

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Ocala Middle

Address: 2800 Ocala Ave. San Jose, CA 95148-1114

Principal: Tracy Leathers, Principal

Phone: (408) 928-8350

Email: tracy.leathers@arUSD.org

Web Site:

CDS Code: 43693696089270



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary
 Phone Number: (408) 928-6800
 Superintendent: Hilaria Bauer
 E-mail Address: hilaria.bauer@arUSD.org
 Web Site: www.arUSD.org

School Contact Information Most Recent Year

School Name: Ocala Middle
 Street: 2800 Ocala Ave.
 City, State, Zip: San Jose, CA 95148-1114
 Phone Number: (408) 928-8350
 Principal: Tracy Leathers, Principal
 E-mail Address: tracy.leathers@arUSD.org
 Web Site:
 County-District-School
 (CDS) Code: 43693696089270

School Description and Mission Statement – Most Recent Year

We are very excited to have your child attend Ocala STEAM Academy. We are here to work with you and to ensure your child attains academic literacy and the skills necessary to be successful in high school and college. Our staff is committed to implement the Common Core Standards that all our students will be learning. We use a Project Based Learning model to deliver rigorous curriculum in an engaging manner. We are committed to making sure your child attends a safe school that provides him/her the necessary education to be successful in the 21st century. Our staff provides a rigorous educational experience that empowers students to be active participants in achieving greatness. We understand that in order to meet these high expectations, we must engage the entire Ocala community in this process. We know that we are stronger together than we are apart and therefore invite our parents and community members to be active contributors in preparing our students to become successful and productive members of society. Working together, we can make the difference!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	176
Grade 7	168
Grade 8	193
Total Enrollment	537

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.4%
American Indian or Alaska Native	0.4%
Asian	10.2%
Filipino	10.6%
Hispanic or Latino	74.1%
Native Hawaiian/Pacific Islander	0.4%
White	1.9%
Two or More Races	0%
Socioeconomically Disadvantaged	89.2%
English Learners	28.3%
Students with Disabilities	13.6%
Foster Youth	0.4%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	28	25	25	568
Without Full Credential	1	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.3%	3.7%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements – Most Recent Year

The District makes every effort to ensure 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 school office and at the district office.

Ocala School was built in 1973. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by District maintenance and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	29%	33%	44%
Mathematics (grades 3-8 and 11)	19%	23%	33%

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	179	178	99.4%	42%	36%	19%	3%
Male	179	99	55.3%	48%	33%	14%	3%
Female	179	79	44.1%	34%	39%	24%	3%
Black or African American	179	6	3.4%	--	--	--	--
American Indian or Alaska Native	179	1	0.6%	--	--	--	--
Asian	179	21	11.7%	10%	38%	43%	5%
Filipino	179	17	9.5%	35%	29%	35%	0%
Hispanic or Latino	179	127	70.9%	48%	37%	12%	3%
Native Hawaiian or Pacific Islander	179	2	1.1%	--	--	--	--
White	179	4	2.2%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	179	159	88.8%	43%	36%	17%	3%
English Learners	179	48	26.8%	71%	27%	2%	0%
Students with Disabilities	179	27	15.1%	89%	7%	4%	0%
Students Receiving Migrant Education Services	179	1	0.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	190	184	96.8%	38%	30%	28%	4%
Male	190	103	54.2%	44%	28%	26%	2%
Female	190	81	42.6%	30%	32%	30%	7%
Black or African American	190	2	1.1%	--	--	--	--
American Indian or Alaska Native	190	2	1.1%	--	--	--	--
Asian	190	15	7.9%	13%	33%	47%	7%
Filipino	190	20	10.5%	20%	30%	35%	15%
Hispanic or Latino	190	142	74.7%	42%	30%	25%	2%
Native Hawaiian or Pacific Islander							
White	190	3	1.6%	--	--	--	--
Two or More Races	190	0	0%	--	--	--	--
Socioeconomically Disadvantaged	190	164	86.3%	41%	32%	23%	3%
English Learners	190	60	31.6%	65%	32%	3%	0%
Students with Disabilities	190	26	13.7%	73%	19%	8%	0%
Students Receiving Migrant Education Services	190	1	0.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	198	195	98.5%	32%	33%	29%	5%
Male	198	100	50.5%	36%	36%	23%	4%
Female	198	95	48%	27%	31%	36%	6%
Black or African American	198	6	3%	--	--	--	--
American Indian or Alaska Native							
Asian	198	22	11.1%	18%	18%	50%	14%
Filipino	198	19	9.6%	11%	32%	42%	16%
Hispanic or Latino	198	143	72.2%	36%	37%	24%	3%
Native Hawaiian or Pacific Islander							
White	198	5	2.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	198	177	89.4%	33%	35%	29%	2%
English Learners	198	51	25.8%	73%	22%	4%	0%
Students with Disabilities	198	24	12.1%	71%	21%	8%	0%
Students Receiving Migrant Education Services	198	3	1.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	179	177	98.9%	48%	36%	11%	5%
Male	179	99	55.3%	49%	36%	7%	6%
Female	179	78	43.6%	46%	36%	15%	3%
Black or African American	179	6	3.4%	--	--	--	--
American Indian or Alaska Native	179	1	0.6%	--	--	--	--
Asian	179	21	11.7%	24%	29%	24%	19%
Filipino	179	17	9.5%	35%	47%	18%	0%
Hispanic or Latino	179	126	70.4%	52%	38%	8%	2%
Native Hawaiian or Pacific Islander	179	2	1.1%	--	--	--	--
White	179	4	2.2%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	179	159	88.8%	51%	35%	9%	5%
English Learners	179	48	26.8%	69%	29%	2%	0%
Students with Disabilities	179	27	15.1%	85%	15%	0%	0%
Students Receiving Migrant Education Services	179	1	0.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	190	185	97.4%	38%	36%	21%	5%
Male	190	104	54.7%	45%	31%	20%	4%
Female	190	81	42.6%	30%	42%	21%	6%
Black or African American	190	2	1.1%	--	--	--	--
American Indian or Alaska Native	190	2	1.1%	--	--	--	--
Asian	190	15	7.9%	13%	27%	47%	13%
Filipino	190	20	10.5%	25%	40%	25%	10%
Hispanic or Latino	190	143	75.3%	41%	37%	18%	3%
Native Hawaiian or Pacific Islander							
White	190	3	1.6%	--	--	--	--
Two or More Races	190	0	0%	--	--	--	--
Socioeconomically Disadvantaged	190	165	86.8%	41%	36%	20%	2%
English Learners	190	60	31.6%	67%	30%	3%	0%
Students with Disabilities	190	26	13.7%	77%	19%	4%	0%
Students Receiving Migrant Education Services	190	1	0.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	198	195	98.5%	56%	27%	14%	2%
Male	198	100	50.5%	59%	26%	12%	2%
Female	198	95	48%	54%	28%	17%	1%
Black or African American	198	6	3%	--	--	--	--
American Indian or Alaska Native							
Asian	198	22	11.1%	36%	23%	27%	14%
Filipino	198	19	9.6%	37%	47%	16%	0%
Hispanic or Latino	198	143	72.2%	59%	27%	13%	0%
Native Hawaiian or Pacific Islander							
White	198	5	2.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	198	177	89.4%	60%	24%	15%	1%
English Learners	198	51	25.8%	84%	10%	4%	0%
Students with Disabilities	198	24	12.1%	92%	8%	0%	0%
Students Receiving Migrant Education Services	198	3	1.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	52%	51%	42%	50%	52%	47%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	42%	White	--
Male	46%	Two or More Races	
Female	39%	Socioeconomically Disadvantaged	39%
Black or African American	--	English Learners	17%
American Indian or Alaska Native		Students with Disabilities	--
Asian	66%	Students Receiving Migrant Education Services	--
Filipino	61%	Foster Youth	--
Hispanic or Latino	37%		

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7	19.1%	24.7%	29.2%
9			

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.

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 - Most Recent Year

Ocala values and includes all stakeholders in every facet of the educational process. To encourage parent participation, Ocala maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district’s website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal’s Newsletter, which is written in English and Spanish. Because parent and community participation is essential to student achievement, we provide a number of parent and community involvement opportunities. Ocala STEAM Academy also has a parent phone link system that provides daily information to parents regarding their child’s attendance and information regarding important school and district activities.

Ocala has also established a Campus Collaborative to engage all stakeholders in making this the best school possible. This Collaborative is composed of parents, staff, and local community members.

Other parent involvement opportunities include membership in School Site Council (SSC), English Language Advisory Committee (ELAC), District Advisory Committee (DAC), Superintendent’s Parent Advisory Committee (SPARC), and District English Language Advisory Committee (DELAC).

For more information, please contact the school principal, Tracy Leathers, at 408-928-8350.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.46	5.7	5.63	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

Ocala STEAM Academy has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of an emergency. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Ocala Safety Committee before it is presented annually to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last revised and updated in November 2015. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The Ocala School Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and an intervention policy.

Ocala’s School Safety Plan has a comprehensive approach to the four components that interact and affect the safety of the whole campus. The four components are the personal characteristics of students and staff, the school’s physical environment, the school’s social environment, and the school culture.

Ocala’s School Safety Plan includes goals to assure safety through two targeted areas: uniform dress code and appropriate response to (and security during) a natural disaster or lockdown situation.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	13	24	2	21	16	22		23	12	16	4
Mathematics	25	5	4	7	20	8	8	4	22	6	6	4
Science	27	3	6	6	25	4	7	5	26	4	6	4
Social Science	26	3	7	3	25	4	8	4	26	4	4	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,701	\$2,390	\$6,311	\$75,540
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	-2.40%	7.78%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	18.01%	3.49%

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

Types of Services Funded (Fiscal Year 2014-15)

Ocala STEAM Academy provides the following regular program services/activities to enable under-performing students to meet standards:

- Staff Development in Project Based Learning
- Ongoing staff development for STEAM related curriculum and strategies
- Staff development in differentiated instructional strategies in the areas of reading and math
- Staff development in English Language Development strategies in the content area curricula
- Common Core Professional Development
- Response to Intervention (Rtl) program for all Ocala students

Services provided by State or federal funds to enable under-performing students to meet standards include the following:

- After school homework support by credentialed teachers for students eligible for migrant services based on their parents' occupations
- Extended Learning Time with City Year Core Members through for all Ocala students who want help from a credentialed teacher with homework, class assignments or specific subject tutoring
- Elective programs such as AVID, MESA, Techbridge, Intermediate and Advanced Band
- Three-day Summer Academy transition program for incoming 6th grade students in early August

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The staff development plan is coordinated by the District Curriculum and Instruction Department in accordance with district and site priorities.

Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training or state and county-wide conferences, teachers were encouraged to attend Professional Development that promote best practice strategies in both literacy and mathematics. Collaborative time (1 hour/week) is established for teachers to examine student work samples to ensure that students are mastering grade level standards.