Ocala Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Ocala Middle School
Street	2800 Ocala Avenue
City, State, Zip	San Jose CA, 95148
Phone Number	(408) 928-8353
Principal	Tracy Leathers
E-mail Address	tracy.leathers@arusd.org
Web Site	http://www.arusd.org/Domain/554
CDS Code	43-69369-6089270

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Description and Mission Statement (School Year 2016-17)

Our Mission:
Ocala STEAM Academy will create a school in which ALL students are prepared to flourish in the 21st Century!

Our Vision:
Ocala STEAM Academy seeks to create lifelong learners who are prepared to build their legacy of success in the 21st century. We are committed to empowering each student to reach their full potential with the implementation of STEAM content through Project Based Learning and the integration of technology.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	135
Grade 7	172
Grade 8	170
Total Enrollment	477

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	10.1
Filipino	9.9
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.6
White	2.5
Two or More Races	0
Socioeconomically Disadvantaged	87.6
English Learners	31.4
Students with Disabilities	16.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	25	21	496
Without Full Credential	0	0	3	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	79.8	20.2
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	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 (School Year 2016-17)

Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016- Elementary/Engage NY 2016- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	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)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
	Exemplary	Good	Fair	Poor
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	36	34	39	44	48
Mathematics	19	25	25	30	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	141	139	98.6	31.2
	7	174	172	98.8	37.8
	8	174	168	96.5	37.7
Male	6	87	87	100.0	34.9
	7	98	96	98.0	32.3
	8	91	89	97.8	28.1
Female	6	54	52	96.3	25.0
	7	76	76	100.0	44.7
	8	83	79	95.2	48.7
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Asian	6	15	15	100.0	80.0
	7	19	19	100.0	63.2
	8	14	13	92.9	61.5
Filipino	6	11	11	100.0	45.5
	7	17	16	94.1	43.8
	8	17	17	100.0	58.8
Hispanic or Latino	6	106	104	98.1	23.3
	7	128	128	100.0	33.6
	8	135	130	96.3	33.3
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	120	118	98.3	28.0
	7	154	154	100.0	35.7
	8	158	152	96.2	34.4
English Learners	6	48	47	97.9	4.3
	7	52	51	98.1	7.8
	8	57	54	94.7	9.4
Students with Disabilities	6	24	24	100.0	
	7	31	31	100.0	6.5
	8	29	27	93.1	7.4
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	141	140	99.3	20.1
	7	174	173	99.4	32.4
	8	174	170	97.7	22.4
Male	6	87	87	100.0	23.3
	7	98	97	99.0	36.1
	8	91	89	97.8	19.1
Female	6	54	53	98.2	15.1
	7	76	76	100.0	27.6
	8	83	81	97.6	25.9
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	15	15	100.0	66.7
	7	19	19	100.0	68.4
	8	14	14	100.0	71.4
Filipino	6	11	11	100.0	36.4
	7	17	17	100.0	41.2
	8	17	17	100.0	29.4
Hispanic or Latino	6	106	105	99.1	12.5
	7	128	128	100.0	25.8
	8	135	131	97.0	16.8
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	120	119	99.2	18.5
	7	154	154	100.0	29.2
	8	158	154	97.5	18.2
English Learners	6	48	48	100.0	4.2
	7	52	52	100.0	5.8
	8	57	55	96.5	3.6
Students with Disabilities	6	24	24	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	31	31	100.0	6.5
	8	29	27	93.1	3.7
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51	42	42	52	47	49	60	56	54

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	174	169	97.1	42.0
Male	91	90	98.9	42.2
Female	83	79	95.2	41.8
Asian	14	13	92.9	53.9
Filipino	17	17	100.0	70.6
Hispanic or Latino	135	131	97.0	35.9
Socioeconomically Disadvantaged	158	153	96.8	37.3
English Learners	57	54	94.7	22.2
Students with Disabilities	29	28	96.6	25.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.1	25.3	26.5

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.7	5.6	6.3	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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, and was approved through the 2016-2017 school year.

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.

Federal Intervention Program (School Year 2016-17)

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 N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	16	22		23	12	16	4				
Mathematics	20	8	8	4	22	6	6	4				
Science	25	4	7	5	26	4	6	4				
Social Science	25	4	8	4	26	4	4	6				

Note: 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 2015-16)

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	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,701	2,390	6,311	75,540
District	N/A	N/A	6,466	$74,018
Percent Difference: School Site and District	N/A	N/A	-2.4	2.1
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	11.2	0.5

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

Types of Services Funded (Fiscal Year 2015-16)

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 (RtI) 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,684	$44,573
Mid-Range Teacher Salary	$75,792	$72,868
Highest Teacher Salary	$88,464	$92,972
Average Principal Salary (Elementary)	$106,896	$116,229
Average Principal Salary (Middle)	$112,241	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$185,000	$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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.