

Boron Junior-Senior High

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Boron Junior-Senior High
Street	26831 Prospect St.
City, State, Zip	Boron, CA 93516
Phone Number	(760) 762-5121
Principal	David Wiggs
Email Address	dwiggs@muroc.k12.ca.us
Website	http://www.muroc.k12.ca.us/Boron/
County-District-School (CDS) Code	15636851530997

Entity	Contact Information
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Kevin Cordes
Email Address	kcordes@muroc.k12.ca.us
Website	www.muroc.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Boron Junior Senior High School is the centerpiece of a rural mining community. The school is a traditional 7-12 public school. BJSHS is part of the Muroc Joint Unified School District. Boron includes an on-site Alternative Education and Independent Study Program that utilizes on-line courses to serve our students for regular ed, credit recovery and earning college credits in conjunction with Cerro Coso Junior college. The population falls within the lower socioeconomic group.

VISION

Boron Jr./Sr. High School's vision is to educate its students in a safe environment with a well-rounded education that all citizens should possess. This will enable our students to participate and benefit in a higher quality of life and life-long learning.

MISSION

Boron Junior Senior High School's mission is to educate its students in that common core of knowledge possessed by educated citizens, to teach appreciation of their integral role in their school, community and nation, to promote their realization in their inherent value as individuals. Also, it is to prepare them to be responsible American citizens and positive contributors to the workforce.

School-Wide Learner Outcomes

CATS: Character + Ambition + Teamwork = Success

C Character as a Strength, Students will:

- Positively contribute to the community and society as a whole
- Be critical thinkers and problem solvers
- Demonstrate citizenship and ethical behaviors

A Ambition, Students will:

- Be self-disciplined
- Be self-motivated
- Be self-directed life-long learners

T Teamwork, Students will:

- Collaborate
- Communicate
- Cooperate
- Contribute to the success of everyone

S Success, Students will:

- Share the goal to be college and/or career ready
- Value one's self and community
- Be real-world ready

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	50
Grade 8	45
Grade 9	47
Grade 10	28
Grade 11	28
Grade 12	39
Total Enrollment	237

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	1.7
Filipino	0.4
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	0.8
White	47.7
Two or More Races	8.4
Socioeconomically Disadvantaged	60.3
English Learners	0.4
Students with Disabilities	19.8
Foster Youth	0.8
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	18	17	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	1	4	5	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Boron Jr/Sr High School participated in a Williams visit in August of 2019. New math curriculum was adopted in June 2015 and at the time, 100% of BJSHS students had their math books by the end of the William's visit. In May of 2017, teachers received the English adoption textbooks and during the William's visit, 100% of all BJSHS students had their books.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, c. 2017 – Adopted 2017	Yes	0
Mathematics	7th and 8th grade math Go Math! c.2014, Algebra 1 c.2014, Geometry c.2014, Algebra 2 c.2014, PreCalculus c.2014, Calculus c. 2012	Yes	0
Science	Science Voyages c.2001, Modern Chemistry c.1999, Physics c.2002, Biology c.1998, Physical Science c.2006, BSCS Biology c.2002, Essentials of Human Anatomy and Physiology c.2003 – Adopted 2004	Yes	0
History-Social Science	World History c.2006, US History c.2006, Geography c.2008, World Studies c.2006, American Government c.2007, Economics c.2007, Psychology c.2007, Student Law c.2005 – Adopted 2007	Yes	0
Foreign Language	Describe 1, c.2017 – Adopted 2017	Yes	0
Health	Lifetime Health c.2004 – Adopted 2007	Yes	0
Visual and Performing Arts	Literature: Timeless Voices, Timeless Themes c.2005, The Language of Literature c.2002, Writer's Choice c.2005 – Adopted 2005	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory equipment is available to students enrolled in laboratory science courses	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

At the time of inspection, the school was found to be in good repair. The site is clean with new buildings and classrooms. Boron Jr/Sr High School facilities consist of two main instructional classroom buildings, main office, multipurpose room/cafeteria, industrial arts building, library, band room, athletic fields, pool and gymnasium. These are maintained by custodial and maintenance personnel.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/16/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good Poor	Room 1: Broken ceiling tile around speaker Office: Ceiling tiles stained in entry Room 4: Stained tiles, Storage room tiles stained Room 9: Tile West end of room Room 11: Stained tiles Boy's Locker Room: Bench base rotted, Heater fan blades off, Coaches office ceiling collapsed, Urnial out of order Wood Shop: Door to copy room jam broken Teacher's Lounge: Stained tiles in copy room Floor tiles cracked-Kitchen
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	wall cracked, internet cable dangling-Speech Room
Electrical: Electrical	Good	Room 14: No Power West wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Metal Room: Sink in-operable, Drinking fountain in-operable
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	35	43	48	50	50
Mathematics (grades 3-8 and 11)	16	21	34	35	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	124	96.88	3.12	34.68
Male	70	68	97.14	2.86	27.94
Female	58	56	96.55	3.45	42.86
Black or African American	14	13	92.86	7.14	7.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	43	42	97.67	2.33	26.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	57	100.00	0.00	47.37
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.50	2.50	30.77
English Learners	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	124	96.88	3.12	20.97
Male	70	68	97.14	2.86	26.47
Female	58	56	96.55	3.45	14.29
Black or African American	14	13	92.86	7.14	0.00
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	43	42	97.67	2.33	11.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	57	100.00	0.00	36.84
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	80	78	97.50	2.50	12.82
English Learners	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Boron Junior/Senior High has 2 sectors for CTE during the school day. The CTE programs offered at BJSHS are Information and Communication Tech with a pathway of Games and Simulation and Building and Construction Trades with a pathway of Residential and Commercial Construction. We offer Adult Education class outside of the school day that has provides a CTE program of Manufacturing and Product Development with a pathway of Welding and Material Joining.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	53
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	61.6
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	35.71

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 2019-20)

Boron Junior Senior High School is the heart of the community. A large percentage of our parents are former graduates of the school, and our programs are strongly supported by the community. We welcome parent involvement on committees and in school activities which impact the students' learning. Involvement includes: English Learner Advisory Committee (District level), District Advisory Committee, School Site Council (SSC), Parents' Night, Student of the Quarter Program, College Information Night, Science Fair, Back to School Night, Sports Programs, Booster Club, and the Annual Academic Awards Banquet. Boron continues to encourage community support and input through all avenues. The school invites any new opportunities for interaction that members of the community might suggest. We believe there is no substitute for parent and community involvement in the establishment of a healthy and safe educational atmosphere.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	5.6	2.4	0	2.3	0.8	0	9.7	9.1	9.6
Graduation Rate	91.7	92.9	95.5	96.9	97.6	96.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	14.3	14.1	17.4	5.4	5.9	5.4	3.6	3.5	3.5
Expulsions	0.4	0.4	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School safety is a top priority at Boron Junior Senior High School. The School Safety Plan is reviewed and revised yearly. The plan is devised to deal with natural or man-made disasters. In the event of an emergency on campus, all staff members are assigned duties, such as sweep and rescue, first aid, campus security, and parental communication. Bus evacuations are practiced on a yearly basis; monthly fire drills, earthquake drills, active shooter or lockdown drills to prepare students in the event of an emergency are also performed. Revisions in evacuation plans and Active Shooter procedures are forthcoming.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	10	18	5		10	17	5		9	18	4	
Mathematics	9	24	2		13	17	2		9	22	2	
Science	16	9	4		12	14	4		14	12	2	
Social Science	13	15	4	1	18	10	6		12	18	4	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	237.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6043	684	6043	69001
District	N/A	N/A	3677.43	\$63,417.00
Percent Difference - School Site and District	N/A	N/A	64.3	7.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	6.4	2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Boron Jr/SR High School is a Title I school. The school also used Title I funding to purchase materials and equipment to support the academic programs on the campus.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,582	\$46,208
Mid-Range Teacher Salary	\$68,678	\$72,218
Highest Teacher Salary	\$90,881	\$92,742
Average Principal Salary (Elementary)	\$91,099	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$105,948	\$127,356
Superintendent Salary	\$153,000	\$186,823

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	1	0.8

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			35

In an effort to improve the overall culture of the school the District administration and BJSHS staff have agreed to implement the Positive Behavior and Intervention Support framework. The site principal and one teacher received five days of training in a “trainer of trainers” model. They also received six more days of training over the next two years. The staff identified student expectations and began teaching them at the start of the 2013-2014 school year. This system is designed to provide positive support to students and staff in and out of the classroom. We believe that all instructional strategies that we will develop in the future will experience more success under the PBIS framework. Collaboration Wednesday’s is the means of training all staff in the PBIS framework and all instructional strategies. The Leadership Team continues to identify the instructional strategies for which the BJSHS staff will receive training. Collaboration focuses on four main components: Data analysis, Common Core State Standards implementation, Positive Behavior Intervention and Support, Instructional Strategies. Principal is attending CASC Academy for principals and the Principal Leadership Network in dealing with all facets of education.