

# Jim Maples Academy

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Jim Maples Academy
<b>Street</b>	252 North Westwood Street
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 781-1658
<b>Principal</b>	Mitzie Styles
<b>E-mail Address</b>	mstyles@burtonschools.org
<b>Web Site</b>	<a href="http://www.jimmaples.org/">http://www.jimmaples.org/</a>
<b>CDS Code</b>	54-71837-6120232

<b>District Contact Information</b>	
<b>District Name</b>	Burton Elementary School District
<b>Phone Number</b>	(559) 781-8020
<b>Superintendent</b>	Sergio Mendoza
<b>E-mail Address</b>	sergio.mendoza@burtonschools.org
<b>Web Site</b>	www.burtonschools.org

### School Description and Mission Statement (School Year 2018-19)

Vision Jim Maples Academy will prepare our students to be community minded citizens who are academically and technologically prepared for their secondary education. Mission Jim Maples Academy engages learners in experiences that foster critical thinking, communication, collaboration, and creativity through: 1. A safe and welcoming learning environment. 2. Character development through Capturing Kids Heart and Character Counts. 3. Implementation of the Common Core State Standards through STEAM curriculum. 4. Cross curricular reading, writing, and discussion. 5. Timely formative assessment and meaningful feedback to teachers and students.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	75
Grade 1	66
Grade 2	64
Grade 3	69
Grade 4	51
Grade 5	70
Grade 6	57
<b>Total Enrollment</b>	<b>452</b>

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.4
American Indian or Alaska Native	0.9
Asian	2.7
Filipino	3.5
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0.0
White	16.2
Socioeconomically Disadvantaged	84.1
English Learners	30.8
Students with Disabilities	5.1
Foster Youth	1.8

## 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			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	12	13	14	181
<b>Without Full Credential</b>	7	8	8	47
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** August 2018

Our school district has been using Ready Gen for our ELA adoption K-5 and My Perspectives Grade 6. Our site curriculum is aligned to a pacing guide that follows teaching windows. Our current math adoption is Eureka Math. Our Science adoption is Scott Foresman and Social Studies adoption is through Macmillan/McGraw Hill.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current Adoption (2017) - Good Quality	Yes	0%
<b>Mathematics</b>	Current Adoption (2014) - Good Quality	Yes	0%
<b>Science</b>	Current Adoption (2007) - Good Quality	Yes	0%
<b>History-Social Science</b>	Current Adoption (2006) - Good Quality	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

### Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance, Operations, and Transportation, along with the site administrator, annually inspects our school site. Safety hazards, maintenance needs, repairs, etc. are noted and scheduled for repair. District maintenance staff ensures that the repairs necessary to keep our school in good repair and working order are completed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems.

### 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roofs are in need of replacement
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds are in poor condition due to City watering standards that does not allow enough water to maintain healthy turf

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Fair

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	23.0	34.0	32.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	25.0	23.0	27.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	248	99.60	34.27
Male	112	112	100.00	25.89
Female	137	136	99.27	41.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	174	99.43	32.76
White	42	42	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	220	99.55	31.36
English Learners	96	95	98.96	33.68
Students with Disabilities	20	19	95.00	0.00
Students Receiving Migrant Education Services	13	13	100.00	30.77
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	248	99.6	25.4
Male	112	112	100	21.43
Female	137	136	99.27	28.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	174	99.43	24.71
White	42	42	100	23.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	220	99.55	20.45
English Learners	96	95	98.96	24.21
Students with Disabilities	20	19	95	10.53
Students Receiving Migrant Education Services	13	13	100	23.08
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.5	26.5	23.5

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 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 2018-19)

Jim Maples Academy parents are encouraged to participate in their child's educational experience throughout the school year. We have an active Parent Teacher Association (PTA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Participation in school and classroom events along with attendance at School Site Council and English Learner Advisory Council meetings is encouraged. School Site Council and ELAC meetings provide an avenue for site specific dialogue with the principal as well as involvement in program planning, development and evaluation. Through the many avenues of home-school communication, we strive to foster a partnership for learning. Parents are provided ongoing suggestions for supporting their child's learning efforts through classroom and school newsletters. PTA Family Fun Night, Back to School Night, book fairs, Parent Conferences, Family Math Night, and Open House are just a few of the opportunities for families to be involved at our school. In addition, we hold a Students Showcase every trimester to exhibit student learning. The Student Showcase replaces an awards assembly so ALL students are celebrated and showcased. Parent and student feedback provided to the administration and staff regarding issues that may affect student achievement is valued. We are continually looking for ways to promote parent involvement and student ownership of the learning process. Parents are always welcome to meet with the principal for an open discussion and opportunity to become more familiar with the school vision, mission and goals. Suggestions are always welcomed as we strive to create a school where student achievement is the focus and student needs are being met.

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.0	0.8	1.5	2.4	3.1	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

Jim Maples Academy strives to provide a safe, supportive, and orderly learning environment. The Safe Schools Plan is reviewed and revised annually by Jim Maples Academy staff and the School Site Council. Goal: Our goal at Jim Maples Academy is to create and maintain a safe and supportive learning community for every student and staff member. Component: School Culture- A culture of unity and team spirit is cultivated throughout the school year. Students feel a sense of belonging and pride when they step on campus. This culture is developed through a focus on the Character Counts pillars and structures of Capturing Kids Hearts. JMA staff believes that every student gets what they need every day. Character traits are talked about each day during announcements. Character traits also are displayed on the marquee and select students earn an award monthly based upon the focus character traits. Academic excellence and strong character is recognized student showcase days, School Board recognition opportunities, and Friday Spirit Assemblies. Students participate in Student Leadership that foster teamwork, kindness, and school spirit. Students who are struggling are supported through academic interventions during school. In August of 2014 all JMA staff were trained in the Capturing Kids Hearts (CKH) program. As new staff is hired, they are trained in Capturing Kids Hearts, as well. The implementation of Capturing Kids Hearts (CKH) continues throughout the school year. CKH intent is to build positive relationships between all adults and children on campus and take every opportunity to help each student make choices for success during the school day. A safe environment is communicated through clear safety procedures, a secure campus, and a focus on mutual respect. Component: Personal Characteristics of Students and Staff- Jim Maples Academy strives to promote a professional atmosphere among administration, staff, and students. High expectations for all students in both academic achievement and behavior is communicated clearly through the Student Handbook and classroom Social Contracts. Student, teacher, and parent interactions are encouraged using the tenants of CKH . Students are encouraged to put forth their best effort. This is communicated to the student and their parents through weekly assignment notices, progress reports, and daily references in the student planner. In addition, the See Saw app is used to have students post videos and work for their parents. Teachers motivate students by recognizing their effort and growth throughout the school year. Student safety before, during, and after the school day is essential. Supervision is provided inside the cafeteria before the start of the school day. At 8:00 AM students are escorted to the playground and are supervised by instructional aides and administration until the bell rings and they walk to class to begin the school day. Students are supervised on the playground during recesses and lunch by instructional aides and administrators. Student dismissal at the end of the day is supervised by certificated teachers and administrators who help monitor the flow of traffic around the school.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		2		20	3	1		25		3	
1	19	3			27		2		22		3	
2	23		2		23		3		21	1	2	
3	20	2	1		25		2		23		3	
4	29		2		34			2	26		2	
5	34			2	30		2		35			2
6	35			2	35			2	29		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	0
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.85	N/A
Psychologist	0.17	N/A
Social Worker	N/A	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.17	N/A
Resource Specialist (non-teaching)	2	N/A
Other	N/A	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,893	\$523	\$5,370	\$66,927
District	N/A	N/A	\$5,704	\$70,281
Percent Difference: School Site and District	N/A	N/A	-6.0	-4.9
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-28.1	-12.8

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 2017-18)**

While the majority of Jim Maples Academy budget is made up of General• funds, we also receive a portion of Local Control Funding Formula (LCFF). This money is tied to a three year plan that is written by our district and outlined in the School Site Plan. In addition, supplemental and concentration grants are received based upon our population of students. Jim Maples Academy is a Title 1 school and receives Title 1 funding to help provide intervention services and materials for students. A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide. Jim Maples Academy provides a variety of services above and beyond regular classroom instruction. Our part-time psychologist/counselor provides assistance for students in need. Our part-time school nurse provides emergency medical attention as permitted by law, as well as health education for both students and staff. A librarian is provided on site for Jim Maples Academy students.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,147	\$48,064
Mid-Range Teacher Salary	\$76,335	\$75,417
Highest Teacher Salary	\$99,924	\$94,006
Average Principal Salary (Elementary)	\$124,514	\$119,037
Average Principal Salary (Middle)	\$133,352	\$123,140
Average Principal Salary (High)	\$142,791	\$135,974
Superintendent Salary	\$179,280	\$183,692
Percent of Budget for Teacher Salaries	34.0	36.0
Percent of Budget for Administrative Salaries	9.0	6.0

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)**

Ongoing staff development activities are an essential part of Jim Maples Academy's efforts to maintain and improve our quality educational program. One day a week students are dismissed two hours early, allowing teachers and specialists to collaborate and use data to improve instruction. This common planning time provides valuable opportunities for Achievement Teams to analyze assessment data, set learning goals and collaborate on strategies that are needed to meet the needs of all students. Teachers and specialists engage in lesson development and assessment planning through the Achievement Team process. Our Burton School District priorities are Literacy, Lesson Design, and Leadership Best Practices. Our Literacy focus includes the use of rich literature and expository text to engage learners in content and themed discussions, followed by student written expressions of knowledge. Staff development needs are identified based on student assessments (formative, District Benchmarks a, and SBAC results. Once a need has been identified, site and district personnel work together to provide immediate staff development to ensure student success. District reading, language arts, and math specialists provide ongoing staff development throughout the school year. Research and development is continuous as teachers explore the Internet, professional journals, and successful experiences with proven strategies. Achievement teams focuses on the implementation of California State Standards along with student reading and writing campaigns. ELA and Math continue to be a prime focus to boost student achievement.