

Oneonta Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Oneonta Elementary
Street	1311 Tenth Street
City, State, Zip	Imperial Beach, CA 91932
Phone Number	(619) 628-8600
Principal	David Trautman
E-mail Address	dtrautman@sbusd.org
Web Site	www.sbusd.org
CDS Code	37-68395-6040521

District Contact Information	
District Name	South Bay Union
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
E-mail Address	kmcnamara@sbusd.org
Web Site	www.sbusd.org

School Description and Mission Statement (School Year 2018-19)

MISSION STATEMENT

Oneonta is a school where kids feel happy, safe, and loved. We collaboratively teach our students academics and leadership with a smile...because education matters.

To support this mission, Oneonta Elementary School is committed to the principle that all students can learn. As such, all staff continuously seek to be highly skilled in instruction and utilize effective instructional practices for all students. Professional development and a rigorous learning environment serve to support maximum student achievement. The Oneonta community of learners, including teachers, students and parents, set high standards and maintain a culture that students can and will succeed.

SCHOOL OVERVIEW

Oneonta Elementary School (Grades TK through 6) is located in Imperial Beach, California. Currently, our student enrollment is approximately 512 students. We serve a diverse student body, with 72% of students identifying as Hispanic, 10% as white, 2% as African American, and 10% as Asian, Filipino, or Pacific Islander. About 36% of our students speak a language other than English; the most predominant language outside of school is Spanish. 73% of our students are eligible to receive free or reduced-price lunch.

Oneonta elementary school is in its third year of implementation of the Leader in Me program, which is a CASEL-endorsed program for developing students' leadership and social-emotional well-being. The program's emphasis on Stephen Covey's 7 Habits of Highly Effective People helps our students, staff, and families use consistent language to support students. It emphasizes leadership at every level. This includes everything from staff and student "lighthouse" teams to classroom and individual student goals and mission statements.

The School Site Plan is the result of a coordinated effort involving the Oneonta Elementary School staff and parents/guardians in collaboration with South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify priorities and goals to ensure that our students achieve high levels of achievement and our teachers our provided the instructional support to fully implement the CA State Standards in English Language Arts and Mathematics and English Language Development Standards.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	81
Grade 1	77
Grade 2	86
Grade 3	66
Grade 4	60
Grade 5	85
Grade 6	67
Total Enrollment	522

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	8.2
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	1.3
White	10.0
Socioeconomically Disadvantaged	73.0
English Learners	36.0
Students with Disabilities	9.8
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	22	23	325
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13 K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
Mathematics	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15 6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
Science	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0
History-Social Science	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08 Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Oneonta's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

SCHOOL FACILITIES GOOD REPAIR STATUS

Oneonta Elementary was built in 1959. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on December 11, 2018, the average ranking for Oneonta Elementary was 99.85%, giving the school a rating of "Exemplary." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Office: Needs new diffuser special size need to order.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	CR33: Stained ceiling tiles removed.
Electrical: Electrical	Good	K-2:Blocked electrical panel cleared. Blocked fire exit cleared. Storage too high on storage closet. Let teacher know.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boy's restroom by rm 5: Plug in freshener removed.
Safety: Fire Safety, Hazardous Materials	Good	CR6: Plug in freshener removed. Cleaning supplies left out removed and secured. CR18: Cleaning supplies left out secured and remove. CR28: Expired fire extinguisher replaced with updated fire extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR31: Cleaning supplies left out secured and remove.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/11/2018	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	42.0	35.0	36.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	24.0	29.0	29.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	267	97.45	41.95
Male	126	123	97.62	36.59
Female	148	144	97.30	46.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	23	21	91.30	66.67
Hispanic or Latino	197	193	97.97	38.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00	43.48
Two or More Races	18	17	94.44	47.06
Socioeconomically Disadvantaged	196	193	98.47	35.75
English Learners	131	125	95.42	38.40
Students with Disabilities	21	21	100.00	4.76
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	272	99.27	24.26
Male	126	124	98.41	27.42
Female	148	148	100	21.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	23	23	100	34.78
Hispanic or Latino	197	196	99.49	20.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	34.78
Two or More Races	18	17	94.44	35.29
Socioeconomically Disadvantaged	196	195	99.49	19.49
English Learners	131	130	99.24	18.46
Students with Disabilities	21	21	100	4.76
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2018-19)

At Oneonta Elementary School, we believe that parent and community engagement supports student achievement. Families are important partners in our school community. We engage these stakeholders in through opportunities for face-to-face involvement and connection, via our PTA, ELAC, School Site Council meetings, as well as through our bimonthly Coffee with the Principal. Additionally, we maintain a Community Volunteer Coordinator (CVC), who works to recruit and train parent and community volunteers and provides site and community resources to support at-risk families and schedules. Our CVC organizes parent workshops. Other opportunities for parent and community involvement include school events, such as our annual "Leadership Day" showcase and awards ceremonies, as well as through grade and classroom-level events, such as field trips. The principal sends a monthly newsletter to families to keep them informed about school-wide progress and events.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.6	0.2	0.8	0.9	0.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

School safety is a priority at Oneonta Elementary School. To support clear and efficient systems, the South Bay Union School District developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plans are just a few of the elements included within the plan. School staff reviewed the Safety Plan and procedures on August 22, 2018. Our staff revisited key procedures on November 28, 2018 which was then reviewed with students. Additionally, our school conducts various types of drills on a regular basis throughout the year and record the exercise on an Emergency Drills Record form.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	5		20	2	3		20	1	3	
1	25		3		21	1	3		24		3	
2	22	1	2		21	2	1		20	3	1	
3	23	1	3		21	1	2		22	1	2	
4	31		2		29		3		30		2	
5	30		2		24		3		31		2	
6	22	1	2		30		2		30		3	
Other					7	1			10	1		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,323.71	\$970.99	\$5,464.27	\$81,779.82
District	N/A	N/A	\$9,314.64	\$81,755
Percent Difference: School Site and District	N/A	N/A	-52.1	0.0
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-26.4	1.1

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 (Fiscal Year 2017-18)

Title I, Part A (School-wide/Educationally Disadvantaged Students)

Title III, Part A (English Language Learners)
 ASES (After School Education and Safety Programs)
 LCFF (Base)
 Lottery (6300 - Restricted)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,372	\$50,084
Mid-Range Teacher Salary	\$73,210	\$80,256
Highest Teacher Salary	\$95,490	\$100,154
Average Principal Salary (Elementary)	\$128,637	\$125,899
Average Principal Salary (Middle)	\$0	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$249,706	\$222,447
Percent of Budget for Teacher Salaries	35.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

At Oneonta, we offer on-site professional development through our weekly afterschool sessions on minimum days, which allow for additional time for staff to reflect and grow. Typically, two sessions per month are designated for staff development. One of these is structured as a whole-school professional learning community (PLC), where we engage with evidence of student learning to identify action steps for both teachers and students to grow in their practice. The second is through our staff meetings, which are typically dedicated to staff learning and inquiry around academics and leadership. The other two minimum days each month are used by teacher teams to meet in smaller PLCs.

The overarching focus to our professional development time is using evidence of learning to inform our instructional practice. This focus was chosen due to the significant opportunities to increase student achievement demonstrated in both our internal data and CAASPP performance across both English Language Arts and Math. Due to the fundamental importance of literacy in performance on both language and math assessments, our primary emphasis is on evidence of learning in literacy, with a secondary focus on math achievement data. Examples of this focus in whole-staff PLCs include using a "thin slice" protocol in grade level teams to identify and target supports for students in writing, or looking at Fountas and Pinnell reading data to plan for small group instruction. In staff meetings, examples of professional learning focused on data-informed teaching include analyzing classroom-level ELPAC data and learning about strategies to support students at each language-ability level and reviewing math benchmark data to target student instruction.

We also dedicate staff development time to implementation of the Leader in Me program, which is a CASEL-endorsed program to support student success, based on Stephen Covey's Seven Habits of Highly Effective People. To support our third year of program implementation, we started the year with a full day of Leader in Me professional learning on Empowering Instruction, which will be revisited during a day-long on-site coaching experience.

Staff development is provided by the principal, district Teachers on Special Assignment (TOSAs), Leader in Me "Lighthouse Team," and our English Learning Committee. In addition, teachers have the opportunity to attend district professional development during their break/vacation time throughout the school year. Teachers are supported through feedback and coaching from the principal as well as from TOSAs, when requested. Teachers also grow in their professional learning communities and through collaboration with each other.