

# Ocala Middle School

## 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
<b>School Name</b>	Ocala Middle School
<b>Street</b>	2800 Ocala Avenue
<b>City, State, Zip</b>	San Jose CA, 95148
<b>Phone Number</b>	(408) 928-8353
<b>Principal</b>	Tracy Leathers
<b>Email Address</b>	tracy.leathers@arUSD.org
<b>Website</b>	<a href="http://www.arUSD.org/Domain/554">http://www.arUSD.org/Domain/554</a>
<b>County-District-School (CDS) Code</b>	43-69369-6089270

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
Website	www.arUSD.org

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

**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 2018-19)

Grade Level	Number of Students
Grade 6	149
Grade 7	144
Grade 8	156
Total Enrollment	449

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.7
Asian	11.8
Filipino	3.1
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	1.3
White	2.4
Two or More Races	0.4
Socioeconomically Disadvantaged	85.7
English Learners	24.3
Students with Disabilities	18.3
Foster Youth	1.1
Homeless	0.2

## 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	21	22	19	433
Without Full Credential	3	2	4	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1		0
Total Teacher Misassignments*	1		0
Vacant Teacher Positions	1		1

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: August 2019

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019-Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Family Life - Planned Parenthood	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)

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:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm: F-wing Men's Restroom-Exhaust Fan Rattling. Rm: F4-Boys Locker-Exhaust in Restroom not working. Rm: Cafeteria-Boys Restroom missing Exhaust Grill. Rm: E-wing Storage by E1-Missing Vent Cover on Ceiling. Rm: E5-Needs Vacuuming. Rm: Women's Office Restroom-Dust on Vent.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Fair	<p>Rm: F9-Peeled wallpaper by Door and Board.  Rm: Girls Locker-Paint chipped close to Restroom. Rm: F-wing Men's Restroom-Missing Baseboard by Urinal. Rm: Cafeteria-Hole on Wall by next to Boys Restroom. Rm: E-wing Electrical room by Storage-Paint chipping above Sink. Rm: E7-Missing Ceiling Tile. Rm: Storage by E8-Holes in Ceiling. Rm: E5-Missing Ceiling Tile. Rm: E5-Paint stain on Sink. Rm: SELPA Office-Office front of Girls Restroom has Hole Missing Baseboard. Rm: SELPA Office-Girls Restroom Missing Tile. Rm: SELPA Office-Ceiling tile stain. Rm: Electrical Room by D8-Holes on Ceiling. Rm: D1-One (1) Missing Ceiling Tile and One (1) Short Ceiling tile. Rm: Electrical Room by B5-Hole in Ceilings 2. Rm: C1-Small Hole above Vent in Staff Area.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	<p>Rm: F-wing Women's Restroom-Spiders in Upper corner. Rm: F5-Cluttered.  Rm: Cafeteria-Mouse by Stage. Rm: Verizon Lab Electrical room-Dusty.  Rm: Verizon Lab Electrical Room-Spiders.  Rm: Book Room-Cluttered.  Rm: E-wing Storage by E1-Cluttered. Rm: E-wing Electrical Room by Storage-Cluttered.  Rm: E7-Roach in Room. Rm: E8-Items on Floor. Rm: E8-Roach. Rm: Storage by E8-Dusty.  Rm: E2-Needs Vacuuming. Rm: E-wing Girls Restroom-Graffiti on Wall.  Rm: SELPA S2-Needs Vacuuming. Rm: Electrical room by E8-Dusty.  Rm: D3-Dust Pile and Cart of Card Board.  Rm: Electrical Room by B5-Dusty.  Rm: Nurse Office-Spider under sink.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	Rm: Girls Locker-Cover in Restroom lights missing. Rm: F4 Boys Locker-Missing cover by entrance through Basketball side. Rm: Cafeteria-Light Cover. Rm: E-wing Storage by E1-Missing Light cover. Rm: E-wing Electrical Room by Storage-No Light Cover. Rm: E6-Missing Light Cover. Rm: E8-Missing Light Cover. Rm: E5-two (2) Missing Light Cover. Rm: E4-Two (2) Burnt bulbs. Rm: SEPLA Office-Office by entry Burnt Lights. Rm: SELPA S1-Four (4) Burnt Bulbs. Rm: D8-One (1) Missing cover. Rm: D6-Burnt Ballast. Rm: D1-Missing Light Cover. Rm: D3-Three (3) Missing Light Cover. Rm: D4-One (1) Missing Light Cover. Rm: B4-Burnt Ballast. Rm: C3-One (1) Burnt Ballast.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Rm: F-wing Boys Restroom-One (1) sink has little to no flow. Rm: F2-One (1) sink stained. Rm: F4 Boys Locker-Urinal not Working. Rm: Cafeteria-Girls Toilet Broken. Rm: E4-Leaks from handle when sink is on. Rm: E-wing Girls Restroom-Broken Toilet. Rm: E-wing Girls Restroom-Two (2) Sinks not working. Rm: SELPA Office-Sink in entry Missing Handle. Rm: SELPA S1-No Water in Sink. Rm: D8-Loose Faucet. Rm: D4-Stain with Paint on Sink.
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	Rm: F2-Comet powder cleaner under sink. Rm: Verizon Lab-Chlorox Wipes. Rm: Book Room-Chlorox under Sink. Rm: E5-Chlorox wipes on counter. Rm: E4-Lysol wipes under sink. Rm: E1-Wipes on Counter. Rm: B4-Cleaner under sink.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm: F7-Door return Arm Broken. Rm: F4 Boys Locker-Return Arm Broken. Rm: E8-Peep Hole on Door Missing Cover. Rm: D3-Door must be pushed in to unlock. Rm: Electrical Room by B5-Bottom of Door rusted out.
<b>Overall Rating</b>	Poor	

## 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)	41	38	41	40	50	50
Mathematics (grades 3-8 and 11)	27	26	33	33	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	457	443	96.94	3.06	38.15
Male	256	245	95.70	4.30	31.02
Female	201	198	98.51	1.49	46.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	54	53	98.15	1.85	71.70
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	361	349	96.68	3.32	31.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	390	377	96.67	3.33	36.34
English Learners	234	224	95.73	4.27	20.98
Students with Disabilities	87	86	98.85	1.15	8.14
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	457	451	98.69	1.31	26.16
Male	256	252	98.44	1.56	24.60
Female	201	199	99.00	1.00	28.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	54	54	100.00	0.00	59.26
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	361	356	98.61	1.39	20.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	16.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	390	385	98.72	1.28	23.90
English Learners	234	232	99.15	0.85	15.09
Students with Disabilities	87	86	98.85	1.15	3.49
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
7	20.3	21.6	16.2

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)

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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 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
<b>Suspensions</b>	2.9	2.3	1.2	2.8	3.8	2.2	3.6	3.5	3.5
<b>Expulsions</b>	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)

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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 to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last revised and updated in November 2017, and was approved through the 2017-2018 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	7	5	3	19	8	10	1	17	11	7	1
Mathematics	23	6	6	2	20	6	8	2	18	9	7	1
Science	27	3	2	7	25	3	8	2	23	3	9	1
Social Science	27	3	4	5	25	3	8	2	23	3	9	1

\*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.

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

Title	Ratio
Academic Counselors*	449.0

\*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	14,445.52	3,781.41	10,664.12	88,335.83
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	161.1	1.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	34.8	6.6

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)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	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			

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.