

Jim Maples Academy
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

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 webpage 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 2012–13 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

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Jim Maples Academy
Street	252 North Westwood Street
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 781-1658
Principal	Jean Miller
E-mail Address	jmiller@burtonschools.org
CDS Code	54-71837-6120232

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Web Site	www.burtonschools.org
Superintendent	Sharon Kamberg
E-mail Address	skamberg@burtonschools.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, 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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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	49	52	46	50	50	45	54	56	55
Mathematics	47	46	49	51	46	46	49	50	50
Science	65	58	57	54	56	51	57	60	59
History-Social Science	N/A	N/A	N/A	41	39	40	48	49	49

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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45	46	51	N/A
All Student at the School	46	49	57	N/A
Male	39	48	57	N/A
Female	52	51	57	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino	71	71		N/A
Hispanic or Latino	44	47	55	N/A
Native Hawaiian/Pacific Islander				N/A
White	45	48	55	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	40	45	54	N/A
English Learners	17	38	42	N/A
Students with Disabilities	21	9	43	N/A
Students Receiving Migrant Education Services	40	55	62	N/A

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.6	18.3	25.7

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	4	3
Similar Schools	4	2	2

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-1	-1	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	-4	12
Native Hawaiian/Pacific Islander			
White	-27	14	-53
Two or More Races			
Socioeconomically Disadvantaged	6	-7	1
English Learners	24	3	23
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	524	769	3,021	753	4,655,989	790
Black or African American	6		30	735	296,463	708
American Indian or Alaska Native	8		36	750	30,394	743
Asian	20	831	78	843	406,527	906
Filipino	20	886	108	844	121,054	867
Hispanic or Latino	335	760	1,865	729	2,438,951	744
Native Hawaiian/Pacific Islander	2		4		25,351	774
White	128	762	888	786	1,200,127	853
Two or More Races	5		12	786	125,025	824
Socioeconomically Disadvantaged	422	750	2,250	728	2,774,640	743
English Learners	178	767	884	717	1,482,316	721
Students with Disabilities	35	558	241	565	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	5
Percent of Schools Currently in Program Improvement	---	83.3

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 5	272
Grade 6	283
Total Enrollment	555

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	23.8
American Indian or Alaska Native	1.4	Two or More Races	0.9
Asian	3.8	Socioeconomically Disadvantaged	78.6
Filipino	4.1	English Learners	35.0
Hispanic or Latino	64.5	Students with Disabilities	6.8
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5	33.7	0	1	8	31.2	0	9	1	30		9	
6	33.1	0	0	9	32.6	0	5	5	28		10	
Other					0	3	0	0				

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safe Schools Plan

2013-2014

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: Out 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 after school. Behavior incentives, such as the Perfect Patriot Party, reward students who consistently make good choices. 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, 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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	20.8	17.0	4.5	11.97	10.0	4.8
Expulsions	0	0	0	0.03	0.02	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	New PA System
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Added new drinking fountain to play field area.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	New playground equipment installed Asphalt resurfaced/repaired

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	18	20	20	185
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)	0.85	---
Psychologist	0.17	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.17	---
Resource Specialist	2	---
Other	N/A	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 instruction 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: August 2011

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%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,146	\$1,582	\$2,564	\$53,394
District	---	---	\$5,425	\$60,571
Percent Difference: School Site and District	---	---	53	12
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	53	19

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,873	\$41,327
Mid-Range Teacher Salary	\$59,719	\$63,903
Highest Teacher Salary	\$80,467	\$81,573
Average Principal Salary (Elementary)	\$98,394	\$103,887
Average Principal Salary (Middle)	\$114,735	\$107,439
Average Principal Salary (High)	\$112,478	\$102,399
Superintendent Salary	\$171,592	\$155,551
Percent of Budget for Teacher Salaries	37.1%	40.7%
Percent of Budget for Administrative Salaries	7.6%	6.2%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Training and implementation of Strategic Schooling and a student writing campaign further develop teachers' expertise in the application of research-based teaching strategies.