

# Ocala Middle School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

## Ocala Middle

### Contact Information (School Year 2014-15)

2800 Ocala Ave.

San Jose, CA 95148-1114

(408) 928-8350

Principal:

Tracy Leathers, Principal

Contact E-mail Address:

[tracy.leathers@arUSD.org](mailto:tracy.leathers@arUSD.org)

County-District-School (CDS) Code: 43693696089270

## Alum Rock Union Elementary

### Contact Information (School Year 2014-15)

(408) 928-6800

[www.arUSD.org](http://www.arUSD.org)

Superintendent:

Hilaria Bauer

Contact E-mail Address:

[hilaria.bauer@arUSD.org](mailto:hilaria.bauer@arUSD.org)



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## 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	<a href="mailto:hilaria.bauer@arUSD.org">hilaria.bauer@arUSD.org</a>
Web Site	<a href="http://www.arUSD.org">www.arUSD.org</a>

### 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	<a href="mailto:tracy.leathers@arUSD.org">tracy.leathers@arUSD.org</a>
Web Site	<a href="http://www.arUSD.org">http://www.arUSD.org</a>
County-District-School (CDS) Code	43693696089270

### School Description and Mission Statement- Most Recent Year

We are very excited to have your child attend Ocala Middle School. 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. This year, our staff is committed to implement the new Common Core Standards that all our students will be learning. 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 2013-14)

Grade Level	Number of Students
Grade 6	175
Grade 7	200
Grade 8	204
Total Enrollment	579

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0
Asian	10.9
Filipino	9.8
Hispanic or Latino	74.4
Native Hawaiian/Pacific Islander	0
White	2.2
Two or More Races	0.00
Socioeconomically Disadvantaged	87.6
English Learners	31.1
Students with Disabilities	16.1

## 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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	30	28	25	518
Without Full Credential		1	0	31
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			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 2013-14)

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	91.74	8.26
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>		—	—	No apparent problems.
<b>Interior: Interior Surfaces</b>		—	—	No apparent problems.
<b>Cleanliness: Overall Cleanliness, Pest/Vermine Infestation</b>		—	—	No apparent problems.
<b>Electrical: Electrical</b>		—	—	No apparent problems.
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>		—	—	No apparent problems.
<b>Safety: Fire Safety, Hazardous Materials</b>		—	—	No apparent problems.
<b>Structural: Structural Damage, Roofs</b>		—	—	No apparent problems.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>		—	—	No apparent problems.

## Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>	—		—	—

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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## Ocala Middle 2013-14

### School Accountability Report Card

Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	54%	53%	51%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	56%
<b>All Students at the School</b>	51%
<b>Male</b>	56%
<b>Female</b>	44%
<b>Black or African American</b>	N/A
<b>American Indian or Alaska Native</b>	N/A
<b>Asian</b>	83%
<b>Filipino</b>	71%
<b>Hispanic or Latino</b>	40%
<b>Native Hawaiian or Pacific Islander</b>	N/A
<b>White</b>	N/A
<b>Two or More Races</b>	N/A
<b>Socioeconomically Disadvantaged</b>	48%
<b>English Learners</b>	18%
<b>Students with Disabilities</b>	N/A
<b>Students Receiving Migrant Education Services</b>	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	51%	43%	48%	52%	50%	54%	56%	55%
Mathematics	37%	37%	34%	57%	58%	58%	49%	50%	50%
History-Social Science	37%	39%	39%	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

## Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	2
Similar Schools	7	7	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

## Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	6	13	-27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	12	-30
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	6	13	-33
English Learners	-16	21	-33
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcome

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

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

#### California Physical Fitness Test Results (School Year 2013-14)

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	N/A	N/A	N/A
7	20.3%	23.4%	28.6%
9	N/A	N/A	N/A

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 - 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 Middle School has an electronic LCD marquee to provide ongoing information for parents regarding school activities and parent meetings. Ocala Middle School 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.

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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
<b>Suspensions</b>	0.1	6.5	5.7	3.9	3.4	2.3	4.4	5.1	5.7
<b>Expulsions</b>	0	0	0	0	0	0	0.1	0.1	0.1

#### School Safety Plan - Most Recent Year

Ocala Middle School 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 2012, and approved by the Alum Rock School Board in February 2013. The plan is currently being updated and will be finalized by December 2014.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

### Federal Intervention Program (School Year 2014-15)

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	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	7	24	2	22	13	24	2	21	16	22	
Mathematics	21.7	8	10	1	25	5	4	7	20	8	8	4
Science	27.3	3	9	3	27	3	6	6	25	4	7	5
Social Science	28	1	11	2	26	3	7	3	25	4	8	4

\* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,470	\$2,572	\$3,898	\$67,548
District	N/A	N/A	N/A	\$68,814
Percent Difference - School Site and District	N/A	N/A	N/A	-1.84
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	-16.89	-4.58

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

### Types of Services Funded (Fiscal Year 2013-14)

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

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

After School Homework Center held daily in conjunction with the City of San Jose after school program- both are open Monday through Friday 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 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,567	\$41,507
Mid-Range Teacher Salary	\$72,497	\$67,890
Highest Teacher Salary	\$84,619	\$86,174
Average Principal Salary (Elementary)	\$107,361	\$109,131
Average Principal Salary (Middle)	\$112,730	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$204,900	\$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

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. Three staff development days throughout the school year were used to in-service new and returning teachers on approved district curriculum. Additional staff development was conducted throughout the year before or after school and on Saturdays.

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 inservices 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.