

# Jim Maples Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 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.

## 2022-23 School Contact Information

<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>	Kirk Stinson
<b>Email Address</b>	kstinson@burtonschools.org
<b>School Website</b>	<a href="https://www.burtonschools.org/jimmaples">https://www.burtonschools.org/jimmaples</a>
<b>County-District-School (CDS) Code</b>	54-71837-6120232

## 2022-23 District Contact Information

<b>District Name</b>	Burton Elementary School District
<b>Phone Number</b>	(559) 781-8020
<b>Superintendent</b>	Sergio Mendoza
<b>Email Address</b>	sergio.mendoza@burtonschools.org
<b>District Website Address</b>	www.burtonschools.org

## 2022-23 School Overview

### Principal's 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 a 50/50 dual language program, 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.

## 2022-23 School Overview

### 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 449 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	66
Grade 2	57
Grade 3	46
Grade 4	64
Grade 5	75
Grade 6	74
<b>Total Enrollment</b>	<b>449</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.0
Male	54.8
American Indian or Alaska Native	0.4
Asian	1.6
Black or African American	0.7
Filipino	1.6
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	11.4
English Learners	21.6
Foster Youth	0.2
Homeless	2.9
Migrant	4.9
Socioeconomically Disadvantaged	81.1
Students with Disabilities	6.5

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.40	77.25	163.70	75.65	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	10.73	10.30	4.80	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	10.73	24.30	11.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.90	1.83	12115.80	4.41
<b>Unknown</b>	0.20	1.34	13.90	6.45	18854.30	6.86
<b>Total Teaching Positions</b>	18.60	100.00	216.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Burton School District held a Public Hearing on September 19, 2022 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 2022, regarding textbooks in use during the 2022-23 school year.

<b>Year and month in which the data were collected</b>	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current Adoption (2017) - Good Quality-Ready Gen/My Perspectives	Yes	0%
<b>Mathematics</b>	Current Adoption (2014) - Good Quality-Eureka (TK-5th); Current Adoption (2022) - Illustrative 6th grade Math	Yes	0%
<b>Science</b>	Current Adoption (2007) - Good Quality-Amplify	Yes	0%
<b>History-Social Science</b>	Current Adoption (2006) - Good Quality-McGraw Hill	Yes	0%

## School Facility Conditions and Planned Improvements

### School Information:

Jim Maples Academy, originally constructed in 1993, is currently composed of 18 classrooms (including portables), a state-preschool, RSP room, intervention room, an instructional coaching room, a band room, a makerspace, a library, one computer lab, one staff room, one multipurpose room, speech services room, one athletic field, and the main 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/Student safety 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 Schooldude system to report any facility concerns.

### Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<b>Restrooms/Fountains:</b>	X			

## School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	30	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	19	N/A	23	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	259	258	99.61	0.39	29.96
<b>Female</b>	118	117	99.15	0.85	31.03
<b>Male</b>	141	141	100.00	0.00	29.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	191	190	99.48	0.52	26.98
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	26	26	100.00	0.00	30.77
<b>White</b>	27	27	100.00	0.00	48.15
<b>English Learners</b>	55	55	100.00	0.00	18.52
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	229	228	99.56	0.44	27.75
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	16.67
<b>Students with Disabilities</b>	23	23	100.00	0.00	4.55

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	258	254	98.45	1.55	18.50
<b>Female</b>	118	115	97.46	2.54	13.04
<b>Male</b>	140	139	99.29	0.71	23.02
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	191	188	98.43	1.57	18.62
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	25	25	100.00	0.00	20.00
<b>White</b>	27	26	96.30	3.70	15.38
<b>English Learners</b>	55	54	98.18	1.82	12.96
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	228	225	98.68	1.32	17.78
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	16.67
<b>Students with Disabilities</b>	22	21	95.45	4.55	9.52

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	11.27	NT	17.46	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	73	72	98.63	1.37	11.27
<b>Female</b>	33	32	96.97	3.03	12.5
<b>Male</b>	40	40	100	0	10.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	57	56	98.25	1.75	8.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	20	100	0	5
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	63	62	98.41	1.59	11.48
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Jim Maples Academy parents and guardians 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). While each of these parent groups have elected positions, all JMA parents and guardians are invited. Other opportunities for families to engage with the school include JMA's Leader in Me Parent Academy, Parent Seminars, and Admin Meet and Greets.

Through the many avenues of home-school communication, we strive to foster a partnership for learning. SeeSaw and Parent Square connect all families to the classroom and campus. Important information may be found on our school website. Additionally the district's website provides a variety of helpful resources and information for parents, students, staff, and community members.

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. 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 teacher or administrators 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	473	470	143	30.4
Female	216	216	74	34.3
Male	257	254	69	27.2
American Indian or Alaska Native	2	2	2	100.0
Asian	8	7	3	42.9
Black or African American	3	3	1	33.3
Filipino	7	7	2	28.6
Hispanic or Latino	355	353	110	31.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	50	50	9	18.0
English Learners	110	109	25	22.9
Foster Youth	3	3	1	33.3
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	445	443	135	30.5
Students Receiving Migrant Education Services	22	22	6	27.3
Students with Disabilities	36	36	10	27.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.43	0.91	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.11	0.02	2.05	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0.00
Female	3.24	0.00
Male	1.17	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.78	0.00



## 2022-23 School Safety Plan

Jim Maples Academy strives to provide a safe, supportive, and orderly learning environment. The School Site Safety Plan was most recently reviewed in Fall 2022 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Arrangements are made with the school secretary.

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 Leader in Me 7 Habits for Highly Effective People and structures of Capturing Kids Hearts. Character habits are talked about each day during announcements and are displayed on the marquee. Lessons based on the 7 Habits are taught directly to students each week and select students earn an award monthly based upon the focus. Academic excellence and strong character is recognized during 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. 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's 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.

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 SeeSaw 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 before the start of the school day. At 8:10 AM students are escorted 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 Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		2	
2	22		3	
3	23		3	
4	28		2	
5	28		2	
6	31		2	
Other	27		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	27		2	
2	20	1	1	
3	21		3	
4	25		2	
5	28		2	
6	32		2	
Other	28		1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21	1	2	
2	19	3		
3	23		2	
4	30		2	
5	29		2	
6	21	1	2	
Other	12	2	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$5,893	\$523	\$5,370	\$66,927
<b>District</b>	N/A	N/A	\$5,704	\$78,220
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.0	-11.3
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	-20.5	-18.5

## 2021-22 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 psychologist/counselor provides assistance for students in need. Our 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,322	\$51,591
<b>Mid-Range Teacher Salary</b>	\$83,910	\$79,620
<b>Highest Teacher Salary</b>	\$109,841	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$128,561	\$131,473
<b>Average Principal Salary (Middle)</b>	\$137,687	\$135,064
<b>Average Principal Salary (High)</b>	\$135,418	\$137,679
<b>Superintendent Salary</b>	\$193,592	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	32%	33%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

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 grade level/content level Improvement Teams 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 with time designated for review of assessment data and PDSA improvement cycles.

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. Lesson study cycles are being utilized with grade level/content teams to actively observe, discuss, and implement improvements throughout the course of the school year. 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 help of the site mentor teacher who provides instructional coaching support or they may utilize the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6