business Manager

BACKGROUND

At this point in the fiscal year, little has changed from what was anticipated in the 2016 state budget act adopted June 27, 2016. We do, however, expect to hear more about the multi-year impact of the Proposition 55 Tax Extension in the Governor's 2017-18 budget proposals in January. Full implementation of the Local Control Funding Formula is still projected to be completed by fiscal year 2020-21.

While the economy has improved quickly over the last few years, the Governor and the Department of Finance remind educational entities that the level of growth in funding is not expected to continue. As the state catches up on funding the Proposition 98 maintenance factor, one-time funding allocations will likely dwindle and the specific year Prop 98 calculations will be the main driver of K-12 funding.

State Receipts for the current year are still running lower than Budget Act projections. Economists, however, are still optimistic with short term projections while cautious about projections beyond 2017-18. The Legislative Analyst's Office (LAO) indicates the state could possibly fund up to 99% of the remaining LCFF funding gap by the end of the 2017-18 fiscal year. The LAO's recent report on California's fiscal outlook also conversely warns of the significant impact a mild recession could have on the state budget. See the following chart.



Another potential long-term impact facing schools is the growing cost of funding the two state retirement systems. Both the California Public Employee's Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS), are currently scheduled to increase employer contribution rates significantly through fiscal year 2020-21. What's new is that both of these retirement systems are considering, or moving on, proposals to reduce risk in their investment portfolios which will lower expected investment returns. The lowering of the assumed returns could increase required employer contributions by billions of dollars over those already scheduled.

Again this year, our office advises districts to use the FCMAT Local Control Funding Formula (LCFF) Calculator and assign a portion of the district's unrestricted ending fund balance for 2018-19 for contingent fluctuations in future state funding levels. Districts should not use one-time funding sources for on-going commitments (i.e. One-Time per ADA Mandated Cost Reimbursements). LEAs should also consider building in contingencies for emerging and fixed expenditure obligations such as increasing employer contributions to employee retirement systems, impacts of the Affordable Care Act, the rising costs of health insurance, AB 1522 sick leave accrual for part-time employees, possible pressure to prefund other post-employment benefits (OPEB) programs, or future facility needs, to name just a few examples. The change in proportion of LCFF Supplemental/Concentration Grant funding will also impact how resources can be used as described below.

SUPPLEMENTAL/CONCENTRATION GRANT vs. BASE FUNDING

The new LCFF provides for additional funding to be provided for English learners, free and reduced-price meal program eligible students, and foster youth (Targeted Students). Once the LCFF is fully funded, the specific amount generated by the Targeted Students will be used to increase or improve services for those students. Until LCFF is fully funded, a growth formula is used to establish increases each year that should be used for the benefit of the Targeted Students. This growth formula results in a much larger increase each year for the Targeted Student funding than the Base funding for all students. As a result, it will be problematic for a district to pay for district wide cost increases out of smaller Base funding increases. Below is a table that reflects the district's disproportionate increase between LCFF Base and Targeted funding for the 2016-17 fiscal year.

	2015-16	2016-17	\$ Change	% Change
Phase-In Entitlement	1,665,247	1,645,244	-20,003	-1.20%
Supplemental Concentration	304,563	375,384	70,821	23.25%
Base Funding	1,360,684	1,269,860	-90,824	-6.67%
Estimated ADA	174.95	160.49		
Per ADA Base Funding	7,777.56	7,912.39	134.83	1.73%

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

RETIREMENT COSTS

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

The CalPERS Board adopted changes to the actuarial assumptions that became effective June 30, 2015. The changes result in a projected increase to the employer contribution rates for 2015-16 and for the following five years. The CalPERS Circular Letter 200-012-14 dated March 10, 2014 provided projected rates for 2014-15 through 2020-21 which were subsequently modified as shown below. As previously mentioned, these rates are still subject to change.

CalPERS Actual and Projected Rates						
2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Projected	2018-19 Projected	2019-20 Projected	2020-21 Projected
11.771%	11.847%	13.888%	15.50%	17.10%	18.60%	20.4%

Likewise, Assembly Bill 1469 increased the contribution rates that employers, employees and the state pay to support the State Teachers Retirement System. Employer rates will continue to increase until 2020-21.

CalSTRS Rates per Education Code Sections 22901.7 and 22950.5							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Employer	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%	19.1%

RESERVES

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

Below is a schedule showing how the district's First Interim report available reserves compares to the SB 858 capped reserves had it been effective for the 2016-17 fiscal year.

State Minimum Reserve Percentage	5%
State Required Minimum Reserve	105,477
SB 858 Capped Reserve	210,954
District Available Reserves	366,860
Required Reduction to District Reserves	-155,906

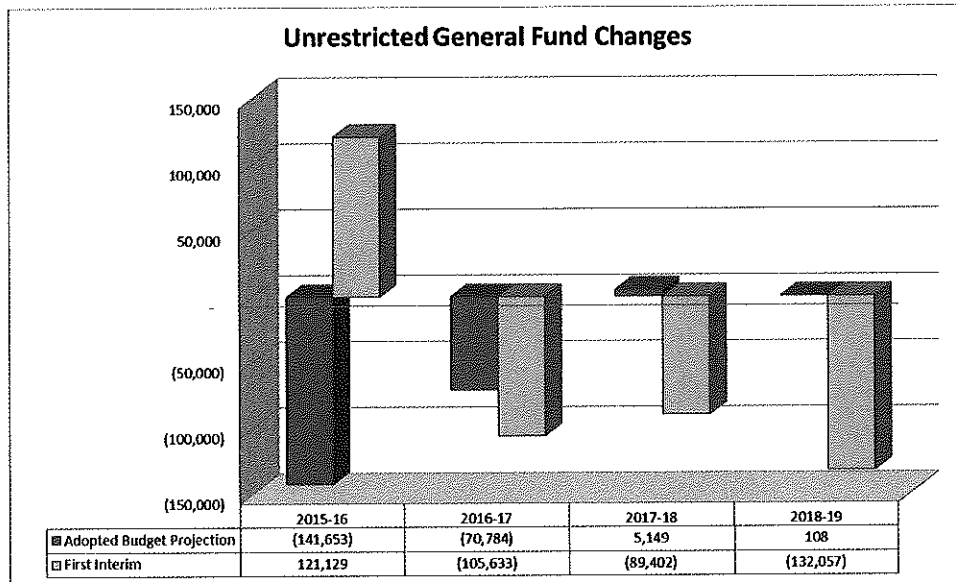
Based on the enacted budget for 2016-17, all of the conditions that would trigger reductions to school district ending fund balances under SB 858 (statutes of 2014) will not be met.

Full Accrual Impact of Reserve Caps – SB 858 caps, once effective, are to be established without regard to long-term debt obligations and their impact on a district's audited financial statements, which include those long-term obligations. Governmental accounting standards are progressing toward full inclusion of postemployment benefits and unfunded pension obligations. As audit reports have begun to recognize these long-term obligations, districts find their annual audit report reflects negative unrestricted balances on their Statement of Net Position. This will ultimately result in public concern over the fiscal management of the school district and higher costs associated with obtaining long-term financing. Below is a comparison of the district's 2015-16 unaudited actual available reserves (modified accrual basis of accounting) compared to the 2015-16 audited unrestricted net position which includes the full accrual impact of GASB 68.

Unaudited Actuals Available Reserves	Audit Report Unrestricted Net Position	Difference
\$472,493	-\$878,608	-\$1,351,101

LOCAL CONTROL FUNDING FORMULA PROJECTIONS

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

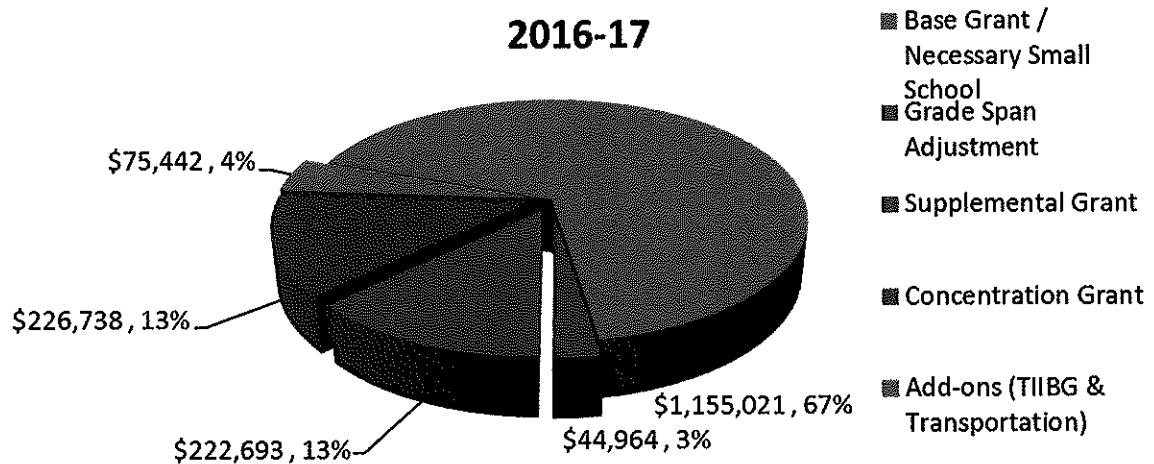
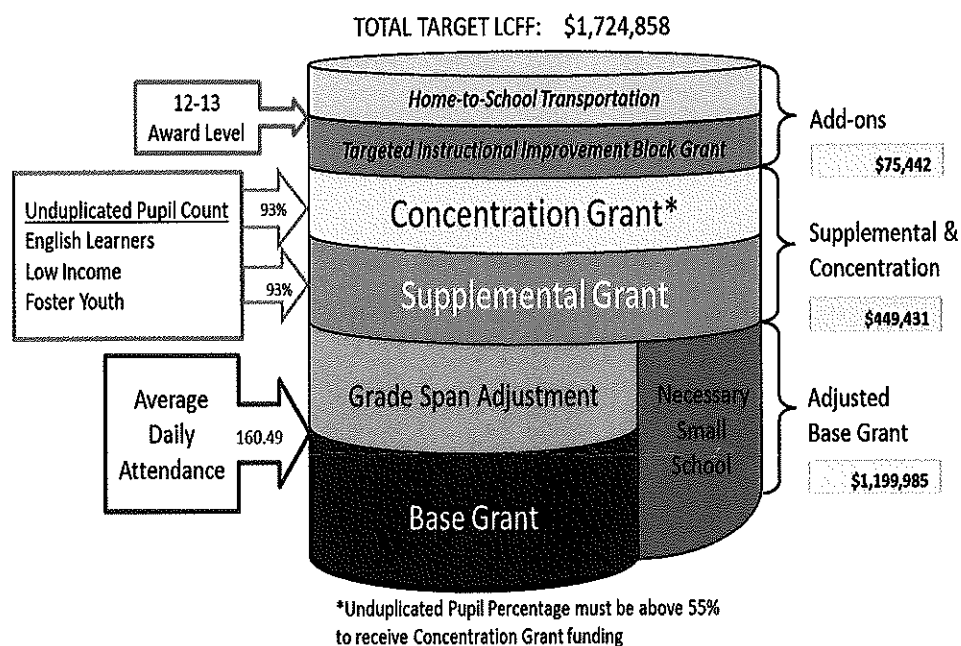


Below is a copy of the Summary page from the district's LCFF calculation prepared by our office. The second to the last line on this summary reflects an estimate of the supplemental and concentration grant funding the district will receive, by year, for its unduplicated count pupils. While it is considered unrestricted revenue, new revenues generated by these Targeted Students are subject to the expenditure requirements of Education Code Section 42238.07, as identified in the district's Local Control Accountability Plan (LCAP).

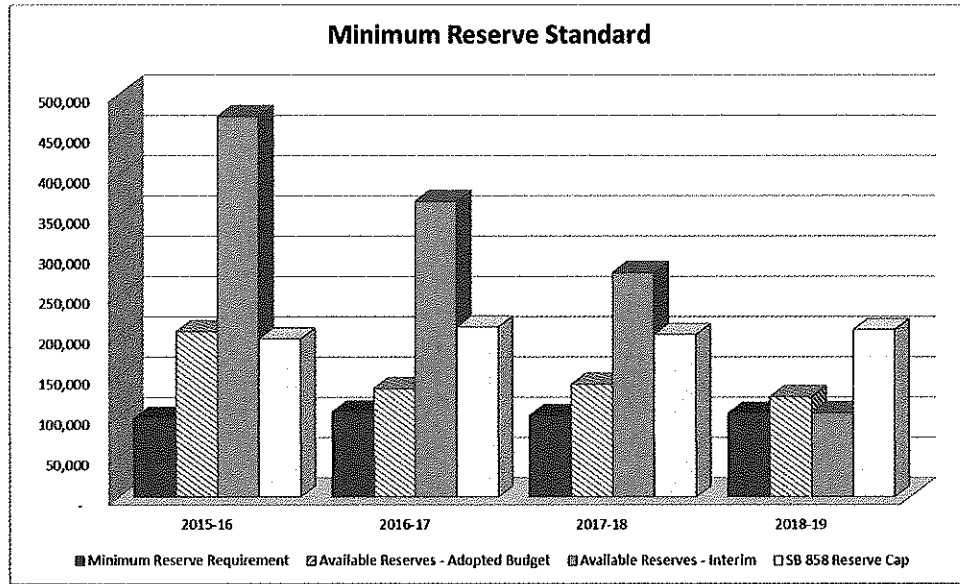
LCFF Calculator Universal Assumptions							
Ducor Union Elementary (71894) - 2015-16 FYE 2016-17 Signed Budget							
Summary of Funding							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Target	\$ 2,012,880	\$ 2,026,730	\$ 1,870,192	\$ 1,724,858	\$ 1,748,120	\$ 1,787,177	
Floor	1,243,827	1,336,292	1,439,204	1,551,104	1,645,244	1,665,100	
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	
Remaining Need after Gap (Informational only)	676,754	482,201	204,945	79,614	83,021	80,266	
Current Year Gap Funding	92,299	208,237	227,043	94,140	19,855	41,811	
Economic Recovery Target	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	
Total Phase-In Entitlement	\$ 1,336,126	\$ 1,544,529	\$ 1,665,247	\$ 1,645,244	\$ 1,665,099	\$ 1,706,911	
Components of LCFF By Object Code							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
8011 - State Aid	\$ 538,037	\$ 913,023	\$ 1,074,215	\$ 1,183,512	\$ 1,187,973	\$ 1,223,951	\$ 1,362,499
8011 - Fair Share	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	284,245	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	200,643	202,692	256,891	225,996	201,533	185,410	88,675
Local Revenue Sources:							
8021 to 8089 - Property Taxes	-	220,411	213,423	255,738	255,738	255,738	255,738
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-	-
Property Taxes net of in-lieu	193,828	220,411	213,423	255,738	255,738	255,738	255,738
TOTAL FUNDING	\$ 1,216,753	\$ 1,336,126	\$ 1,544,529	\$ 1,665,247	\$ 1,645,244	\$ 1,665,099	\$ 1,706,911
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA In Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 1,336,126	\$ 1,544,529	\$ 1,665,247	\$ 1,645,244	\$ 1,665,099	\$ 1,706,911	
8012 - EPA Receipts (for budget & cashflow)	\$ 199,423	\$ 203,142	\$ 256,670	\$ 226,987	\$ 201,533	\$ 185,410	\$ 88,675
Summary of Student Population							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Unduplicated Pupil Population							
Agency Unduplicated Pupil Count	178.00	176.00	148.00	149.79	149.79	149.79	
COE Unduplicated Pupil Count	-	-	1.00	1.21	1.20	1.21	
Total Unduplicated pupil Count	178.00	176.00	149.00	151.00	150.99	151.00	
Rolling %, Supplemental Grant	92.2300%	91.9500%	92.4600%	92.7900%	93.3700%	93.2100%	
Rolling %, Concentration Grant	92.2300%	91.9500%	92.4600%	92.7900%	93.3700%	93.2100%	
FUNDED ADA							
Adjusted Base Grant ADA	Current Year	Prior Year	Prior Year	Current Year	Current Year	Current Year	
Grades TK-3	92.38	92.41	67.84	61.01	61.01	61.01	
Grades 4-6	59.11	59.11	72.56	63.38	63.38	63.38	
Grades 7-8	39.55	39.55	34.55	36.10	36.10	36.10	
Grades 9-12	-	-	-	-	-	-	
Total Adjusted Base Grant ADA	191.04	191.07	174.95	160.49	160.49	160.49	
Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year	Current year	
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Total Necessary Small School ADA	-	-	-	-	-	-	
Total Funded ADA	191.04	191.07	174.95	160.49	160.49	160.49	
ACTUAL ADA (Current Year Only)							
Grades TK-3	92.38	67.11	60.95	61.01	61.01	61.01	
Grades 4-6	59.11	72.04	63.39	63.38	63.38	63.38	
Grades 7-8	39.55	34.55	35.42	36.10	36.10	36.10	
Grades 9-12	-	-	-	-	-	-	
Total Actual ADA	191.04	173.70	159.76	160.49	160.49	160.49	
Funded Difference (Funded ADA less Actual ADA)	-	17.37	15.19	-	-	-	
Minimum Proportionality Percentage (MPP)							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 237,158	\$ 304,563	\$ 375,384	\$ 391,590	\$ 418,127		
Current year Minimum Proportionality Percentage (MPP)	19.25%	23.70%	31.43%	32.69%	34.46%		

We want to emphasize that a district's estimated annual LCFF funding is reflected on the line titled **"Total Phase-In Entitlement"** of the summary. **All parties should understand that the line titled "Target" only represents an estimated LCFF target level which the district is moving towards.** The state currently anticipates the gap between this Target and current funding received under LCFF will be eliminated by fiscal year 2020-21.

It should also be pointed out that the estimated amount for supplemental and concentration grants are included in **"Total Phase-In Entitlement"**, not in addition to total LCFF funding. Below are two graphs depicting the estimated funding components for the district had the district been fully funded under LCFF for 2016-17.



This final graph presents the district's 2016-17 First Interim reserve status compared with the original adopted budget and state minimum reserve requirement.



COMMENTS AND RECOMMENDATIONS

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

- *There were some minor items on the Form 01CSI or Form MYPI that were technical errors or were not in agreement with the assumptions provided by the district. We welcome district staff to make an appointment to come in and go over these items so they can be properly addressed in future filings.*
- *There are no additional comments or recommendations.*

2017-18 BUDGET PLANNING

The following are items we believe the district should begin to consider as it begins planning next spring for the adoption of the 2017-18 budget.

Proposition 51 Facilities Bonds/SB 1029 – The district should watch for guidance on the impact of the passage of Proposition 51 on the required contribution to be made to the Routine Repair and Maintenance account. Also guidance should be forthcoming regarding new Debt Policy and reporting requirements resulting from the passage of SB 1029.

Budget/LCAP Hearing Dates – The district currently goes through a publication process related to its budget hearing. There are statutory requirements related to the connection and timing of the Budget and LCAP hearings. Information regarding the requirements can be found on our business services web page. It is also important that our office be contacted regarding any change in hearing dates. If hearing dates are changed, the new dates must be re-published.

Excess Reserves Disclosure – Education Codes Section 42127(a)(2)(B) requires a district to provide the reasons that substantiate the need for Assigned and Unassigned ending fund balances in excess of the state minimum reserve standard for economic uncertainties. This statement must be provided for public view and discussion at the budget public hearing. The statement must be submitted as part of the final adopted budget submitted to the County Office of Education and is a requirement for the County Superintendent to be able to approve the district's budget. A form for the preparation of this statement is available on our business services web page. Please note, the district is not required to either Assign or Commit the balances in excess of the state minimum reserve, only to explain why they are needed.

Ducor grade level curriculum books

January 23, 2017

Grade	ELA	Math	Science	History	Guided R	Writing	AR
K	Treasures Macmillian McGraw- Hill 2010	GO MATH! Houghton Mifflin Harcourt 2015	Treasures Macmillian McGraw- Hill 2010	Treasures Macmillian McGraw- Hill 2010	Scholastic Guided reading program k-5	Writing by Design 2016	Renaissance Accelerated reading program
1	Treasures Macmillian McGraw- Hill 2010	GO Math! Houghton Mifflin Harcourt 2015	Treasures Wonders Macmillan McGraw Hill 2008	Treasures Wonders Macmillan McGraw Hill 2008	Scholastic Guided reading program k-5	Writing by Design 2016	Renaissance Accelerated reading program
2	Treasures Macmillian McGraw- Hill 2010	GO MATH! Houghton Mifflin Harcourt 2015	Treasures Wonders Macmillan McGraw Hill 2008	Treasures Wonders Macmillan McGraw Hill 2008	Scholastic Guided reading program k-5	Writing by Design 2016	Renaissance Accelerated reading program
3	Treasures Macmillian McGraw- Hill 2010	GO MATH! Houghton Mifflin Harcourt 2015	Treasures Wonders Macmillan McGraw Hill 2008	Treasures Wonders Macmillan McGraw Hill 2008	Scholastic Guided reading program k-5	Writing by Design 2016	Renaissance Accelerated reading program
4	Treasures Macmillian McGraw- Hill 2010	GO MATH! Houghton Mifflin Harcourt 2015	CA Science Scott Foresman 208	Reflection Harcourt School 2007	Scholastic Guided reading program k-5	Writing by Design 2016	Renaissance Accelerated reading program
5	Treasures Macmillian McGraw- Hill 2010	GO MATH! Houghton Mifflin Harcourt 2015	CA Science Scott Foresman 208	United States Making a new nation Harcourt 2007	Scholastic Guided reading program k-5	Writing by Design 2016	Renaissance Accelerated reading program
6	California Connect Houghton Mifflin Harcourt 2015	GO MATH! Houghton Mifflin Harcourt 2015	Earth Science California Holt 2007	World History- Ancient Civilization Mcdougal Littel 2006		Writing by Design 2016	Renaissance Accelerated reading program

7	California Connect Houghton Mifflin Hartcourt 2015	GO MATH! Houghton Mifflin Hartcourt 2015	Life Science California Holt 2007	Medival Early Modern Times McDougal Littel 2006		Writing by Design 2016	Renaissance Accelerated reading program
8	California Connect Houghton Mifflin Hartcourt 2015	GO MATH! Houghton Mifflin Hartcourt 2015	Physical Science California Holt 2007	Creating America Beginning through WWI McDougal Littel 2006		Writing by Design 2016	Renaissance Accelerated reading program

Resources:

Saxon Phonics and Spelling grades K-3

Edmodo K-8

Rosetta Stone-Resource room

ERS kids portal-K-8

CHOICES tutoring Monday thru Friday after school

Early Education Foundation home tutoring services

Catechism Monday

Guitar Lesson Monday

English Classes Tuesday and Thursday

Beginning and Advance Cooking classes Tuesday and Thursday

Arts and Craft Wednesday



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

1 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 8/2/2017
(2016-2017)

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Rank

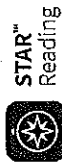
Class: 2ND AND 3RD

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF ^b	ZPD
ALAS, DANIELLE	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	1	3.49	772	6.8	97	89.6	6.2	170	4.3-6.8
LIMA, VALERIE	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	2	2.49	428	3.7	84	70.9	3.6	112	2.9-4.2
RODRIGUEZ, FERNANDO ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/03/2017	3	3.50	383	3.3	45	47.4	3.3	92	2.7-3.8
ZAMORA, JONATHAN ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/07/2017	4	3.52	366	3.1	40	44.7	3.1	86	2.6-3.7
MANJARREZ, DANYA ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	5	3.52	331	2.9	31	39.6	2.8	77	2.5-3.5
ALDAGO, MIGUEL	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	6	3.52	329	2.8	30	39.0	2.8	77	2.5-3.5
HERRERA, LEONEL ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	7	3.52	324	2.8	29	38.3	2.7	76	2.5-3.5
AVILA, AYLEEN ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	8	3.49	321	2.8	31	39.6	2.7	75	2.5-3.5
PENALOZA, BRIANA	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	9	2.50	317	2.7	58	54.2	2.7	83	2.4-3.4
VARGAS, EMILIANO ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	10	3.52	315	2.7	27	37.1	2.6	74	2.4-3.4
CARRENO, EDGAR	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	10	3.49	315	2.7	29	38.3	2.6	74	2.4-3.4
MORALES, VALERIA	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	12	2.50	295	2.6	52	51.1	2.5	77	2.4-3.4
MENDOZA, ALEYAH	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	13	2.50	290	2.6	51	50.5	2.4	75	2.4-3.4
MORALES, FABIAN	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	14	2.50	268	2.4	44	46.8	2.2	69	2.2-3.2
SANCHEZ, ALEXANDER ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	15	3.52	252	2.3	14	27.2	2.0	61	2.2-3.2

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^c This student was given additional time to complete their test.

Historical data included.



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

2 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 2ND AND 3RD

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
MACIEL, KARINA	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	16	3.52	245	2.3	13	26.3	1.9	59	2.2-3.2
SERRANO, ABYDAIRI	2ND AND 3RD	WOODRUFF, MARYANN	02/06/2017	17	3.51	159	1.8	4	13.1	P	45	1.8-2.8
RIVERA, JUAN ^{a,c}	2ND AND 3RD	WOODRUFF, MARYANN	02/03/2017	18	3.50	151	1.7	3	10.4	P	43	1.7-2.7
LANDEROS, PEDRO ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	19	3.49	143	1.7	3	10.4	P	42	1.7-2.7
MONTANO, FERNANDO	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	20	2.50	127	1.6	10	23.0	P	35	1.6-2.6
CARRANZA, KAYLA ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	21	3.49	118	1.5	2	6.7	PP	37	1.5-2.5
JIMENEZ, JOSE	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	22	3.49	105	1.4	2	6.7	PP	34	1.4-2.4
CERVANTES, ANAHI ^a	2ND AND 3RD	WOODRUFF, MARYANN	11/04/2016	23	3.21	82	1.3	1	1.0	PP	23	1.3-2.3
Average					3.23	280	2.5	24	35.3	2.2	69	-

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy

^a This student is enrolled in multiple STAR Reading classes.

^c This student was given additional time to complete their test.



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 4th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
PEREZ, JOANNA ^c	4th grade	Walker, V.	02/02/2017	1	4.50	654	5.9	79	67.0	5.5	146	3.9-6.0
FIELDER, LEA	4th grade	Walker, V.	02/02/2017	2	4.50	616	5.6	73	62.9	5.0	140	3.8-5.8
GONZALEZ, ARTURO	4th grade	Walker, V.	02/01/2017	3	4.50	593	5.4	70	61.0	4.9	136	3.6-5.6
DURAN, JONATHAN	4th grade	Walker, V.	02/06/2017	4	4.51	587	5.4	69	60.4	4.8	135	3.6-5.6
CASTRO, GUILIAN ^c	4th grade	Walker, V.	02/06/2017	5	4.51	506	4.6	52	51.1	4.2	117	3.2-5.1
AVILA, VANESSA ^c	4th grade	Walker, V.	02/06/2017	6	4.51	492	4.4	49	49.5	4.1	114	3.2-4.9
Sandoval, Anthony ^c	4th grade	Walker, V.	01/10/2017	7	4.43	477	4.3	48	48.9	4.0	110	3.1-4.8
ALDACO, BRIANA ^c	4th grade	Walker, V.	02/01/2017	7	4.50	477	4.3	46	47.9	4.0	110	3.1-4.8
PANIAGUA, MAYRA ^c	4th grade	Walker, V.	02/01/2017	9	4.50	471	4.2	44	46.8	3.9	109	3.1-4.7
MORALES, ELEAZAR ^c	4th grade	Walker, V.	02/02/2017	10	4.50	468	4.2	43	46.3	3.9	108	3.1-4.7
Said, Fattah ^c	4th grade	Walker, V.	02/02/2017	11	4.50	448	4.0	38	43.6	3.7	103	3.0-4.5
AVILA, GILBERTO	4th grade	Walker, V.	02/01/2017	12	4.50	447	4.0	37	43.0	3.7	103	3.0-4.5
Maciel, Anamychelle ^c	4th grade	Walker, V.	02/01/2017	13	4.50	419	3.6	32	40.1	3.5	97	2.8-4.1
AVILA, HECTOR ^c	4th grade	Walker, V.	02/06/2017	14	4.51	387	3.3	25	35.8	3.3	90	2.7-3.8
RAMOS, RICARDO ^c	4th grade	Walker, V.	02/01/2017	15	4.50	372	3.2	22	33.7	3.2	87	2.7-3.8
SANCHEZ, ADRIAN ^c	4th grade	Walker, V.	02/02/2017	16	4.50	349	3.0	18	30.7	3.0	80	2.6-3.6
Salcedo, Flor ^c	4th grade	Walker, V.	02/06/2017	17	4.51	344	3.0	17	29.9	2.9	79	2.6-3.6
HERNANDEZ, MARIA	4th grade	Walker, V.	02/01/2017	17	4.50	344	3.0	17	29.9	2.9	79	2.6-3.6
GONZALEZ, ABRIL ^c	4th grade	Walker, V.	02/06/2017	19	4.51	267	2.4	7	18.9	2.2	62	2.2-3.2
SOLIS, ARMONDO	4th grade	Walker, V.	01/10/2017	20	4.43	253	2.3	6	17.3	2.0	58	2.2-3.2
PAOLA, DANNA ^c	4th grade	Walker, V.	02/14/2017	21	4.54	94	1.4	1	1.0	PP	29	1.4-2.4
Average					4.50	432	3.8	34	41.2	3.5	100	-

^c This student was given additional time to complete their test.



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 4th grade

PR Distribution Summary

Percentile	Students	Percent
Below 25th	7	33.3
25th to 49th	9	42.9
50th to 74th	4	19.0
75th & Above	1	4.8
Number of Students: 21		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	4.8
2.0 - 2.9	2	9.5
3.0 - 3.9	6	28.6
4.0 - 4.9	8	38.1
5.0 - 5.9	4	19.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	1	4.8
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	4	19.0
3.0 - 3.9	8	38.1
4.0 - 4.9	6	28.6
5.0 - 5.9	2	9.5
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

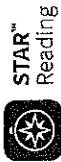
Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

6 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 5th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
DURAN, ADRIAN	5th grade	HILL, DARREN	08/16/2016	1	5.00	627	5.7	62	56.4	5.2		3.8-5.9
GUTIERREZ, JULIAN	5th grade	HILL, DARREN	08/16/2016	2	5.00	410	3.6	19	31.5	3.5		2.8-4.1
Silva, Ivan	5th grade	HILL, DARREN	08/16/2016	3	5.00	330	2.8	9	21.8	2.8		2.5-3.5
CRUZ, JUAN	5th grade	HILL, DARREN	08/16/2016	4	5.00	138	1.7	1	1.0	P		1.7-2.7
Average					5.00	376	3.2	15	27.7	3.0		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	3	75.0
25th to 49th	0	0.0
50th to 74th	1	25.0
75th & Above	0	0.0
Number of Students:	4	

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	25.0
2.0 - 2.9	1	25.0
3.0 - 3.9	1	25.0
4.0 - 4.9	0	0.0
5.0 - 5.9	1	25.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	1	25.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	25.0
3.0 - 3.9	1	25.0
4.0 - 4.9	0	0.0
5.0 - 5.9	1	25.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

9 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 6th grade

PR Distribution Summary

Percentile	Students	Percent
Below 25th	18	54.5
25th to 49th	9	27.3
50th to 74th	5	15.2
75th & Above	1	3.0
Number of Students: 33		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	3.0
2.0 - 2.9	4	12.1
3.0 - 3.9	9	27.3
4.0 - 4.9	6	18.2
5.0 - 5.9	6	18.2
6.0 - 6.9	5	15.2
7.0 - 7.9	1	3.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	1	3.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	1	3.0
1.0 - 1.9	1	3.0
2.0 - 2.9	3	9.1
3.0 - 3.9	10	30.3
4.0 - 4.9	8	24.2
5.0 - 5.9	5	15.2
6.0 - 6.9	4	12.1
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	1	3.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

10 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 7th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
LOPEZ, MARLON	7th grade	DHANENS, JOHN	01/12/2017	1	7.43	907	8.0	58	54.2	6.9		4.5-8.0
FIELDER, KALI	7th grade	DHANENS, JOHN	08/17/2016	2	7.00	835	7.3	53	51.6	6.5		4.4-7.3
GUTIERREZ, LEONARDO	7th grade	DHANENS, JOHN	08/17/2016	3	7.00	593	5.4	26	36.5	4.9		3.6-5.6
RIOS, VANESSA	7th grade	DHANENS, JOHN	11/30/2016	4	7.29	585	5.3	23	34.4	4.8		3.6-5.6
GOMEZ, ALEJANDRINA	7th grade	DHANENS, JOHN	08/17/2016	5	7.00	322	2.8	2	6.7	2.7		2.5-3.5
Average					7.14	648	5.9	26	36.7	4.9		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	2	40.0
25th to 49th	1	20.0
50th to 74th	2	40.0
75th & Above	0	0.0
Number of Students: 5		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	20.0
3.0 - 3.9	0	0.0
4.0 - 4.9	0	0.0
5.0 - 5.9	2	40.0
6.0 - 6.9	0	0.0
7.0 - 7.9	1	20.0
8.0 - 8.9	1	20.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	20.0
3.0 - 3.9	0	0.0
4.0 - 4.9	2	40.0
5.0 - 5.9	0	0.0
6.0 - 6.9	2	40.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

11 of 13

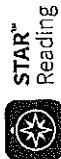
School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 8th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Vigil, Daniel	8th grade	McDONALD, K.	02/08/2017	1	8.52	1103	10.1	61	55.9	9.9		4.7-10.1
DURAN, DAHLIA	8th grade	McDONALD, K.	02/08/2017	2	8.52	998	8.8	54	52.1	8.8		4.6-8.8
Rangel, Ethan	8th grade	McDONALD, K.	02/08/2017	3	8.52	907	8.0	44	46.8	6.9		4.5-8.0
Maciel, Andrea	8th grade	McDONALD, K.	02/08/2017	4	8.52	885	7.8	40	44.7	6.7		4.5-7.8
Sanchez, Sebastian	8th grade	McDONALD, K.	02/08/2017	5	8.52	831	7.3	35	41.9	6.5		4.4-7.3
Ruiz, Cecilia	8th grade	McDONALD, K.	10/05/2016	6	8.11	826	7.3	38	43.6	6.4		4.4-7.3
Martinez, Gustavo	8th grade	McDONALD, K.	02/08/2017	7	8.52	824	7.2	35	41.9	6.4		4.3-7.2
TORRES, MARCO	8th grade	McDONALD, K.	02/08/2017	8	8.52	783	6.9	31	39.6	6.3		4.3-6.9
Perez, Natalia	8th grade	McDONALD, K.	02/08/2017	9	8.52	720	6.4	26	36.5	6.0		4.2-6.4
Sanchez, Fernando	8th grade	McDONALD, K.	02/08/2017	10	8.52	660	6.0	20	32.3	5.5		4.0-6.1
Madrigal, Samantha	8th grade	McDONALD, K.	02/08/2017	11	8.52	646	5.9	19	31.5	5.4		3.9-6.0
Padilla, Athena	8th grade	McDONALD, K.	02/08/2017	12	8.52	631	5.7	17	29.9	5.2		3.8-5.9
MARISCAL, NATHALIE	8th grade	McDONALD, K.	02/08/2017	13	8.52	609	5.5	15	28.2	5.0		3.7-5.7
Montano, Angelica	8th grade	McDONALD, K.	02/08/2017	14	8.52	545	5.0	10	23.0	4.5		3.4-5.4
Ramos, Guadalupe	8th grade	McDONALD, K.	02/08/2017	15	8.52	472	4.2	5	15.4	3.9		3.1-4.7
HERRERA, JENNIFER	8th grade	McDONALD, K.	02/08/2017	16	8.52	460	4.1	5	15.4	3.8		3.0-4.6
Mendoza, Marissa	8th grade	McDONALD, K.	02/08/2017	17	8.52	447	4.0	4	13.1	3.7		3.0-4.5
Jimenez, Lorena ^a	8th grade	McDONALD, K.	02/08/2017	18	8.52	419	3.6	3	10.4	3.5		2.8-4.1
CISNEROS, NOEL	8th grade	McDONALD, K.	02/08/2017	19	8.52	296	2.6	1	1.0	2.5		2.4-3.4
Average					8.50	687	6.2	19	31.7	5.3		-

^a This student is enrolled in multiple STAR Reading classes.



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

12 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 8th grade

PR Distribution Summary

Percentile	Students	Percent
Below 25th	10	52.6
25th to 49th	7	36.8
50th to 74th	2	10.5
75th & Above	0	0.0
Number of Students: 19		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	5.3
3.0 - 3.9	1	5.3
4.0 - 4.9	3	15.8
5.0 - 5.9	4	21.1
6.0 - 6.9	3	15.8
7.0 - 7.9	4	21.1
8.0 - 8.9	2	10.5
9.0 - 9.9	0	0.0
10.0 - 10.9	1	5.3
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	5.3
3.0 - 3.9	4	21.1
4.0 - 4.9	1	5.3
5.0 - 5.9	4	21.1
6.0 - 6.9	7	36.8
7.0 - 7.9	0	0.0
8.0 - 8.9	1	5.3
9.0 - 9.9	1	5.3
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

13 of 13

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: RESOURCE

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
FLORES, JAVIER ^a	RESOURCE	FIELDER, LAURA	02/09/2017	1	6.52	421	3.7	8	20.4	3.5		2.9-4.2
Jimenez, Lorena ^a	RESOURCE	FIELDER, LAURA	02/08/2017	2	8.52	419	3.6	3	10.4	3.5		2.8-4.1
Garcia, Daniel ^a	RESOURCE	FIELDER, LAURA	10/25/2016	3	6.18	413	3.6	9	21.8	3.5		2.8-4.1
RIVERA, JUAN ^{a,c}	RESOURCE	FIELDER, LAURA	02/03/2017	4	3.50	151	1.7	3	10.4	P	43	1.7-2.7
CERVANTES, ANAHI ^a	RESOURCE	FIELDER, LAURA	11/04/2016	5	3.21	82	1.3	1	1.0	PP	23	1.3-2.3
Average					5.59	297	2.6	4	12.8	2.2	33	-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	5	100.0
25th to 49th	0	0.0
50th to 74th	0	0.0
75th & Above	0	0.0
Number of Students:	5	

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	2	40.0
2.0 - 2.9	0	0.0
3.0 - 3.9	3	60.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	1	20.0
P	1	20.0
1.0 - 1.9	0	0.0
2.0 - 2.9	0	0.0
3.0 - 3.9	3	60.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

^a This student is enrolled in multiple STAR Reading classes.
^c This student was given additional time to complete their test.

3.4

Rodriguez
LCAP
2016-17

What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students has access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

¿Cuáles son las ocho áreas prioritarias estatales que deben abordarse en los planes?

Hay ocho áreas para las cuales los distritos escolares, con los padres y la comunidad, deben establecer metas y

comportamiento. Esto se debe hacer tanto en el distrito

Para cada escuela. Las áreas son:

1. Proporcionar a todos los estudiantes acceso a maestros con credenciales completas, Materiales de instrucción que se Las normas estatales y las instalaciones seguras.
2. La implementación de los estándares académicos de California, incluyendo los Estándares del Estado Artes del lenguaje inglés y matemáticas, Estándares Científicos de Próxima Generación, Idioma Inglés mi Desarrollo, historia, ciencias sociales, artes visuales y escénicas, educación para la salud y Educación.
3. Participación y participación de los padres, para que la comunidad local participe en la decisión fabricación Proceso y los programas educativos de Abolladuras
4. Mejorar el logro y los resultados de los estudiantes a lo largo de múltiples medidas, incluyendo puntajes de exámenes, Competencia en inglés y preparación para la universidad y carrera.
5. Apoyar la participación de los estudiantes, incluyendo si los estudiantes asisten a la escuela o están crónicamente ausente.
6. Hola El clima escolar y la conectividad a través de una variedad de factores, como la suspensión y Tasas de expulsión y otros medios identificados localmente.
7. Asegurar que todos los estudiantes tengan acceso a clases que los preparen para la universidad y las carreras, qué Escuela a la que asisten o donde viven.
8. Medir otros resultados importantes de los estudiantes relacionados con las áreas de estudio requeridas, La educación y las artes

Ducor 2016 LCAP Status report

2016 LCAP Status Report

Goal 1: State standards in English Language Arts and Mathematics will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

Action/service/budget	Current status (date)				comments
	In progress	Substantial progress	completed	Within budget?	
#1.1: Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten trainers' fees contract Budget \$10000 Source LCFF S/C					.0000 Overtime Extra Time \$28,065 .0101 (1.7, 2.2, 2.4) \$3,575.00 STRS
#1.2 Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE: Go Math!, treasures, saxon spelling, Scholastics Guided Reading Program, State Testing SBAC, Renaissance STAR reading and accelerated reading program trainers' fees contract Budget \$10000 Source LCFF S/C					.0102 \$10,000 \$3,530.77 Medi \$407.45 SUI \$15.22 wcomp \$680.32
#1.3 Provide teachers and students with resource books to support Standard Curriculum: Saxon Spelling, ELD/ELA books, CA. Collections ELA 6-8 grade ELA program instructional materials Budget \$30000 Source LCFF S/C					4000, 0.0103 \$3,563.84 4200, 0.0103 \$14,105.93 \$17,669.77
#1.4 Paraprofessionals assist in classrooms to provide extended learning for students salaries and benefits Budget \$50,000 Source Title I					Title 1
#1.5 Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time: TCOE coaches ELA/ELD and Math, Supplemental pay on site teacher/coach stipends and release time Budget \$15000 Source LCFF S/C Page					\$5,139.72 STRS 447.14 Medi 74.60 Hdw \$1,005.50 SUI 2.94
#1.6 Web base internet programs licenses will be purchased to help support learners: Rosetta Stone, Renaissance Learning, Go Math! Ca. Collections, Treasures, ERS, Scholastics Guided Reading Program, AERIES program web base, Analytic.com software and licenses Budget \$30,000 Source LCFF S/C					5800, 0.0106 \$21,797.50 wcomp 4300, 0.0106 \$.09 \$21,797.59 still need to pay Aeries Computer

# 1.7 Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success: AERIES, Forcast5 Analytic.com, ERS, Go Math! History, Science, Ca. Collection ELA, WestEd, stipends and release time Budget \$ 12,180 Source LCFF S/C					Money moved to pay overtime / extra time
#1.8 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores: Renaissance Learning STAR reading software and licenses Budget \$2,000 Source LCFF S/C					\$ 0.00
#1.9 Expand participation in county-wide student events by two events per year; Science, Math, Writing, Technology, Reading, History, SCICON supplies Budget \$5000 Source LCFF S/C					\$ 5,100.00
#1.10 infrastructure technology equipment hardware: Laptops with Cart, Telephone system computers and hardware Budget \$ 25,000 Source LCFF S/C					43000.0.0110 \$ 1,829.92 44000.0.0110 \$ 2.03 \$ 1,831.95
#1.11 Continue five year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 2) Year two of five-year lease/purchase contract for bus Budget \$46000 Source LCFF S/C					74380.0.0111 \$ 2,360.00 74390.0.0111 \$ 43,640.00 \$ 46,000.00

2016 LCAP Status Report					
Goal 2: English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.					
Action/service/budget	Current status (date)				comments
	In progress	Substantial progress	completed	Within budget?	
# 2.1 Provide continuing support and training through TCOE for ELD implementation: TCOE coach, ELD books, ELD supplemental materials, Laptops, Rosetta stone program, library books, on site teacher/coach trainers' fees contract Budget \$10,000 Source LCFF S/C					43600.0.0201 \$ 5,000.00 58000.0.0201 \$ 5,000.00 \$ 10,000.00
2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans					11000.0.0000 \$ 0.00 0.0202 \$ 5,000 \$ 5,000.00 \$,000 moved to overtime extra time

and Unit Plans) TCOE: Registration fees, materials, substitute teacher, travel expenses trainers' fees contract Budget \$10,000 Source LCFF S/C					See previous
2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students: library books, ERS, Ca. Collection ELA/ELD program instructional materials Budget \$ 40,000 Source LCFF S/C					42000.0.0203 \$ 25,000.00 43000.0.0203 \$ 13,750.14 \$ 38,750.14
2.4 Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time: Ca. Collection ELA/ELA program, treasures, stipends and release time Budget \$ 10,000 Source LCFF S/C					Overtime / Extra Time

2016 LCAP Status Report					
Goal 3: Develop new and improve existing parent and school partnerships to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.					
Action/service/budget	Current status (date)				comments
	In progress	Substantial progress	completed	Within budget?	
# 3.1 Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc): parent meetings, flyers, CDE.gov, TCOE.org, ERS.org. supplies Budget \$5,000 Source LCFF S/C					\$ 5,000.00
# 3.2 Train and provide parents in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al. contract for services Budget \$25,000 Source LCFF S/C					43000.0.0302 \$ 476.41 58000.0.0302 \$ 18,840.00 \$ 19,316.41
# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website) Brightarrow services, Ducor News Letter, flyers, parent meetings supplies Budget \$5,000 Source LCFF S/C					\$ 5,000.00

# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus: e.g., playground equipment, painting, carpet, roofing, electrical, fencing, cabling, plumbing, flooring, desk, chairs, tables, furniture contract for purchase and installation of classroom improvements Budget \$85,065 Source LCFF S/C					43000.0.0304	\$ 1,000.00
					44000.0.0304	\$ 776.11
					56000.0.0304	\$ 24,000.00
					58000.0.0304	\$ 34,000.00
						<u>\$ 59,776.11</u>

Remaining
\$ 288,510.01

TCOE Account Report

Login: Jsosa

District: 10

Fiscal Year: 2017

1/25/2017 2:16:15 PM

District	Fiscal Year	FD	RE	PY	GO	FN	OB	SI	LI	L2	L3	MA	PO
10	2017		07200										

Resource Range	Goal Range	Function Range	Object Range
Summary (Accounts on Grid)			
Working	Approved	Revised	Actual
1. Revenues (800000)	\$375,345.00	\$375,345.00	\$0.00
2. Expenditures (100000-799999)	\$375,345.00	\$375,345.00	\$86,834.99
3. Assets (910000-949999)	\$0.00	\$0.00	(\$86,834.99)
4. Liabilities (950000-969999)	\$0.00	\$0.00	\$0.00
5. Fund Balance (970000-999999 Unallocated)	\$0.00	\$0.00	\$0.00

Account	Working	Actual	Enc NB	Working Budget Balance	Status
010-07200-0-00000-00000-88800-0-0000	\$375,345.00	\$0.00	\$0.00 CR	\$375,345.00	O
010-07200-0-00000-91000-74380-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-00000-91000-74380-0-0111	\$2,360.00	\$0.00	\$0.00 DR	\$2,360.00	O
010-07200-0-00000-91000-74390-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-00000-91000-74390-0-0111	\$43,640.00	\$0.00	\$0.00 DR	\$43,640.00	O
010-07200-0-11100-10000-11000-0-0000	\$31,620.00	\$3,555.00	\$0.00 DR	\$28,065.00	O
010-07200-0-11100-10000-21000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-11100-10000-31010-0-0000	\$3,978.00	\$447.23	\$0.00 DR	\$3,530.77	O
010-07200-0-11100-10000-32020-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-11100-10000-33013-0-0000	\$459.00	\$51.55	\$0.00 DR	\$407.45	O
010-07200-0-11100-10000-33023-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-11100-10000-35010-0-0000	\$17.00	\$1.78	\$0.00 DR	\$15.22	O
010-07200-0-11100-10000-35020-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-11100-10000-36010-0-0000	\$766.00	\$85.68	\$0.00 DR	\$680.32	O
010-07200-0-11100-10000-36020-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-11100-10000-41000-0-0103	\$15,000.00	\$11,436.16	\$0.00 DR	\$3,563.84	O
010-07200-0-11100-10000-42000-0-0103	\$15,000.00	\$694.07	\$0.00 DR	\$14,105.93	O
010-07200-0-11100-10000-43000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	O
010-07200-0-11100-10000-43000-0-0106	\$215.00	\$214.91	\$0.00 DR	\$0.09	O
010-07200-0-11100-10000-43000-0-0109	\$5,100.00	\$0.00	\$0.00 DR	\$5,100.00	O
010-07200-0-11100-10000-43000-0-0110	\$2,750.00	\$920.06	\$0.00 DR	\$1,829.92	O
010-07200-0-11100-10000-43000-0-0301	\$5,000.00	\$0.00	\$0.00 DR	\$5,000.00	O

TCOE Account Report

Account	Working	Actual	Enc NB	Working Budget Balance	Status
010-07200-0-1100-10000-43000-0-0302	\$1,500.00	\$1,023.59	\$0.00 DR	\$476.41	○
010-07200-0-1100-10000-43000-0-0303	\$5,000.00	\$0.00	\$0.00 DR	\$5,000.00	○
010-07200-0-1100-10000-43000-0-0304	\$1,000.00	\$0.00	\$0.00 DR	\$1,000.00	○
010-07200-0-1100-10000-44000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-1100-10000-44000-0-0110	\$22,250.00	\$22,247.97	\$0.00 DR	\$2.03	○
010-07200-0-1100-10000-44000-0-0304	\$25,882.00	\$25,105.89	\$0.00 DR	\$776.11	○
010-07200-0-1100-10000-52000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-1100-10000-52000-0-0101	\$5,000.00	\$1,425.00	\$0.00 DR	\$3,575.00	○
010-07200-0-1100-10000-52000-0-0202	\$5,000.00	\$0.00	\$0.00 DR	\$5,000.00	○
010-07200-0-1100-10000-56000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-1100-10000-56000-0-0304	\$24,000.00	\$0.00	\$0.00 DR	\$24,000.00	○
010-07200-0-1100-10000-58000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-1100-10000-58000-0-0102	\$10,000.00	\$0.00	\$0.00 DR	\$10,000.00	○
010-07200-0-1100-10000-58000-0-0106	\$29,785.00	\$7,987.50	\$0.00 DR	\$21,797.50	○
010-07200-0-1100-10000-58000-0-0108	\$2,000.00	\$2,000.00	\$0.00 DR	\$0.00	○
010-07200-0-1100-10000-58000-0-0302	\$18,840.00	\$0.00	\$0.00 DR	\$18,840.00	○
010-07200-0-1100-10000-58000-0-0304	\$34,000.00	\$0.00	\$0.00 DR	\$34,000.00	○
010-07200-0-1100-10000-64000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-1100-10000-64000-0-0111	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-11367-10000-11000-0-0000	\$11,307.00	\$6,167.28	\$0.00 DR	\$5,139.72	○
010-07200-0-11367-10000-31010-0-0000	\$1,423.00	\$775.86	\$0.00 DR	\$647.14	○
010-07200-0-11367-10000-33013-0-0000	\$164.00	\$89.40	\$0.00 DR	\$74.60	○
010-07200-0-11367-10000-34010-0-0000	\$2,010.00	\$1,004.50	\$0.00 DR	\$1,005.50	○
010-07200-0-11367-10000-35010-0-0000	\$6.00	\$3.06	\$0.00 DR	\$2.94	○
010-07200-0-11367-10000-36010-0-0000	\$273.00	\$148.62	\$0.00 DR	\$124.38	○
010-07200-0-11367-10000-42000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-11367-10000-42000-0-0203	\$25,000.00	\$0.00	\$0.00 DR	\$25,000.00	○
010-07200-0-11367-10000-43000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-11367-10000-43000-0-0201	\$5,000.00	\$0.00	\$0.00 DR	\$5,000.00	○
010-07200-0-11367-10000-43000-0-0203	\$15,000.00	\$1,249.86	\$0.00 DR	\$13,750.14	○
010-07200-0-11367-10000-58000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-11367-10000-58000-0-0201	\$5,000.00	\$0.00	\$0.00 DR	\$5,000.00	○
010-07200-0-11386-10000-42000-0-0000	\$0.00	\$0.00	\$0.00 DR	\$0.00	○
010-07200-0-00000-00000-91100-0-0000	\$0.00	(\$86,834.99)	\$0.00 DR	\$86,834.99	○
010-07200-0-00000-00000-95050-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	○
010-07200-0-00000-00000-97200-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	○
010-07200-0-00000-00000-97200-0-0101	\$0.00	\$0.00	\$0.00 CR	\$0.00	○
010-07200-0-00000-00000-97200-0-0103	\$0.00	\$0.00	\$0.00 CR	\$0.00	○
010-07200-0-00000-00000-97200-0-0106	\$0.00	\$0.00	\$0.00 CR	\$0.00	○

TCOE Account Report

Account	Working	Actual	Enc NB	Working Budget Balance	Status
010-07200-0-00000-00000-97200-0-0110	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-97200-0-0203	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-97200-0-0302	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-97200-0-0304	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-97900-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-97910-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98100-0-0000	\$0.00	(\$375,345.00)	\$0.00 CR	\$375,345.00	O
010-07200-0-00000-00000-98200-0-0000	\$0.00	(\$375,345.00)	\$0.00 CR	(\$375,345.00)	O
010-07200-0-00000-00000-98300-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0101	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0103	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0106	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0110	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0203	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0302	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
010-07200-0-00000-00000-98300-0-0304	\$0.00	\$0.00	\$0.00 CR	\$0.00	O

Cost vs Revenue
Student Meals

3.5

2/6/2017

03000-SN-54-PSD

Ducor Union Elementary School District

PO BOX 249

DUCOR, CA 93218-0249

Vendor #: 718900

payment address

Claim Month	Adj Number	Claim Status	Date Received	Date Processed	Earned Amount
Jul 2016					\$0.00
Aug 2016	0	Processed	09/28/2016	09/29/2016	\$16,407.22
Sep 2016	0	Processed	11/22/2016	11/23/2016	\$21,152.56
Oct 2016	0	Processed	11/18/2016	11/23/2016	\$19,317.25
Nov 2016	0	Processed	12/20/2016	12/22/2016	\$14,899.31
Dec 2016					\$0.00
Jan 2017					\$0.00
Feb 2017					\$0.00
Mar 2017					\$0.00
Apr 2017					\$0.00
May 2017					\$0.00
Jun 2017					\$0.00
Year to Date Totals					\$71,776.34

Month	Reimbursement Amount	Student Meal Cost	Difference
August	\$16,407.22	\$13,580.85	\$2,826.37
September	\$21,152.56	\$17,576.35	\$3,576.21
October	\$19,317.25	\$15,972.45	\$3,344.80
November	\$14,899.31	\$12,236.80	\$2,662.51
December			
Totals	\$71,776.34	\$59,366.45	\$12,409.89
Yearly Budgeted	\$137,050.00	\$100,000.00	

TCOE Account Report

Login: Jiosa

District: 10

Fiscal Year: 2017

2/6/2017 2:57:14 PM

District	Fiscal Year	FD	RE	PY	GO	FN	OB	SI	L1	L2	L3	MA	PO
10	2017	130											

Resource Range

Goal Range

Function Range

Object Range

Summary (Accounts on Grid)	Working	Approved	Revised	Actual	Enc. Beginning Balance	Working Budget Balance	Approved Budget Balance	Revised Budget Balance
1. Revenues (800000)	\$139,350.00	\$139,350.00	\$139,350.00	\$72,088.45	\$0.00	\$67,261.55	\$67,261.55	\$67,261.55
2. Expenditures (100000-799999)	\$139,350.00	\$139,350.00	\$139,350.00	\$32,024.35	\$0.00	\$107,325.65	\$107,325.65	\$107,325.65
3. Assets (910000-949999)	\$0.00	\$0.00	\$0.00	\$56,658.23	\$0.00	(\$56,658.23)	(\$56,658.23)	(\$56,658.23)
4. Liabilities (950000-969999)	\$0.00	\$0.00	\$0.00	\$16,594.13	\$0.00	(\$16,594.13)	(\$16,594.13)	(\$16,594.13)
5. Fund Balance (970000-999999 Unallocated)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Account	Working	Actual	Enc. NB	Working Budget Balance	Status
130-53100-0-00000-00000-82200-0-0000	\$125,000.00	\$137,050.00	\$0.00	\$58,637.28	O
130-53100-0-00000-00000-86200-0-0000	\$12,050.00	\$5,413.62	\$0.00	\$6,636.38	O
130-53100-0-00000-00000-86342-0-0000	\$2,000.00	\$247.35	\$0.00	\$1,752.65	O
130-53100-0-00000-00000-86600-0-0000	\$300.00	\$70.39	\$0.00	\$229.61	O
130-53100-0-00000-00000-86620-0-0000	\$0.00	(\$5.63)	\$0.00	\$5.63	O
130-53100-0-00000-00000-89180-0-0000	\$0.00	\$0.00	\$0.00	\$0.00	O
130-53140-0-00000-00000-82900-0-0000	\$0.00	\$0.00	\$0.00	\$0.00	O
130-53100-0-00000-37000-22000-0-0000	\$25,480.00	\$11,966.40	\$0.00	\$13,493.60	O
130-53100-0-00000-37000-32020-0-0000	\$3,534.00	\$1,564.04	\$0.00	\$1,969.96	O
130-53100-0-00000-37000-33022-0-0000	\$1,579.00	\$741.92	\$0.00	\$837.08	O
130-53100-0-00000-37000-33023-0-0000	\$370.00	\$173.51	\$0.00	\$196.49	O
130-53100-0-00000-37000-35020-0-0000	\$13.00	\$5.99	\$0.00	\$7.01	O
130-53100-0-00000-37000-36020-0-0000	\$617.00	\$288.39	\$0.00	\$328.61	O
130-53100-0-00000-37000-43000-0-0000	\$777.00	\$0.00	\$0.00	\$777.00	O
130-53100-0-00000-37000-44000-0-0000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	O
130-53100-0-00000-37000-44000-0-0000	\$100,000.00	\$15,786.60	\$0.00	\$84,213.40	O
130-53100-0-00000-82000-55000-0-0000	\$5,000.00	\$1,497.50	\$0.00	\$3,502.50	O
130-00000-0-00000-00000-91100-0-0000	\$0.00	\$15,344.13	\$0.00	(\$15,344.13)	O
130-00000-0-00000-00000-91100-0-0000	\$0.00	\$0.00	\$0.00	\$0.00	O
130-53100-0-00000-00000-91100-0-0000	\$0.00	(\$15,306.02)	\$0.00	\$15,306.02	O
130-53100-0-00000-00000-91110-0-0000	\$0.00	\$0.00	\$0.00	\$0.00	O
130-53100-0-00000-00000-91400-0-0000	\$0.00	\$65,369.12	\$0.00	(\$65,369.12)	O
130-53100-0-00000-00000-92001-0-0000	\$0.00	\$0.00	\$0.00	\$0.00	O

Cost Paid

TCOE Account Report

Account	Working	Actual	Enc. NB	Working Budget Balance	Status
130-53140-0-00000-00000-91100-0-0000	\$0.00	\$1,250.00	\$0.00 DR	(\$1,250.00)	O
130-00000-0-00000-00000-96100-0-0000	\$0.00	\$15,344.13	\$0.00 CR	(\$15,344.13)	O
130-53100-0-00000-00000-96010-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
130-53140-0-00000-00000-96600-0-0000	\$0.00	\$1,250.00	\$0.00 CR	(\$1,250.00)	O
130-00000-0-00000-00000-97910-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
130-53100-0-00000-00000-97200-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
130-53100-0-00000-00000-97900-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
130-53100-0-00000-00000-97910-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O
130-53100-0-00000-00000-98100-0-0000	\$0.00	(\$139,350.00)	\$0.00 CR	\$139,350.00	O
130-53100-0-00000-00000-98200-0-0000	\$0.00	\$139,350.00	\$0.00 CR	(\$139,350.00)	O
130-53100-0-00000-00000-98300-0-0000	\$0.00	\$0.00	\$0.00 CR	\$0.00	O

3, 6

Santander Leasing LLC Lease Agreement Terms Sheet

Lessor: Santander Bank, N.A.
3 Huntington Quadrangle
Suite 101N
Melville, NY 11747-4616

Lessee: Ducor Union ESD
22376 Avenue 56
Ducor, CA 93218

Equipment Description / Quantity

1

2015 Blue Bird 72-pass
2015 Blue Bird 72-passenger
School Bus

Schedule of Terms	Payment Date	Per Quantity		Total for Group		Combined Min. Insurance For Equip. After Payments
		Payment amount	Implied Interest	Payment Amount	Implied Interest	
Initial payment	11/1/2014	26,561.00	✓ 252.66	26,561.00	252.66	102,640.95
Second Payment	11/1/2015	26,561.00	✓ 2,356.68	26,561.00	2,356.68	77,867.83
Third Payment	11/1/2016	26,561.00	1,787.88	26,561.00	1,787.88	52,512.54
Fourth Payment	11/1/2017	26,561.00	1,205.71	26,561.00	1,205.71	26,561.00
Fifth Payment	11/1/2018	26,561.00	609.46	26,561.00	609.46	6,212.39

Signed by:

[Signature]

010-07200-0-00000-91000-74380

for interest
↑

74390

↓
for principal

2 more payments

\$53,122.00

**Ducor Union
Elementary School
District**

23761 Avenue 56
PO Box 249
Ducor, CA 93218
Phone (559) 534-2261
Fax (559) 534-2271

January 31, 2017

Intent to Return

Attention: Antonia Moreno

We are going to be working on the budget for next year and need to know if you intend on returning for the 2017-2018 school year. Please complete and sign below stating your intent to return/not to return or if you are not sure.

Thank you,

Isidro Rodriguez
Superintendent

Intent to Return

Please take notice that, Pursuant to Education Code Section 44832, I am hereby informing the district that

_____ I Will ✓ I Will Not _____ Not Sure

return to the district for the 2017-2018 school year.

Respectfully,

Antonia Moreno
Employee Signature

1-31-17
Date

ANTONIA MORENO
Employee Printed Name

Student surveys are adapted from the Colorado Department of Education and will be tested for validity and reliability during SY 12-13

3-5 Student Survey Questions

	Always	Most of the Time	Some of the Time	Never
1. The schoolwork we do helps me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The schoolwork we do is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. What I learn in this class is useful to me in my real life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I get bored in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In this class, we learn a lot almost every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher makes sure that we think hard about things we read and write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When the work is too hard, my teacher helps me keep trying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In this class, it is more important to understand the lesson than to memorize the answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teacher uses a lot of different ways to explain things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher knows when we understand the lesson and when we do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Our classroom materials and supplies have a special place and things are easy to find.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teacher tells us what we are learning and why.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teacher wants us to share what we think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students feel comfortable sharing their ideas in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Always	Most of the Time	Some of the Time	Never
15.	My teacher talks to me about my work to help me understand my mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	My teacher writes notes on my work that helps me do better next time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	My teacher builds on things we learn in other classes, subjects, and years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	My teacher cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	If I am sad or angry, my teacher helps me feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	My teacher would notice if something was bothering me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	We waste time in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Students in my class are respectful to our teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	My classmates behave the way my teacher wants them to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	All of the kids in my class know what they are supposed to be doing and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Students behave so badly in this class that it slows down our learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	The people we learn and read about in this class are like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	My teacher teaches us to respect people's differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	In this class, I feel like I fit in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	I feel like an important part of my classroom community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	My teacher knows what my life is like outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31.	My teacher knows what is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	School work in this class is too easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	I ask for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34.	I feel like I do a good job in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



STAR[™]
Reading

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

School: Ducor Union Elementary School

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Rank

Class: 2ND AND 3RD

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est ORF ^b	ZPD
ALAS, DANIELLE	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	1	3.49	772	6.8	97	89.6	6.2	170	4.3-6.8
LIMA, VALERIE	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	2	2.49	428	3.7	84	70.9	3.6	112	2.9-4.2
RODRIGUEZ, FERNANDO ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/03/2017	3	3.50	383	3.3	45	47.4	3.3	92	2.7-3.8
ZAMORA, JONATHAN ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/07/2017	4	3.52	366	3.1	40	44.7	3.1	86	2.6-3.7
MANJARREZ, DANYA ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	5	3.52	331	2.9	31	39.6	2.8	77	2.5-3.5
ALDACO, MIGUEL	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	6	3.52	329	2.8	30	39.0	2.8	77	2.5-3.5
HERRERA, LEONEL ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	7	3.52	324	2.8	29	38.3	2.7	76	2.5-3.5
AVILA, AYLEEN ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	8	3.49	321	2.8	31	39.6	2.7	75	2.5-3.5
PENALOZA, BRIANA	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	9	2.50	317	2.7	58	54.2	2.7	83	2.4-3.4
VARGAS, EMILIANO ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	10	3.52	315	2.7	27	37.1	2.6	74	2.4-3.4
CARENNO, EDGAR	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	10	3.49	315	2.7	29	38.3	2.6	74	2.4-3.4
MORALES, VALERIA	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	12	2.50	295	2.6	52	51.1	2.5	77	2.4-3.4
MENDOZA, ALEYAH	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	13	2.50	290	2.6	51	50.5	2.4	75	2.4-3.4
MORALES, FABIAN	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	14	2.50	268	2.4	44	46.8	2.2	69	2.2-3.2
SANCHEZ, ALEXANDER ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	15	3.52	252	2.3	14	27.2	2.0	61	2.2-3.2

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^c This student was given additional time to complete their test.
Historical data included.



School: Ducor Union Elementary School

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 2ND AND 3RD

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est ORF	ZPD
MACIEL, KARINA	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	16	3.52	245	2.3	13	26.3	1.9	59	2.2-3.2
SERRANO, ABYDAIRI	2ND AND 3RD	WOODRUFF, MARYANN	02/06/2017	17	3.51	159	1.8	4	13.1	P	45	1.8-2.8
RIVERA, JUAN ^{a,c}	2ND AND 3RD	WOODRUFF, MARYANN	02/03/2017	18	3.50	151	1.7	3	10.4	P	43	1.7-2.7
LANDEROS, PEDRO ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	19	3.49	143	1.7	3	10.4	P	42	1.7-2.7
MONTANO, FERNANDO	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	20	2.50	127	1.6	10	23.0	P	35	1.6-2.6
CARRANZA, KAYLA ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	21	3.49	118	1.5	2	6.7	PP	37	1.5-2.5
JIMENEZ, JOSE	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	22	3.49	105	1.4	2	6.7	PP	34	1.4-2.4
CERVANTES, ANAHI ^a	2ND AND 3RD	WOODRUFF, MARYANN	11/04/2016	23	3.21	82	1.3	1	1.0	PP	23	1.3-2.3
Average					3.23	280	2.5	24	35.3	2.2	69	-

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or

higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy

^a This student is enrolled in multiple STAR Reading classes.

^c This student was given additional time to complete their test.



School: Ducor Union Elementary School

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 2ND AND 3RD

PR Distribution Summary

Percentile	Students	Percent
Below 25th	9	39.1
25th to 49th	9	39.1
50th to 74th	3	13.0
75th & Above	2	8.7
Number of Students: 23		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	7	30.4
2.0 - 2.9	12	52.2
3.0 - 3.9	3	13.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	1	4.3
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	3	13.0
P	4	17.4
1.0 - 1.9	1	4.3
2.0 - 2.9	11	47.8
3.0 - 3.9	3	13.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	1	4.3
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



School: Ducor Union Elementary School

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

4 of 13

Class: 4th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
PEREZ, JOANNA ^c	4th grade	Walker, V.	02/02/2017	1	4.50	654	5.9	79	67.0	5.5	146	3.9-6.0
FIELDER, LEA	4th grade	Walker, V.	02/02/2017	2	4.50	616	5.6	73	62.9	5.0	140	3.8-5.8
GONZALEZ, ARTURO	4th grade	Walker, V.	02/01/2017	3	4.50	593	5.4	70	61.0	4.9	136	3.6-5.6
DURAN, JONATHAN	4th grade	Walker, V.	02/06/2017	4	4.51	587	5.4	69	60.4	4.8	135	3.6-5.6
CASTRO, GULLIAN ^c	4th grade	Walker, V.	02/06/2017	5	4.51	506	4.6	52	51.1	4.2	117	3.2-5.1
AVILA, VANESSA ^c	4th grade	Walker, V.	02/06/2017	6	4.51	492	4.4	49	49.5	4.1	114	3.2-4.9
Sandoval, Anthony ^c	4th grade	Walker, V.	01/10/2017	7	4.43	477	4.3	48	48.9	4.0	110	3.1-4.8
ALDAGO, BRIANA ^c	4th grade	Walker, V.	02/01/2017	7	4.50	477	4.3	46	47.9	4.0	110	3.1-4.8
PANIAGUA, MAYRA ^c	4th grade	Walker, V.	02/01/2017	9	4.50	471	4.2	44	46.8	3.9	109	3.1-4.7
MORALES, ELEAZAR ^c	4th grade	Walker, V.	02/02/2017	10	4.50	468	4.2	43	46.3	3.9	108	3.1-4.7
Said, Fattah ^c	4th grade	Walker, V.	02/02/2017	11	4.50	448	4.0	38	43.6	3.7	103	3.0-4.5
AVILA, GILBERTO	4th grade	Walker, V.	02/01/2017	12	4.50	447	4.0	37	43.0	3.7	103	3.0-4.5
Maciel, Anamychelle ^c	4th grade	Walker, V.	02/01/2017	13	4.50	419	3.6	32	40.1	3.5	97	2.8-4.1
AVILA, HECTOR ^c	4th grade	Walker, V.	02/06/2017	14	4.51	387	3.3	25	35.8	3.3	90	2.7-3.8
RAMOS, RICARDO ^c	4th grade	Walker, V.	02/01/2017	15	4.50	372	3.2	22	33.7	3.2	87	2.7-3.8
SANCHEZ, ADRIAN ^c	4th grade	Walker, V.	02/02/2017	16	4.50	349	3.0	18	30.7	3.0	80	2.6-3.6
Salcedo, Flor ^c	4th grade	Walker, V.	02/06/2017	17	4.51	344	3.0	17	29.9	2.9	79	2.6-3.6
HERNANDEZ, MARIA	4th grade	Walker, V.	02/01/2017	17	4.50	344	3.0	17	29.9	2.9	79	2.6-3.6
GONZALEZ, ABRIL ^c	4th grade	Walker, V.	02/06/2017	19	4.51	267	2.4	7	18.9	2.2	62	2.2-3.2
SOLIS, ARMONDO	4th grade	Walker, V.	01/10/2017	20	4.43	253	2.3	6	17.3	2.0	58	2.2-3.2
PAOLA, DANNA ^c	4th grade	Walker, V.	02/14/2017	21	4.54	94	1.4	1	1.0	PP	29	1.4-2.4
Average					4.50	432	3.8	34	41.2	3.5	100	-

^c This student was given additional time to complete their test.



School: Ducor Union Elementary School

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 4th grade

PR Distribution Summary

Percentile	Students	Percent
Below 25th	7	33.3
25th to 49th	9	42.9
50th to 74th	4	19.0
75th & Above	1	4.8
Number of Students: 21		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	4.8
2.0 - 2.9	2	9.5
3.0 - 3.9	6	28.6
4.0 - 4.9	8	38.1
5.0 - 5.9	4	19.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	1	4.8
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	4	19.0
3.0 - 3.9	8	38.1
4.0 - 4.9	6	28.6
5.0 - 5.9	2	9.5
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



STAR[™]
Reading

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

6 of 13

Class: 5th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
DURAN, ADRIAN	5th grade	HILL, DARREN	08/16/2016	1	5.00	627	5.7	62	56.4	5.2		3.8-5.9
GUTIERREZ, JULIAN	5th grade	HILL, DARREN	08/16/2016	2	5.00	410	3.6	19	31.5	3.5		2.8-4.1
Silva, Ivan	5th grade	HILL, DARREN	08/16/2016	3	5.00	330	2.8	9	21.8	2.8		2.5-3.5
CRUZ, JUAN	5th grade	HILL, DARREN	08/16/2016	4	5.00	138	1.7	1	1.0	P		1.7-2.7
Average					5.00	376	3.2	15	27.7	3.0		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	3	75.0
25th to 49th	0	0.0
50th to 74th	1	25.0
75th & Above	0	0.0
Number of Students: 4		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	25.0
2.0 - 2.9	1	25.0
3.0 - 3.9	1	25.0
4.0 - 4.9	0	0.0
5.0 - 5.9	1	25.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	1	25.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	25.0
3.0 - 3.9	1	25.0
4.0 - 4.9	0	0.0
5.0 - 5.9	1	25.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0



STAR[™]
Reading

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

School: Ducor Union Elementary School

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

7 of 13

Class: 6th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est ORF	ZPD
FOGLE, DAVID	6th grade	Torrez, Angelica	10/25/2016	1	6.18	1271	12.9+	96	86.9	11.4		5.0-13.0
Charles, Lia	6th grade	Torrez, Angelica	10/25/2016	2	6.18	867	7.6	70	61.0	6.6		4.4-7.6
Farfan, Francisco	6th grade	Torrez, Angelica	10/25/2016	3	6.18	762	6.8	58	54.2	6.2		4.3-6.8
Ramos, Sebastian A.	6th grade	Torrez, Angelica	10/25/2016	4	6.18	756	6.7	58	54.2	6.2		4.2-6.7
Becerra, Julian	6th grade	Torrez, Angelica	10/25/2016	5	6.18	715	6.4	54	52.1	6.0		4.2-6.4
Bolanos, Ulises	6th grade	Torrez, Angelica	10/25/2016	6	6.18	688	6.2	51	50.5	5.8		4.1-6.3
Avila, Alondra	6th grade	Torrez, Angelica	10/25/2016	7	6.18	676	6.1	49	49.5	5.7		4.0-6.2
MARTINEZ, MARTIN	6th grade	Torrez, Angelica	10/25/2016	8	6.18	635	5.8	42	45.8	5.3		3.9-5.9
RODRIGUEZ, JOSE	6th grade	Torrez, Angelica	10/25/2016	9	6.18	614	5.6	38	43.6	5.0		3.8-5.8
MARISCAL, TIFFANY	6th grade	Torrez, Angelica	10/25/2016	10	6.18	612	5.6	38	43.6	5.0		3.8-5.8
RAMOS, TRAVIS	6th grade	Torrez, Angelica	01/12/2017	11	6.43	584	5.3	30	39.0	4.8		3.6-5.6
Torres, Leonel	6th grade	Torrez, Angelica	10/25/2016	12	6.18	557	5.1	28	37.7	4.6		3.5-5.5
Robles, O'mari	6th grade	Torrez, Angelica	10/25/2016	13	6.18	551	5.0	27	37.1	4.5		3.4-5.4
Maciel, Angel	6th grade	Torrez, Angelica	10/25/2016	14	6.18	542	4.9	26	36.5	4.5		3.4-5.3
TORRES, ERICA	6th grade	Torrez, Angelica	10/25/2016	15	6.18	540	4.9	26	36.5	4.5		3.4-5.3
Casillas, Kimberly	6th grade	Torrez, Angelica	10/25/2016	16	6.18	520	4.7	23	34.4	4.3		3.3-5.2
Hernandez, Ofelia	6th grade	Torrez, Angelica	10/25/2016	17	6.18	498	4.5	19	31.5	4.1		3.2-5.0
KEELER, MICHAEL	6th grade	Torrez, Angelica	08/17/2016	18	6.00	491	4.4	19	31.5	4.1		3.2-4.9
Maciel, Janel	6th grade	Torrez, Angelica	10/25/2016	19	6.18	452	4.0	13	26.3	3.8		3.0-4.5
FLORES, JAVIER ^a	6th grade	Torrez, Angelica	02/09/2017	20	6.52	421	3.7	8	20.4	3.5		2.9-4.2
TOSCANO, GIOVANNA	6th grade	Torrez, Angelica	10/25/2016	21	6.18	419	3.6	9	21.8	3.5		2.8-4.1
Garcia, Daniel ^a	6th grade	Torrez, Angelica	10/25/2016	22	6.18	413	3.6	9	21.8	3.5		2.8-4.1

^a This student is enrolled in multiple STAR Reading classes.



STAR[®]
Reading

Summary Report

8 of 13

School: Ducor Union Elementary School

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017

(2016-2017)

Class: 6th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Penaloza, Raul	6th grade	Torrez, Angelica	10/25/2016	23	6.18	395	3.4	8	20.4	3.4		2.8-3.9
Ramos, Moncerat	6th grade	Torrez, Angelica	10/25/2016	24	6.18	392	3.4	7	18.9	3.3		2.8-3.9
Manjarrez, Alan	6th grade	Torrez, Angelica	10/25/2016	25	6.18	390	3.4	7	18.9	3.3		2.8-3.9
Talavera, Anahi	6th grade	Torrez, Angelica	08/17/2016	26	6.00	376	3.2	7	18.9	3.2		2.7-3.8
Madel, Estefania	6th grade	Torrez, Angelica	10/25/2016	27	6.18	366	3.1	5	15.4	3.1		2.6-3.7
Ruiz, Raquel	6th grade	Torrez, Angelica	10/25/2016	28	6.18	353	3.0	5	15.4	3.0		2.6-3.6
Leon, Estefania	6th grade	Torrez, Angelica	10/25/2016	29	6.18	319	2.8	3	10.4	2.7		2.5-3.5
Serrano, Manuel	6th grade	Torrez, Angelica	10/25/2016	30	6.18	314	2.7	3	10.4	2.6		2.4-3.4
Aldaco, Yair	6th grade	Torrez, Angelica	08/17/2016	31	6.00	289	2.6	2	6.7	2.4		2.4-3.4
ALDACO, ARMONDO	6th grade	Torrez, Angelica	10/25/2016	32	6.18	209	2.1	1	1.0	1.5		2.1-3.1
RODRIGUEZ, ISAAC	6th grade	Torrez, Angelica	10/25/2016	33	6.18	150	1.7	1	1.0	P		1.7-2.7
Average					6.18	519	4.7	20	31.9	4.0		-

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



School: Ducor Union Elementary School

Summary Report

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 6th grade

PR Distribution Summary

Percentile	Students	Percent
Below 25th	18	54.5
25th to 49th	9	27.3
50th to 74th	5	15.2
75th & Above	1	3.0
Number of Students: 33		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	3.0
2.0 - 2.9	4	12.1
3.0 - 3.9	9	27.3
4.0 - 4.9	6	18.2
5.0 - 5.9	6	18.2
6.0 - 6.9	5	15.2
7.0 - 7.9	1	3.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	1	3.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	1	3.0
1.0 - 1.9	1	3.0
2.0 - 2.9	3	9.1
3.0 - 3.9	10	30.3
4.0 - 4.9	8	24.2
5.0 - 5.9	5	15.2
6.0 - 6.9	4	12.1
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	1	3.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



STAR[™]
Reading

Summary Report

10 of 13

School: Ducor Union Elementary School

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 7th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
LOPEZ, MARLON	7th grade	DHANENS, JOHN	01/12/2017	1	7.43	907	8.0	58	54.2	6.9		4.5-8.0
FIELDER, KALI	7th grade	DHANENS, JOHN	08/17/2016	2	7.00	835	7.3	53	51.6	6.5		4.4-7.3
GUTIERREZ, LEONARDO	7th grade	DHANENS, JOHN	08/17/2016	3	7.00	593	5.4	26	36.5	4.9		3.6-5.6
RIOS, VANESSA	7th grade	DHANENS, JOHN	11/30/2016	4	7.29	585	5.3	23	34.4	4.8		3.6-5.6
GOMEZ, ALEJANDRINA	7th grade	DHANENS, JOHN	08/17/2016	5	7.00	322	2.8	2	6.7	2.7		2.5-3.5
Average					7.14	648	5.9	26	36.7	4.9		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	2	40.0
25th to 49th	1	20.0
50th to 74th	2	40.0
75th & Above	0	0.0
Number of Students: 5		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	20.0
3.0 - 3.9	0	0.0
4.0 - 4.9	0	0.0
5.0 - 5.9	2	40.0
6.0 - 6.9	0	0.0
7.0 - 7.9	1	20.0
8.0 - 8.9	1	20.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	20.0
3.0 - 3.9	0	0.0
4.0 - 4.9	2	40.0
5.0 - 5.9	0	0.0
6.0 - 6.9	2	40.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0



Summary Report

School: Ducor Union Elementary School

Printed Tuesday, February 14, 2017 10:55:12 AM

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: 8th grade

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Vigil, Daniel	8th grade	McDONALD, K.	02/08/2017	1	8.52	1103	10.1	61	55.9	9.9		4.7-10.1
DURAN, DAHLIA	8th grade	McDONALD, K.	02/08/2017	2	8.52	998	8.8	54	52.1	8.8		4.6-8.8
Rangel, Ethan	8th grade	McDONALD, K.	02/08/2017	3	8.52	907	8.0	44	46.8	6.9		4.5-8.0
Maciel, Andrea	8th grade	McDONALD, K.	02/08/2017	4	8.52	885	7.8	40	44.7	6.7		4.5-7.8
Sanchez, Sebastian	8th grade	McDONALD, K.	02/08/2017	5	8.52	831	7.3	35	41.9	6.5		4.4-7.3
Ruiz, Cecilia	8th grade	McDONALD, K.	10/05/2016	6	8.11	826	7.3	38	43.6	6.4		4.4-7.3
Martinez, Gustavo	8th grade	McDONALD, K.	02/08/2017	7	8.52	824	7.2	35	41.9	6.4		4.3-7.2
TORRES, MARCO	8th grade	McDONALD, K.	02/08/2017	8	8.52	783	6.9	31	39.6	6.3		4.3-6.9
Perez, Natalie	8th grade	McDONALD, K.	02/08/2017	9	8.52	720	6.4	26	36.5	6.0		4.2-6.4
Sanchez, Fernando	8th grade	McDONALD, K.	02/08/2017	10	8.52	660	6.0	20	32.3	5.5		4.0-6.1
Madrigal, Samantha	8th grade	McDONALD, K.	02/08/2017	11	8.52	646	5.9	19	31.5	5.4		3.9-6.0
Padilla, Athena	8th grade	McDONALD, K.	02/08/2017	12	8.52	631	5.7	17	29.9	5.2		3.8-5.9
MARISCAL, NATHALIE	8th grade	McDONALD, K.	02/08/2017	13	8.52	609	5.5	15	28.2	5.0		3.7-5.7
Montano, Angelica	8th grade	McDONALD, K.	02/08/2017	14	8.52	545	5.0	10	23.0	4.5		3.4-5.4
Ramos, Guadalupe	8th grade	McDONALD, K.	02/08/2017	15	8.52	472	4.2	5	15.4	3.9		3.1-4.7
HERRERA, JENNIFER	8th grade	McDONALD, K.	02/08/2017	16	8.52	460	4.1	5	15.4	3.8		3.0-4.6
Mendoza, Marissa	8th grade	McDONALD, K.	02/08/2017	17	8.52	447	4.0	4	13.1	3.7		3.0-4.5
Jimenez, Lorena ^a	8th grade	McDONALD, K.	02/08/2017	18	8.52	419	3.6	3	10.4	3.5		2.8-4.1
CISNEROS, NOEL	8th grade	McDONALD, K.	02/08/2017	19	8.52	296	2.6	1	1.0	2.5		2.4-3.4
Average					8.50	687	6.2	19	31.7	5.3		-

^a This student is enrolled in multiple STAR Reading classes.



STAR[™]
Reading

Summary Report

School: Ducor Union Elementary School

Printed Tuesday, February 14, 2017 10:55:12 AM

12 of 13

Class: 8th grade

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

PR Distribution Summary

Percentile	Students	Percent
Below 25th	10	52.6
25th to 49th	7	36.8
50th to 74th	2	10.5
75th & Above	0	0.0
Number of Students: 19		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	5.3
3.0 - 3.9	1	5.3
4.0 - 4.9	3	15.8
5.0 - 5.9	4	21.1
6.0 - 6.9	3	15.8
7.0 - 7.9	4	21.1
8.0 - 8.9	2	10.5
9.0 - 9.9	0	0.0
10.0 - 10.9	1	5.3
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	5.3
3.0 - 3.9	4	21.1
4.0 - 4.9	1	5.3
5.0 - 5.9	4	21.1
6.0 - 6.9	7	36.8
7.0 - 7.9	0	0.0
8.0 - 8.9	1	5.3
9.0 - 9.9	1	5.3
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

Rank: student's reading ability compared to other students in the same grade nationally

Grade Placement (GP): numeric representation of a student's grade level, ex 3.49 is third grade 5th month

Scaled Score (SS): Star Reading scaled score range from 0-1400. A scaled score calculated based on the difficulty of questions and the number of correct responses.

Grade Equivalent (GE): norm-reference score that represents how a student's test performance compares with other students nationally

Percentile Rank (PR): a measure of a student's reading ability compared to other students in the same grade nationally

Normal Curve Equivalent (NCE): similar to percentile rank, but is based on an equal interval scale

Instructional Reading Level (IRL): is calculated after a student completes a Star Reading test; score that is the highest reading level at which a student is 80% proficient or higher at comprehending material with assistance. (PP) pre-primer, (P) primer

Zone of Proximal Development (ZPD): levels from which a student should select books to read, it is a range that is neither too hard nor too easy



School: Ducor Union Elementary School

Printed Tuesday, February 14, 2017 10:55:12 AM

Summary Report

13 of 13

Reporting Period: 8/10/2016 - 6/2/2017
(2016-2017)

Class: RESOURCE

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
FLORES, JAVIER ^a	RESOURCE	FIELDER, LAURA	02/09/2017	1	6.52	421	3.7	8	20.4	3.5		2.9-4.2
Jimenez, Lorena ^a	RESOURCE	FIELDER, LAURA	02/08/2017	2	8.52	419	3.6	3	10.4	3.5		2.8-4.1
Garcia, Daniel ^a	RESOURCE	FIELDER, LAURA	10/25/2016	3	6.18	413	3.6	9	21.8	3.5		2.8-4.1
RIVERA, JUAN ^{a,c}	RESOURCE	FIELDER, LAURA	02/03/2017	4	3.50	151	1.7	3	10.4	P	43	2.8-4.1
CERVANTES, ANAHI ^a	RESOURCE	FIELDER, LAURA	11/04/2016	5	3.21	82	1.3	1	1.0	PP	23	1.7-2.7
Average					5.59	297	2.6	4	12.8	2.2	33	1.3-2.3

PR Distribution Summary

Percentile	Students	Percent
Below 25th	5	100.0
25th to 49th	0	0.0
50th to 74th	0	0.0
75th & Above	0	0.0
Number of Students: 5		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	2	40.0
2.0 - 2.9	0	0.0
3.0 - 3.9	3	60.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	1	20.0
P	1	20.0
1.0 - 1.9	0	0.0
2.0 - 2.9	0	0.0
3.0 - 3.9	3	60.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

^a This student is enrolled in multiple STAR Reading classes.
^c This student was given additional time to complete their test.

Renaissance Star Reading[®]: Score Definitions

Renaissance Star Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. Renaissance Star Reading test scores give only one picture of how a student is doing in school.

Domain Scores estimate a student's mastery of each domain for the student's grade level. For example, a domain score of 50 for a 5th grader means the student would be expected to answer correctly approximately 50 percent of the fifth-grade items in that domain.

Estimated oral reading fluency (Est. ORF) is an estimate of a student's ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis). Est. ORF is reported in correct words per minute, and is based on a known relationship between Star Reading performance and oral reading fluency. Est. ORF is only reported for students in grades 1–4.

Grade Equivalent (GE) is a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material—it only indicates that the student's reading skills are well above average for the fifth grade.

Grade Placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a Star Reading test. Star Reading considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a Star Reading test was taken. GP is important because PR and NCE values are based not only on the Scaled Score but also on the grade placement of the student at the time of the test.

Instructional Reading Level (IRL) is calculated after a student completes a Star Reading test; it is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90–98% proficient at recognizing words; Star Reading does not directly assess word recognition. IRL scores are Pre-Primer (PP), Primer (P), grades 1.0 through 12.9, and Post-High School (PHS).



Summary Report

Printed Tuesday, February 14, 2017 9:05:36 AM

Reporting Period: 8/10/2016 - 6/2/2017
(Custom)

School: Ducor Union Elementary School

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Last Name

Class: 2ND AND 3RD

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF ^b	ZPD
ALAS, DANIELLE	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	1	3.49	772	6.8	97	89.6	6.2	170	4.3-6.8
ALDACO, MIGUEL	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	6	3.52	329	2.8	30	39.0	2.8	77	2.5-3.5
AVILA, AYLEEN ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	8	3.49	321	2.8	31	39.6	2.7	75	2.5-3.5
CARRANZA, KAYLA ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/30/2017	21	3.49	118	1.5	2	6.7	PP	37	1.5-2.5
CARRENO, EDGAR	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	10	3.49	315	2.7	29	38.3	2.6	74	2.4-3.4
CERVANTES, ANAHI ^a	2ND AND 3RD	WOODRUFF, MARYANN	11/04/2016	23	3.21	82	1.3	1	1.0	PP	23	1.3-2.3
HERRERA, LEONEL ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	7	3.52	324	2.8	29	38.3	2.7	76	2.5-3.5
JIMENEZ, JOSE	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	22	3.49	105	1.4	2	6.7	PP	34	1.4-2.4
LANDEROS, PEDRO ^c	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	19	3.49	143	1.7	3	10.4	P	42	1.7-2.7
LIMA, VALERIE	2ND AND 3RD	WOODRUFF, MARYANN	01/31/2017	2	2.49	428	3.7	84	70.9	3.6	112	2.9-4.2
MACIEL, KARINA	2ND AND 3RD	WOODRUFF, MARYANN	02/09/2017	16	3.52	245	2.3	13	26.3	1.9	59	2.2-3.2
MANJARREZ, DANYA ^c	2ND AND 3RD	WOODRUFF, MARYANN	02/08/2017	5	3.52	331	2.9	31	39.6	2.8	77	2.5-3.5
MENDOZA, ALEYAH	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	13	2.50	290	2.6	51	50.5	2.4	75	2.4-3.4
MONTANO, FERNANDO	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	20	2.50	127	1.6	10	23.0	P	35	1.6-2.6
MORALES, FABIAN	2ND AND 3RD	WOODRUFF, MARYANN	02/01/2017	14	2.50	268	2.4	44	46.8	2.2	69	2.2-3.2

^a This student is enrolled in multiple STAR Reading classes.

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^c This student was given additional time to complete their test.
Historical data included.