

# Jim Maples Academy

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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, the county, and the state. 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 (Most Recent Year)**

<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>Grades Served</b>	K-6
<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>	Sharon Kamberg
<b>E-mail Address</b>	skamberg@burtonschools.org
<b>Web Site</b>	www.burtonschools.org

### **Vision and Mission Statement (Most Recent Year)**

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.
3. Implementation of the Common Core State Standards.
4. Cross curricular reading, writing, and discussion.
5. Timely formative assessment and meaningful feedback.

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

<b>Grade Level</b>	<b>Number of Students</b>
Grade 6	284
<b>Total Enrollment</b>	284

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.7
American Indian or Alaska Native	1.8
Asian	2.5
Filipino	3.5
Hispanic or Latino	69.7
White	20.4
Two or More Races	0.4
Socioeconomically Disadvantaged	83.1
English Learners	18
Students with Disabilities	9.5
Foster Youth	0.4

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	8		
Without Full Credential	0	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	66.7	33.3
All Schools in District	92.2	7.8
High-Poverty Schools in District	92.2	7.8
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 2015-16)

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption - Good Quality	Yes	0%
Mathematics	Current Adoption - Good Quality	Yes	0%
Science	Current Adoption - Good Quality	Yes	0%
History-Social Science	Current Adoption - 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.

### Repairs Needed

#### JMA Deferred Maintenance – 2008

1. Kitchen – Sinks, fixtures. Restroom FRP, paint, lights.
2. Cafeteria – VCT
3. Office – Intercom, bells and fire alarm to be replaced. \$150,000.00
4. 200 Wing – Roof replacement & Mansards.
5. 200 Wing bathrooms – Tile, fixtures & lights.
6. 201 – Cabinet, sink, countertop & plumbing fixtures.
7. 202 - Cabinet, sink, countertop & plumbing fixtures.
8. 203 - Cabinet, sink, countertop & plumbing fixtures.
9. 300 work room – Paint, replace-ceiling tiles. Restroom new FRP, paint, VCT.
10. 300 Wing mansards.
11. 301 Band room – Carpet, wall coverings and plumbing fixtures.
12. 501 – Science Lab, VCT, plumbing fixtures (gas, electric).
13. 504 – Cabinet repair, plumbing fixtures.
14. 505 – Carpet, plumbing fixtures.
15. 506 – Door hardware, sink fixtures & ceiling tiles.
16. 507 - Door hardware, sink fixtures & ceiling tiles.
17. 508 – Drop ceiling T-Bar, Door hardware, sink fixtures.
18. 500 Wing mansards.
19. 600 Wing bathrooms – Tile, sinks & plumbing fixtures & exhaust fans.
20. 600 Wing – Supply water to new sinks (need 2 more) and new VCT.
21. 701 – Door hardware, ceiling tile and replace countertop.
22. 702 - Door hardware, ceiling tile and replace countertop.
23. Exterior lighting - \$5,000.00.
24. Exterior painting.
25. Asphalt areas slurry coat 2010/2011.
26. HVAC Unit replacement 8 units.
27. Several plastic roof skylights broken and need replacement.
28. Plumbing throughout the site.
29. Main switch gear in electrical yard needs to be replaced.
30. Concrete repair in several locations throughout the campus due to tree root damage.
31. Concrete mow strip around Curriculum Center due to tree root damage.
32. Cabinet repair in Curriculum Center and District Office.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Replaced all roofing on mansards with metal roofing

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Removed several trees

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2013				
Overall Rating	Exemplary	Good	Fair	Poor
			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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	29	34	44
Mathematics	17	19	33

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 Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	283	276	97.5	38	33	22	7
Male	6	283	134	47.3	45	28	22	5
Female	6	283	142	50.2	32	38	22	8
Black or African American	6	283	2	0.7	--	--	--	--
American Indian or Alaska Native	6	283	4	1.4	--	--	--	--
Asian	6	283	7	2.5	--	--	--	--
Filipino	6	283	10	3.5	--	--	--	--
Hispanic or Latino	6	283	195	68.9	38	37	19	5
White	6	283	56	19.8	46	16	32	5
Two or More Races	6	283	1	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	6	283	235	83.0	39	36	19	6
<b>Students with Disabilities</b>	6	283	21	7.4	86	10	5	0
<b>Students Receiving Migrant Education Services</b>	6	283	22	7.8	45	41	9	5
<b>Foster Youth</b>	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	6	283	278	98.2	43	40	13	4
<b>Male</b>	6	283	136	48.1	43	40	11	6
<b>Female</b>	6	283	142	50.2	43	39	15	3
<b>Black or African American</b>	6	283	2	0.7	--	--	--	--
<b>American Indian or Alaska Native</b>	6	283	4	1.4	--	--	--	--
<b>Asian</b>	6	283	7	2.5	--	--	--	--
<b>Filipino</b>	6	283	10	3.5	--	--	--	--
<b>Hispanic or Latino</b>	6	283	197	69.6	47	38	13	3
<b>White</b>	6	283	56	19.8	38	45	13	5
<b>Two or More Races</b>	6	283	1	0.4	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	6	283	236	83.4	44	40	11	4
<b>Students with Disabilities</b>	6	283	21	7.4	90	10	0	0
<b>Students Receiving Migrant Education Services</b>	6	283	22	7.8	41	41	18	0
<b>Foster Youth</b>	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	57	49		51	47		59	60	

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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)

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, Fourth Grade Parent Orientation, Science Fair, Parent Conferences, Family Math Night, and Open House are just a few of the opportunities for families to be involved at our school.

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, and invited to a parent coffee hosted monthly, 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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.54	9.74	11.15	4.81	4.67	3.32	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.07	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Safe Schools Plan

2014-2015

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 will be cultivated throughout the school year. Students will feel a sense of belonging and pride when they step on campus. The culture will be developed through a focus on the Character Counts pillars posted in classrooms and common areas such as the cafeteria and library. Academic excellence and strong character will be recognized through awards assemblies, School Board recognition opportunities, and Friday Spirit Assemblies. Students will participate in Student Council and competitions that foster teamwork and school spirit. Students who are struggling will be supported through academic interventions during and after school. In August of 2014 all JMA staff were trained in the Capturing Kids Hearts program. The implementation of this program will continue 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 will be 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 will be communicated clearly through the Student Handbook, Burton District Home-School Compact, classroom Social Contracts, as well as student and parent interactions with classroom teachers and school administrators. Students will be encouraged to put forth their best effort and this will be communicated to the student and their parents through weekly assignment notices, progress reports and daily references in the student planner. Teachers will 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.

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

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

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2005-2006
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

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

Grade Level	2012-13				2013-14				2014-15			
	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+
5	30		9		31		9					
6	28		10		32		9		32		9	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,551	\$769	\$3,782	\$57,288
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	-37.0	-8.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-19.4	-14.9

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

### Types of Services Funded (Fiscal Year 2014-15)

While the majority of Jim Maples Academy budget is made up of “general” funds, we also receive “categorical” funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Language Learners (ELL), State Compensatory Education (SCE), Title 1, Title VI, Migrant Education, GATE, and Reading Intervention.

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 district librarian and two curriculum specialists provide ongoing support for all district staff members and libraries.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,588	\$42,723
Mid-Range Teacher Salary	\$62,108	\$65,936
Highest Teacher Salary	\$83,686	\$84,545
Average Principal Salary (Elementary)	\$102,330	\$106,864
Average Principal Salary (Middle)	\$114,021	\$110,494
Average Principal Salary (High)	\$115,050	\$103,499
Superintendent Salary	\$138,000	\$159,133
Percent of Budget for Teacher Salaries	38%	40%
Percent of Budget for Administrative Salaries	9%	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)

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. This common planning time provides valuable opportunities for Data 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 Data Team process. Our Burton School District priorities are Read, Write, and Discuss which are implemented through 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. 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. Data teams focused on the implementation of Common Core math standards and student reading and writing campaigns.