



A.L. Conner Elementary School

222 4th Street • Orange Cove, CA 93646 • (559) 305-7200 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

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District Governing Board

Craig Cooper
Robin Tyler
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Noel Remick
Sarah Rola
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Connie Brooks

District Administration

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Superintendent
Roberto Gutierrez
**Assistant Superintendent, Human
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Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

School Description A.L. Conner Elementary School opened in 2004-05 and is located in Orange Cove. The school served 340 students in grades K-5 during the 2016-2017 school year and included a staff of 14 regular classroom teachers. A.L. Conner Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. School Mission Statement At A. L. Conner Elementary School we believe that every student is a unique individual. Our goal is to provide each student with focused standard based opportunities designed to meet their individual needs and to ensure experiences that promote growth in every area of development. Through mutual respect within the vital school community, our students will grow and learn in a positive atmosphere where faculty, parents, and students share an enthusiasm for the teaching and learning process.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	52
Grade 1	48
Grade 2	57
Grade 3	54
Grade 4	81
Grade 5	60
Total Enrollment	352

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.3
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0
White	0.3
Two or More Races	0.6
Socioeconomically Disadvantaged	95.2
English Learners	56.3
Students with Disabilities	8.2
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
A.L. Conner Elementary School	15-16	16-17	17-18
With Full Credential	13	17	13
Without Full Credential	2	0	2
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
A.L. Conner Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At A. L. Conner there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials, to use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade TK - 5 Open Source: EngageNY (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grade TK - 5: Open Source: EngageNY (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grades K-5 MacMillan/McGraw-Hill: California Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade K-5: Scott Foresman, it's Revolutionary, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

A. L. Conner Elementary School has 23 classrooms, a multipurpose room, a library/media center, and an administration building. The main campus was built in 1962. Additional relocatable classrooms were constructed in 1992, 1998, 2000, and 2002. A modular administration building was constructed in 1992. In addition, a replacement classroom was installed fall, 2008 for the demolished former band room.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Electrical outlet outside of kitchen area doesn't work properly: trips breaker when appliance is plugged in. Refrigeration leaks water from fan area inside garbage disposal broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Women staff restroom partition stall lock doesn't work. / Building 9-11 girls restroom partition stalls doors have chip paint / Building 12-14 Boys restroom peeling paint next to 1st stall. / Building 17-19 Large crack in concrete @ south end of BLD # 17-19 / BLD #23-23A Inside boys restroom inside building ceiling tile was hanging. outside boys restroom ceiling tile has a hole. fountain on North end water wont stop running left faucet & very low water pressure. both item have been fixed.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			(Building 1-5)Hole at the bottom of door room#2 / uneven concrete at door swing of room # 344. / Preschool apparatus - found spider and spider web. Webs removed
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	32	36	45	47	48	48
Math	17	32	27	32	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	68	98.6	16.2
Male	35	34	97.1	23.5
Female	34	34	100.0	8.8
Hispanic or Latino	67	67	100.0	16.4
Socioeconomically Disadvantaged	67	66	98.5	13.6
English Learners	19	19	100.0	10.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	29	16	45	44	60	56

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.3	15	13.3

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	204	99.51	35.78
Male	112	111	99.11	31.53
Female	93	93	100	40.86
Black or African American	--	--	--	--
Hispanic or Latino	201	201	100	35.82
White	--	--	--	--
Socioeconomically Disadvantaged	196	195	99.49	35.38
English Learners	160	159	99.38	36.48
Students with Disabilities	20	20	100	20
Students Receiving Migrant Education Services	14	14	100	14.29
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	204	100	32.35
Male	111	111	100	31.53
Female	93	93	100	33.33
Black or African American	--	--	--	--
Hispanic or Latino	200	200	100	33
White	--	--	--	--
Socioeconomically Disadvantaged	195	195	100	32.31
English Learners	160	160	100	31.88
Students with Disabilities	20	20	100	0
Students Receiving Migrant Education Services	14	14	100	21.43
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school success. A.L. Conner Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in parent-teacher conferences, volunteer in classrooms, attend Family Math Nights, chaperone field trips, attend parent visitation days, participate in kindergarten workshops, and take part in After School programs involving student participation and parent education programs. We also offer Latino Family Literacy Project and Parenting Partners, through the KCUSD Parent Academy, which enables parents to receive training to help them make their children more successful socially, emotionally, and academically.

Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Committee (ELAC), and School Site Council (SSC) at the site level. Parents also serve on district committees as representatives of the school site including the District Advisory Committee (DAC) and the District English Language Acquisition Committee (DELAC). Parents of Migrant students are also invited to attend the District Migrant Parent Advisory Committee meetings.

Home and school communication is enhanced through regular newsletters, parent-teacher conferences, the student/parent handbook, the school website, school electronic message board, student report cards, pre-recorded phone messages, and other regular communication activities. Translation is regularly provided for written and in person communication.

In addition, a bilingual community aide and Family Connections Technician serve as the home-to-school liaison, assists in communicating with parents, translating written materials, building rapport with families, visiting families, assisting teachers in the classroom, and accompanying teachers on home visits.

Parents who would like more information on how to become involved may contact Principal Robert Areyano at (559) 305-7200.

State Priority: School Climate

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

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

School Safety Plan

Safety of students and staff is a primary concern of A.L. Conner Elementary School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated and discussed with staff on 8/11/17. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	2.6	4.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	61.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	21	1	1	1	2	1	1			
1	20	24	24	2			1	2	2			
2	26	26	26				3	2	2			
3	30	28	28				2	2	2			
4	32	28	28				2	2	2			
5	26	32	26			1	2	2	2			
Other		13			1							

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

Professional Development provided for Teachers

Professional development at A.L. Conner Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

During the 2015-2016 school year all certificated staff received continued support in professional development on new state standards implementation in ELA and Math. All certificated staff participated in twelve grade level meetings for developing strong ELD objectives and building Strong ELD lessons that focus on Writing. Writing was an area of weakness found on the 2014-2015 CELDT as a site. All K-2 certificated staff also participated in Foundational Skills implementation trainings at the district level (3 trainings) as well as at the site level (weekly meetings). Third through fifth grade teachers received 3 sessions of professional development training on Academic Toolkit as well as additional site trainings to build capacity. Additional training and support was provided to teachers by the Site Academic Coach as well as our Intervention Teacher. SBA and CELDT scores showed a general weakness in Writing. Five staff members participated in five full days of training in "Write From The Beginning" over the summer of 2016.

During the 2016-2017 school year all certificated staff received continued support in professional development with regards to state standards in ELA and Math. All certificated staff participated in Write From the Beginning and Beyond PD that focused on Narrative Writing to help support the area of need at our site and our district. There was also additional ELD training that was done our Learning Director, Instructional Coach, and our District ELD Coach. Four staff members participated in Kagan training over the summer of 2017.

During the 2017-2018 school year all certificated staff received continued support in professional development with regards to state standards in ELA and Math. Two new staff members participated in Write From the Beginning and Beyond Setting the Stage PD that is an introduction to the writing program utilized at Conner. All certificated staff participated in Write From the Beginning and Beyond PD that focused on Expository/Informative Writing to help support the area of need at Conner and our district. Two of our teachers participated in English 3D PD to help support our English Language Learners in grades 4th-5th. Two teachers have participated reading intervention training with the program known as Achieve 3000 to help support our

students in grades 4th-5th with their reading comprehension. One teacher has participated in PD offered at Tulare County Office of Education to improve math fluency in grades 3rd-5th.

Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development and building professional learning communities in English Language Arts and Math.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Title I - academic support, academic interventions, professional development and parent involvement
 Migrant Services
 Special Education Services
 After School Programs

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,761.56	\$1,039.66	\$5,721.89	\$62,988.65
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			2.7	-8.7
Percent Difference: School Site/ State			-13.0	-15.4

* Cells with ♦ do not require data.