



Jim Maples Academy

252 North Westwood Street • Porterville, CA 93257 • (559) 781-1658 • Grades K-6

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<https://www.burtonschools.org/jimmaples>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Burton Elementary School District

264 North Westwood Street
Porterville, CA 93257
(559) 781-8020
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District Governing Board

Obdulia Guzman Alvarado

Vikki Cervantes

Daniel Figueroa

Eddie Hernandez

Jay Rice

District Administration

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Superintendent

Chris Mano
Chief Business Official

Debbie Estrada
Human Resource- Executive
Director

David Shimer
Assistant Superintendent of
Educational Services

Julissa Leyva Ed.D.
Assistant Superintendent of
Student Services

Principals Message:

Jim Maples Academy, Home of the Jaguars, serves Transitional Kindergarten through Sixth grade students. It is one of four district elementary schools in the Burton School District located in the City of Porterville. Our staff is committed to doing what it takes to help our students thrive academically and socially. JMA has developed a student-centered learning environment which focuses on (1) student success, (2) family and community partnerships, and (3) improvement, efficiency and innovation.

The Jim Maples team of highly qualified teachers and staff, partner with parents and community members in a collaborative endeavor to help each and every student access and master a wide variety of rigorous standard-based instruction. We provide a variety of educational and extracurricular opportunities for our students including performance and visual art experiences, reading intervention, Red Ribbon Week, attendance incentives, community dress-up days, parent trainings and workshops, field trips and assemblies. Our commitment to equity and positive student-teacher relationships has allowed us to be nationally recognized as a Capturing Kids Heart Showcase school since 2016. One of the other distinctive aspects of our school is our technology integration. Our continual commitment to growth and innovation has led us to be recognized as an Apple Distinguished School.

We are proud to serve the students of the Burton School District.

School Vision:

Empowering the whole student to be confident and successful in college and the world.

School Mission Statement:

It is the mission of Burton Elementary School to be state leaders in building relationships and providing an innovative education to meet our Mission for all students. We will focus on the district's four pillars:

- Pillar 1-Student Success-All students will learn in a safe and engaging environment and graduate college and career ready
- Pillar 2-Employee Engagement- All employees of Burton School District will be engaged and valued.
- Pillar 3-Family and Community Partnerships-All school families and community partners will be engaged and feel valued.
- Pillar 4- Improvement, Efficiency and innovation-All of our district and school processes and operations will be efficient and lead to innovation.

Community and School Profile:

Jim Maples Academy is located in rural Tulare County in Porterville, California (population approximately 60,000) in the heart of the San Joaquin Valley. The Burton School District serves over 4,800 students and is comprised of nine schools, ETK-12th grade. Jim Maples Academy serves approximately 414 students in Kindergarten through Sixth Grades in the Burton School District. Committed to our students Jim Maples Academy is a dynamic learning environment for students, teachers, staff, and parents. The learning community is united with goals of strong character, building a strong school community, ongoing professional development, and academic achievement for all. Students, staff, and families are committed to the vision of school success for every student.

About the SARC

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	47
Grade 2	65
Grade 3	69
Grade 4	71
Grade 5	67
Grade 6	62
Total Enrollment	451

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	2
Hispanic or Latino	76.1
White	11.5
Two or More Races	1.1
Socioeconomically Disadvantaged	82.7
English Learners	27.5
Students with Disabilities	7.5
Foster Youth	1.8
Homeless	1.3

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 for Jim Maples Academy	18-19	19-20	20-21
With Full Credential	14	12	18
Without Full Credential	8	8	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Burton Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Jim Maples Academy

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Burton School District held a Public Hearing on September 8, 2020 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2020, regarding textbooks in use during the 2020-21 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Current Adoption (2017) - Good Quality-Ready Gen/My Perspectives The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Current Adoption (2014) - Good Quality-Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Current Adoption (2007) - Good Quality-Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Current Adoption (2006) - Good Quality-McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Information:

Jim Maples Academy, originally constructed in 1993, is currently composed of 17 classrooms (including portables), a state-preschool, RSP room, intervention room, an instructional coaching room, a band room, a maker space, a library, one computer lab, one staff room, one multipurpose room, speech services room, one athletic field, and the main office. Additionally, we host the district nursing office and the district SPED office.

In 2019, we installed a digital marquee at the front of the school. Summer of 2020 new roof and air conditioning was installed on our six buildings.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order. 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. The district uses School Dude system to report any facility concerns.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC Units in 2020 for 100, 200, 300, 400, 500, 600, and 700 wings
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New roof in 2020 for 100,200, 300, 400, 500, 600, and 700 wings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	36	N/A	42	N/A	50	N/A
Math	27	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	15	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

School Safety Plan (School Year 2020-2021)

Jim Maples Academy strives to provide a safe, supportive, and orderly learning environment. The School Site Safety Plan was most recently reviewed in Fall 2020 by the Safety Committee. 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	0.4	1.4	1.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.5	0.9	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		3		20	1	2		23		3	
1	22		3		23		3		24		2	
2	21	1	2		23		3		22		3	
3	23		3		22		3		23		3	
4	26		2		22	1	2		28		2	
5	35			2	27		2		28		2	
6	29		2		34			2	31		2	
Other**									27		1	

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in a Networked Improvement Communities to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include continuing to align instruction with CC shifts and the instructional aim which includes academic discourse, effective questioning, and responsive teaching. Additional school wide focuses that will impact and align with instruction is continued implementation of Capturing Kids' Hearts, one to one technology, Interim Assessment Blocks (IAB), and employee rounding. BSD is currently transitioning and fostering change in the area of early literacy, CTE pathways, and site scorecards to monitor strategic plan goals.

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,924	\$50,574
Mid-Range Teacher Salary	\$81,864	\$76,649
Highest Teacher Salary	\$107,162	\$98,993
Average Principal Salary (ES)	\$128,522	\$125,150
Average Principal Salary (MS)	\$131,365	\$129,394
Average Principal Salary (HS)	\$141,235	\$122,053
Superintendent Salary	\$187,000	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	34.0
Administrative Salaries	8.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Burton School District received state and federal categorical funding for the following support programs:

- Title I, Part A Allocation
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV Student Support & Academic Enrichment

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,893	\$523	\$5,370	\$66,927
District	N/A	N/A	\$5,704	\$74,946
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.0	-11.3
School Site/ State	-36.3	-18.5

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