Conley Elementary School

623 Rose St. • Taft, CA, 93268 • (661) 765-4117 • Grades K-3
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Taft City School District
820 Sixth Street
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District Governing Board

Keith McElmurry, President

Greg Mudge, Vice President

Mike McCormick, Clerk

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Stacey Falgout, Member

District Administration

Julie Graves Ed.D.
Superintendent

Nancy Hickernell Bonner
Assistant Superintendent

Principal's Message

Conley School was built in 1913 and is located in South Taft, California. The neighborhood surrounding the school is in disrepair but our school building is an amazing historical building that houses hard working students and dedicated staff. Conley School is one of four primary schools in the Taft City School District. Conley serves approximately 300 students on average in the kindergarten through third grades. The staff at Conley School is committed to meeting the needs of our students by providing an effective instructional program that bolsters their academic, social, physical, and emotional growth. Our staff and volunteers are dedicated to making every students' day the best it can be. Tremendous changes have been implemented in the areas of curriculum planning, staff development, student assessment, and intervention. Conley School has the Teacher Induction Program as well as mentor support for our new teachers. We have a strong group of teacher leaders in each grade level who support the implementation and development of our curriculum and testing. Conley School is proud that we were the awarded the 2016 CA Honor Roll Award for students achievement on our state test scores. Conley School is currently under construction. Our Kindergarten remains on the main campus and our 1st - 3rd grades classes are housed at 819 6th Street in Taft. Plans are for our school to reunite in the winter on the main campus when the construction is complete.

Conley Elementary School's Vision and Mission Statements

Mission
Taft City K-3 Schools as a learning environment will empower our students to be successful, responsible, and well-educated citizens.

Vision
Taft City K-3 schools will set the standard for excellence in public education, now and in the future.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	68
Grade 2	80
Grade 3	73
Total Enrollment	297

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	0.7
Hispanic or Latino	59.6
Native Hawaiian or Pacific Islander	0.7
White	29.6
Socioeconomically Disadvantaged	94.3
English Learners	39.7
Students with Disabilities	9.1
Foster Youth	0.7
Homeless	3.7

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 for Conley Elementary	17-18	18-19	19-20
With Full Credential	12	12	12
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Taft City School District	17-18	18-19	19-20
With Full Credential	♦	♦	83
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at Conley Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students in the Taft City School District receive the District's core curriculum, which is based on the State curriculum documents (including frameworks), State academic standards, reading and math task force reports, specific program requirement handbooks, or government reports.

The following is a list of materials/textbooks that are considered core curriculum in the Taft City School District.

Textbooks and Instructional Materials
Year and month in which data were collected: 09/11/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Kindergarten-Third Grade Reading/Language Arts McGraw Hill School Education Reading Wonders 2016 Fourth and Fifth Grade Reading Language Arts National Geographic Learning/Cengage Learning Reach for Reading 2016 Sixth, Seventh, Eighth Grades Reading/Language Arts McGraw Hill School Education StudySync 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Kindergarten-Third Grade Mathematics Houghton Mifflin Go Math 2015 Fourth and Fifth Grade Mathematics Pearson 2015 Sixth Grade Houghton Mifflin GO Math 2015 Seventh Grade Houghton Mifflin GO Math 2015 Eighth Grade Houghton Mifflin GO Math 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Kindergarten-Third Grade Science McGraw Hill School Education Reading Wonders 2016 Fourth and Fifth Grade Science Harcourt Science 2000 Sixth Grade Science Science Voyages – Earth Science Glencoe2001 Science Voyages Life & Physical Sciences Glencoe2001 Seventh Grade Science Science Voyages – Earth & Physical Sciences Glencoe-McGraw2001 Science Voyages – Life Science Glencoe-McGraw2001 Eighth Grade Science Science Voyages – Physical Science Glencoe2001 Science Voyages – Earth & Life Sciences Glencoe2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Kindergarten-Third Grade Social Studies McGrawHill 2019 Fourth and Fifth Grade Social Studies McGrawHill 2019 Sixth Grade Social Studies McGrawHill 2019 Seventh Grade Social Studies McGrawHill 2019 Eighth Grade Social Studies McGrawHill 2019 **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 Taft City School District takes great effort to ensure that Conley School is clean, safe, and functional. To assist in this effort, Taft City School District uses a facility survey instrument developed by the State of California Office of Public Construction and approved by the State Allocation Board. The results of this survey are available in the District or school office.

Conley School is a safe place for students and staff. Before and after school supervision is available. All visitors must enter the front entrance and check-in using the RAPTO Visitor Management System . Staff is trained to alert the office of visitors not wearing a visitor's badge.

The school facility provides sufficient space for students and staff to have an adequate learning environment. The school playground and general areas are checked and cleaned on a daily basis to ensure a clean and safe environment. Conley School has a full-time and part-time custodian. Maintenance services attend to the grounds and the building on a daily basis and repairs are completed in a timely manner.

During the spring of 2012, a school bond passed for improvements to Taft City School District. During the 2013-14 school year, Conley School received modernizing to the existing adult and student bathrooms. An adult bathroom was added and the new bathrooms meet ADA standards. The District also completed a district wide Photo Voltaic project in which roof mounted solar panels and solar paneled shade structures were installed on Conley's campus. In 2016, many student desks were replaced with new ones and the stage was outfitted with new drapes. In summer of 2017, the Safe Routes to Schools made some improvements to one of the walking routes to and from school. Additionally, crosswalks were improved and safety signage was added. The student beds in the nurses' office have been reupholstered. Our school site is currently undergoing improvements to our handicap ramps entering and exiting the building, fire alarm system and lighting. We plan to return to our site when construction is complete in winter 2020.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Missing/ Broken Ceiling Tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Cracked window SW Double Doors
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	56	37	39	50	50
Math	52	52	26	28	38	39

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

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	74	70	94.59	55.71
Male	42	39	92.86	64.10
Female	32	31	96.88	45.16
Hispanic or Latino	52	49	94.23	57.14
White	21	20	95.24	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	69	94.52	55.07
English Learners	42	40	95.24	52.50
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	75	73	97.33	52.05
Male	43	42	97.67	52.38
Female	32	31	96.88	51.61
Hispanic or Latino	53	52	98.11	53.85
White	21	20	95.24	45.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.30	51.39
English Learners	42	42	100.00	52.38
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents of Conley Students have the opportunity to become involved in their children's school through the Parent Teacher Organization, School Site Council (SSC), and the English Language Advisory Committee (ELAC). The PTO offers parents a way to become involved in fundraising for student activities and special events. Meetings are held about every 6 weeks and all parents are sent notices of invite. . The SSC helps to construct our School Plan and is an advisory board made up of the principal, teachers, parents, and community members. This group meets almost monthly. We have Parent Conferences two times a year and Student Assistance Meetings regularly. Additionally, parents are invited to school events such as awards assemblies, kindergarten graduation, special days(Pioneer Day), and field trips.

The ELAC serves our Spanish speaking parents; the principal, teachers, and parents serve on this committee. This committee is also an advisory board and addresses special concerns for Spanish speaking students. Meetings are held almost monthly. At the District level we have DELAC and District Advisory Committee.

parents are encouraged to participate in their child's learning through communicating with their child's teacher. Many teachers use online resources to make communication easy. Additionally, parents are encouraged to volunteer in the classroom and with special events.

For more information on how to become involved with the school, please contact Lisa Kindred, Principal, at: (661) 765-4117 or lkindred@taftcity.org.

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

Conley School provides an environment that is safe and nurturing. School personnel supervise all school activities closely. We have staff on duty before school at 7:45 and after school as well as coverage at ASES till 6:00. We teach and consistently enforce safety procedures for the playground, classrooms, and all other areas. All visitors enter through the SECURE main entrance and all gates remain locked throughout the day. The main doors to the school are secure. Parents and visitors ring a doorbell and be buzzed in to the building. Additionally, a camera is positioned for the staff to see who is entering the building. The main office clears all campus visitors through the RAPTOR Visitor Management System, and staff members immediately report the arrival of any unidentified person on the school premises. All staff members, substitute personnel, and visitors wear identification badges. Additionally, the school staff is provided with a District Safety Handbook detailing procedures for action in the event of an unsafe event. We have monthly fire drills and bi-annual earthquake and lockdown drills. The most recent meeting on the school safety plan was held in August of 2019, preservice day, for staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.3	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	4.4	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		22		3		25		3	
1	24		3		26		3		23		3	
2	25		3		26		3		27		3	
3	23		3		24		3		24		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Every Wednesday of the month, Conley has a minimum day for planned staff development, grade level meetings, and collaboration focused on the California Common Core Standards.

Training focuses on Explicit Direct Instruction, reading and math strategies, data analysis, assessment, Common Core State standards, and strategies for English Language Learners.

In 2010-11 we dedicated three full days for professional development. Professional Development for 2012-2013 consisted of five days and was focused on Explicit Direct Instruction. Eight professional development days for the 2013-2014 school year are scheduled and are focused on transitioning to the Common Core State Standards. In 2014-15 one day during the school year was dedicated to Professional Development and focused on Common Core implementation. In 2016, we had a preservice day and one full NO Student Day in October for Staff Development on our new Language Arts Curriculum and its components. For the 2017-2018 school year, We had preservice days and all new teachers were trained in EDI. Additionally, we had one no student day and focused on Special Ed in the am and then teachers and administrators were trained in Illuminate, our new student data collection system. Ongoing Wednesday early release days have ongoing support by teacher leaders for curriculum implementation, benchmark assessments, and data analysis.

For the 2018-2019 school year, the TCSD has contracted with Clark Consulting to provide training in Language Development and acquisition for ALL students. Preservice training, early release Wednesdays and the No Student Staff Inservice Day will be used for this training.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,748	$49,378
Mid-Range Teacher Salary	$66,771	$77,190
Highest Teacher Salary	$89,284	$96,607
Average Principal Salary (ES)	$113,066	$122,074
Average Principal Salary (MS)	$108,745	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$160,040	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,280	$2,366	$7,914	$71,546
District	N/A	N/A	$7,831	$66,575.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	11.7
School Site/ State	-39.0	-5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Conley School provides Migrant after school services to students who qualify. Additionally, an ASES after school programs is offered daily. Bilingual Aide services are provided for ELL students. Kindergarten classes share a paraprofessional to assist students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.