

Oneonta Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	dtrautman@sbusd.org
Website	www.sbusd.org
County-District-School (CDS) Code	37-68395-6040521

Entity	Contact Information
District Name	South Bay Union
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

School Description and Mission Statement (School Year 2019-20)

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. In the 2019-2020 school year, our focus is "Growing readers and leaders who feel valued and capable of success." As such, all staff continuously seek to be highly skilled in instruction and utilize effective instructional practices for all students, while attending closely to developing our students' literacy and leadership skills. 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 K through 6) is located in Imperial Beach, California. Currently, our student enrollment is approximately 463 students. We serve a diverse student body, with 72% of students identifying as Hispanic, 10% as white, 2% as African American, and 11% as Asian, Filipino, or Pacific Islander. About 34% of our students speak a language other than English; the most predominant language outside of school is Spanish. Roughly 73% of our students are eligible to receive free or reduced-price lunch.

Oneonta Elementary School is in its fourth year of implementation of the Leader in Me program, which is a CASEL-endorsed program for developing students' leadership and social-emotional well-being. Currently, we are working on achieving "Lighthouse" Certification for producing outstanding results in school and student outcomes, and by implementing the Leader in Me process with fidelity and excellence. 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. Our site plan this year emphasizes quality first instruction complemented by a coherent set of supports for students in reading.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	71
Grade 2	75
Grade 3	81
Grade 4	64
Grade 5	58
Grade 6	82
Total Enrollment	513

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	9
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	1.6
White	9.6
Two or More Races	4.7
Socioeconomically Disadvantaged	73.5
English Learners	37.6
Students with Disabilities	12.9
Foster Youth	0.2
Homeless	4.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	21	22
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

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 September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 October 31, 2019, the average ranking for Oneonta Elementary was 96.90%, giving the school a rating of "Good." 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).

Please note that all needed repairs or deficiencies identified in the October FIT report have been completed and/or resolved.

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

Year and month of the most recent FIT report: 10/31/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Kitchen-AC vent dirty.
Interior: Interior Surfaces	Good	CR7-Carpet strip off. CR10-Carpet strip came off. CR13-Carpet strip off. CR19-Broken ceiling tile by promethean board. CR28-Ceiling tile has a hole. CR29-Ceiling tiles stains. CR30-Hole ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	K1-Spider nest everywhere. K2-Spider nest everywhere. CR5-Ants. Lower playground-Spider nest some places.
Electrical: Electrical	Good	K1-Bulb out work room. K1-Electrical panel blocked. CR14-light bulb out by whiteboard. CR16-Light bulb out by whiteboard. CR17-Light bulb out at center of the room. CR18-Light bulb out. CR19-Empty electrical box by door. longe-Bulb out, Kitchen-Electrical panel blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K2-Drinking fountain high pressure. G/RR by Rm 4-All loose toilet seats. G/RR by Rm 12-Missing safety cover seat disp. B/RR by Rm 13-Missing safety cover seat disp.
Safety: Fire Safety, Hazardous Materials	Good	K2-Fire extinguisher blocked. CR1-Hand sanitizer. CR3- Hazard materials. CR4-Hazard materials. CR5-Hazard materials. B/RR by Rm 5-Fire sensor cover with tape. CR7-Fire extinguisher blocked. CR7-Hazard materials.CR15-Hazard material. CR18-Hazard materials. CR32-Missing route exit.
Structural: Structural Damage, Roofs	Good	CR28-Two holes on ramp by door. Office-Wall corner damage next t to the lounge door. Lounge-Door slammed hard. Kitchen-Food stain in ceiling tile.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR28-Door needs adjustment. CR29-OUT-inside door got some rust stains. Kinder playground-Rubber surface has several holes. Lower playground-Steps got some metal expose. Lower playground-gap on yellow slide.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	33	36	36	50	50
Mathematics (grades 3-8 and 11)	24	21	29	30	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	277	270	97.47	2.53	33.33
Male	133	131	98.50	1.50	27.48
Female	144	139	96.53	3.47	38.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	27	27	100.00	0.00	51.85
Hispanic or Latino	192	185	96.35	3.65	26.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	48.28

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	215	209	97.21	2.79	30.14
English Learners	138	131	94.93	5.07	28.24
Students with Disabilities	27	27	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth					
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	275	99.64	0.36	21.09
Male	132	132	100.00	0.00	18.18
Female	144	143	99.31	0.69	23.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	27	27	100.00	0.00	40.74
Hispanic or Latino	192	191	99.48	0.52	14.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	28	28	100.00	0.00	35.71
Two or More Races	15	15	100.00	0.00	33.33
Socioeconomically Disadvantaged	215	214	99.53	0.47	19.63
English Learners	138	137	99.28	0.72	20.44
Students with Disabilities	26	26	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.0	18.6	30.5

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.

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)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.2	0.5	0.9	0.9	0.7	3.6	3.5	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 2019-20)

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 review the Safety Plan and procedures annually, most recently on November 6, 2019. Key procedures and information are also shared 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	3		20	1	3		21	1	3	
1	21	1	3		24		3		22		3	
2	21	2	1		20	3	1		20	1	3	
3	21	1	2		22	1	2		19	4		
4	29		3		30		2		31		2	
5	24		3		31		2		29		2	
6	30		2		30		3		27		3	
Other**	7	1			10	1			9	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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7525.50	1145.22	6380.28	88737.65

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9860.58	\$85,055.00
Percent Difference - School Site and District	N/A	N/A	-42.9	0.0
State	N/A	N/A	\$7,506.64	\$82,663.00
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 2018-19)

- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13.5	12.5	15

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. In the 2018-2019 and 2019-2020 school years, the overarching focus to our professional development time was 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 was on evidence of learning in literacy, with as secondary focus on math achievement data.

Typically, two minimum day sessions per month are designated for staff development.

One of these minimum days each month 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. In the 2018-2019 school year, all classroom teachers participated in eight (8) hour-long administratively-directed PLCs in which they examined student level data to determine instructional next steps. Data sources included on-demand writing, math benchmark testing, and Fountas + Pinnell reading data. The focus of this work was to use data to guide instruction in all academic areas. Examples of this focus 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 the 2019-2020 school year, in these PLCs teachers examined student level data to determine instructional next steps in mathematics instruction. This academic focus was chosen to address gaps in achievement at our school site in this academic area.

The second of these afterschool professional development opportunities is through our monthly staff meetings, which are typically dedicated to staff learning and inquiry around academics and leadership. 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. In the 2019-2020 school year, staff meeting professional development is largely focused on developing our instructional practice in literacy, specifically looking at how we might use conferring, small-group work, and productive student engagement to enhance student learning and achievement in reading. In both years, we also dedicated staff meeting 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.

The other two minimum days each month are used by teacher teams to meet in smaller PLCs, in which teachers engage with their colleagues to study student work and data to determine action steps and instructional plans.

In South Bay Union School District, all teachers participate in two days of professional development prior to the start of the school year. In the 2018-2019 school year, one of these day was dedicated towards "Empowering Instruction" through our school's partnership with Leader in Me. The second day focused on foundational academic and procedural systems for the school year. In the 2019-2020 school year, one day was dedicated towards grounding school staff in their "Why?" and examining school-level data to set goals for the year. The second day focused on powerful first instruction in reading, writing, math, and leadership.

Additionally, all classroom teachers received regular classroom visits and feedback from the principal. In the 2018-2019 school year, eight teachers participated in the IPLS evaluation system, which included 16 classroom observations and 4 meetings to discuss goals and progress with the principal. In the 2010-2020 school year, ten teachers are participating in the IPLS evaluation system, which includes a minimum of 16 classroom observations and 4 meetings to discuss goals and progress with the principal.

Additional professional development opportunities in the 2019-2020 school year include two on-site coaching days for the Leader in Me program to staff to support our school's goal of achieving Lighthouse Certification this school year. All classroom teachers will also engage in five half-day release time to analyze reading and writing data, receive professional development in literacy, and plan their upcoming units of study in reading and writing.

Noontime supervisors participated in bi-monthly meetings/professional development with the principal to improve systems of safety and positive behavioral support for students during the lunch hour.

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.