

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

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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.

Desert Junior-Senior High

School Accountability Report Card

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About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Desert Junior-Senior High
Street	1575 Payne Ave.
City, State, Zip	Edwards, CA 93523
Phone Number	7602750031
Principal	Dr. David Ellms
Email Address	dellms@muroc.k12.ca.us
Website	http://www.muroc.k12.ca.us/Desert/
County-District-School (CDS) Code	15636851531987

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)

Desert Junior-Senior High School (“Desert” or “DJSHS”) is a traditional grades 7-12 public school located on Edwards Air Force Base in Kern County, California. DJSHS is part of the Muroc Joint Unified School District (MJUSD). Desert now includes an on-site Alternative Education Program that utilizes on-line courses to better serve students who may need to make up credits or are best served by non-traditional methods of instruction. Desert is fed by one on-base elementary school (Branch). In addition to these schools, MJUSD also includes a combined junior/senior high school (Boron Junior-Senior High School) and elementary school (West Boron) in the adjacent off-base community of Boron. Of the students attending Desert, 25% are military dependents living on Edwards Air Force Base. 75% of the students who attend Desert live off base and provide their own transportation to and from school. Most of these students have parents who are either in the military living off base or are civilian contractors working on the base.

VISION

Desert's Vision is two-fold: To create an encompassing, progressive learning environment by integrating a rigorous academic program, student engagement and teacher dedication with family and community involvement. To guide and support students in achieving personal excellence in academic, social and emotional growth.

Mission

All Desert Junior-Senior High School students will become articulate, and productive citizens: life-long learners who are creative, critical thinkers.

School-wide Learner Outcomes

Feel the STING!

S Desert Scorpions will be Self-disciplined by

- Being self-motivated to succeed
- Keeping a mindset of continuous improvement

T Desert Scorpions will be Critical Thinkers

- Being problem solvers
- By researching, interpreting, and evaluating information

I Desert Scorpions will be Involved in school, community, and society by

- Displaying leadership across campus
- Making positive contributions to school and society

N Desert Scorpions display Ingenuity by

- Working independently and collaboratively to complete a task
- Exhibiting creativity and originality

G Desert Scorpions will be Goal Oriented by

- Setting and achieving realistic goals
- Preparing to enter the job market, trade school, college, or military service

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

Grade Level	Number of Students
Grade 7	94
Grade 8	82
Grade 9	96
Grade 10	67
Grade 11	79
Grade 12	84
Total Enrollment	502

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	6
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.6
White	44
Two or More Races	14.1
Socioeconomically Disadvantaged	13.1
English Learners	0.2
Students with Disabilities	10.4
Foster Youth	0.2
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	26	25	24	
Without Full Credential	2	4	5	
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	

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	1	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: September 2020

All textbooks are up to date with the California adopted textbook list. All students been assigned these books according to their schedule.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections - 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, Pre-Calculus c.2014, Calculus c. 2012 - Adopted 2015	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Spanish-Descubre c.2017 – Adopted 2016	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
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 condition and well groomed. The school is older and in need of significant upgrades and has received modernization through a state program. Electrical repairs are needed and exterior surfaces need to be refinished. As funds become available, work will be scheduled to repair the exterior. Desert is in the process of design phase in relation to funding through the Office of Economic Adjustment for needed facility repairs.

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: 01/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Missing tiles at door Missing ceiling tiles West wall damage rm 7 rm11 holes in wall

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Outlet West support wall pulls out library Paper cutter plug needs repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	by rm 12 outside fountain in-operable rm 21 leak under sink
Safety: Fire Safety, Hazardous Materials	Good	
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)	51	58	43	48	50	50
Mathematics (grades 3-8 and 11)	31	37	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	257	255	99.22	0.78	58.04
Male	130	128	98.46	1.54	51.56
Female	127	127	100.00	0.00	64.57
Black or African American	25	25	100.00	0.00	52.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	63	62	98.41	1.59	51.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	118	99.16	0.84	61.86
Two or More Races	31	31	100.00	0.00	64.52
Socioeconomically Disadvantaged	39	39	100.00	0.00	33.33
English Learners	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	26.67
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	257	254	98.83	1.17	37.40
Male	130	128	98.46	1.54	33.59
Female	127	126	99.21	0.79	41.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	25	25	100.00	0.00	32.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	63	61	96.83	3.17	36.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	118	99.16	0.84	43.22
Two or More Races	31	31	100.00	0.00	22.58
Socioeconomically Disadvantaged	39	39	100.00	0.00	20.51
English Learners	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	10.00
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)

Desert High School has one pathway, Game design. These classes are open to all students with a path to complete three years of training. They are looking to expand these services to the district and community.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	142
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	71.51
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	49.21

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
9	22.8	8.7	15.2

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)

Desert High enjoys increased involvement from adults within our community. Base personnel including the staffs of the Base Commander, hospital, and Security Forces assist the administration as needed. District and school administration meet monthly with the base leadership in our Base Partnership meetings. During these meetings we discuss community services and how the base can assist the school. Parents are the backbone of our volunteer corps. They provide assistance through the Parent Teacher Organization (PTO), Parent Advisory Committee (PAC), and the School Site Council (SSC). Invaluable support, both financial and physical, is offered to specific interest groups through Athletic and Band Booster Organizations. Additionally, clubs and

organizations on the base make significant contributions to the school.

Desert 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	1.1	0	0	2.3	0.8	0	9.7	9.1	9.6
Graduation Rate	98.9	100	96.8	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	6.5	8.8	5.0	5.4	5.9	5.4	3.6	3.5	3.5
Expulsions	0.2	0.2	0.6	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A disaster preparedness plan is in place with disaster and evacuation drills held monthly. Emergency preparedness kits are in place in every classroom. Each “wing” has a first-aid kit. Strict adherence to proper procedures for the storage and use of chemicals and toxins is maintained. The safety plan is discussed at the opening staff meeting each August and reviewed once a semester or as needed.

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	18	14	6	5	17	12	5	5	14	20	6	2
Mathematics	17	18	11	2	19	14	10	1	18	16	10	
Science	22	10	9	4	21	12	8	2	17	18	8	
Social Science	20	12	10	3	20	14	7	2	17	13	10	2

*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*	251.0

*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)	2.0
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	4093	314	3779	65816
District	N/A	N/A	3677	\$63,417.00
Percent Difference - School Site and District	N/A	N/A	2.8	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-33.4	-2.3

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)

Textbooks, instructional materials, school materials, field trips, technology, maintenance, custodial, transportation, special education, salaries and benefits, and capital expenses.

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
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	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All courses	11	20.5

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			

Through District Administrative Council meetings, site Leadership Team meetings, department meetings, and staff meetings, and weekly collaboration meetings, the needs for professional development are determined. Administrator walkthroughs and observations are also a means of determining professional development. Staff reviews all performance data to identify weaknesses and strengths. Staff collaboration yields potential development opportunities. Professional development requests must be approved by the School Site Council, site and district administration. This process ensures that the requested development is researched-based and is in harmony with the goals of the school.

Mathematics and ELA are the primary areas of focus due to the need to meet AYP/API guidelines and implementation of Common Core State Standards. In 2014/2015 all teachers recieved professional development in explicit instrutional techniques.

Irving L. Branch Elementary School

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	Irving L. Branch Elementary School
Street	1595 Bailey Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	(661) 258-4418
Principal	John Siercks
Email Address	jsiercks@muroc.k12.ca.us
Website	http://www.muroc.k12.ca.us/Branch/
County-District-School (CDS) Code	15636856009880

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)

Branch Elementary School is part of the Muroc Joint Unified School District, which serves the Edwards Air Force Base and surrounding communities in California's Mojave Desert. Branch is one of two schools located on Edwards Air Force Base. Branch Elementary School serves approximately 750 students in grades K-6. Class size average in Kindergarten through 2nd grade is 23 students. Class size average in 3rd grade is 28, and the class size average in 4th - 6th grade is 30.

A district psychologist and nurse serve the Branch students on a regularly scheduled basis, or as needed for testing and intervention. The district Maintenance and Operations department provide facility maintenance and repair.

Most children are of military parents, many of whom have both mother and father as military members; because of this, the student population of Branch Elementary School is very mobile. Some students who attend Branch are citizens of other countries because much of the work at Edwards involves training military personnel of other allied countries. Military members and civilians who work at Edwards Air Force Base but live in the surrounding area bring their students due to their residency based on employment. Students leaving the 6th grade attend Desert Jr/Sr High School, a school on the base composed of grades 7-12.

MISSION STATEMENT

At Irving L. Branch Elementary School, we are endeavoring to incorporate new experiences and challenges, meeting every student's need for success by developing the whole child and preparing them for the challenges of the future.

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

Grade Level	Number of Students
Kindergarten	124
Grade 1	133
Grade 2	107
Grade 3	88
Grade 4	89
Grade 5	98
Grade 6	91
Total Enrollment	730

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	2.3
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.8
White	43
Two or More Races	15.2
Socioeconomically Disadvantaged	19.9
English Learners	0.8
Students with Disabilities	12.9
Foster Youth	0.7
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	34	27	28	
Without Full Credential	4	3	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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: September 2019

Branch Elementary provides students with the necessary textbooks and instructional material. The school makes textbook materials readily available to all students. The Muroc School district will be adopting the New Common Core State Standards and as such will be adopting new Mathematics textbooks aligned to the new standards. The district is currently exploring the adoption of new Language Arts material and will be establishing a textbook adoption committee. The committee will evaluate all approved material and make a recommendation on the selection to the Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Journeys-Adopted 2017	Yes	0
Mathematics	Go Math Houghton Mifflin Harcourt c. 2015 - Adopted 2015	Yes	0
Science	Discover Works c.2000, Harcourt Science c.2000, Science Voyages, c.2001 – Adopted 2004	Yes	0
History-Social Science	California Vistas c.2007 – Adopted 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Muroc School District has a Maintenance Department that ensures school facilities are kept in good working order. We have a work order procedure that notifies the Maintenance Department that something needs to be repaired. Any repair that is a safety concern for adults or students are handled immediately. They maintain the school grounds in good safe condition for all students to use on a daily basis.

Branch is currently involved in a new school/remodel project and is working closely with WLC Architects on this project.

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: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	.
Interior: Interior Surfaces	Fair	Nurse: Restroom paper towel dispenser Room 3: Excess storage Room 4: Light out, loose faucet Room 7: Missing covebase, faucet needs adjusting Room 6: Crack in wall Room 9: Fountain in-operable Room 8: Light out, faucet needs adjusting, clutter Room 11: Water damage wall Room 13: Lights out, faucet in-operable Room 12: Faucet in-operable Room 14: Covebase missing MPR: Missing tile, door drags, leak in staff lounge Kitchen: Faucet leaks Room 124: lights out, faucet leaks Room 123: Loose door Room 120: Missing wall paper, light out Room 110: door needs lube Room 111: Soap dispenser Room 114: Sink in-operable Room 101: Door to outside is hard to latch
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter room 8

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Room 4: Light out Office: Light out Room 13: Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Restroom 4th grade: Boys urinal clogged, girls toilet runs long Restroom 6th grade: Faucet needs adjusting, tiles patched Girls portable restroom: toilet seat adjustment Boys portable restroom: light out West main restroom: sink falling off
Safety: Fire Safety, Hazardous Materials	Good	
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)	53	57	43	48	50	50
Mathematics (grades 3-8 and 11)	45	45	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	374	365	97.59	2.41	56.71
Male	190	186	97.89	2.11	51.08
Female	184	179	97.28	2.72	62.57
Black or African American	30	27	90.00	10.00	48.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	108	98.18	1.82	49.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	163	159	97.55	2.45	59.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	50	50	100.00	0.00	66.00
Socioeconomically Disadvantaged	79	77	97.47	2.53	48.05
English Learners	--	--	--	--	--
Students with Disabilities	56	56	100.00	0.00	23.21
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	374	365	97.59	2.41	45.48
Male	190	186	97.89	2.11	45.70
Female	184	179	97.28	2.72	45.25
Black or African American	30	27	90.00	10.00	37.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	108	98.18	1.82	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	163	159	97.55	2.45	49.06
Two or More Races	50	50	100.00	0.00	46.00
Socioeconomically Disadvantaged	79	77	97.47	2.53	35.06
English Learners	--	--	--	--	--
Students with Disabilities	56	56	100.00	0.00	21.43
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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	14	40.4	26.6

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)

Branch Elementary School provides many opportunities and activities to enhance parent and community awareness, participation, and rapport. Periodic evaluation of the following parent/community activities will determine present effectiveness and future needs. These include but are not limited to:

Back to School Night
On-going Parent Conferences
On-going Parent Visitation/Observation
School Site Council
Parent Volunteers
Classroom Programs
Branch School Website
Vocal Music Presentations
Student Musicals (grades 4-6)
Personal Correspondences to Community
Progress Reports to Parents
Open House
Class Field Trips
Student Assistant Team
Principal's A.R. Club
Parent Library Materials
Weekly reports to students/parents
Quarterly Reports to Students/Parents
Parent Guest Speakers/Performers
Parent/Teacher Surveys
Award Ceremonies (Spirit Tree, Student of the Month/Quarter, Citizen of the Quarter)
Activity Day
Pen Pals
Grade Level/Cross Grade Level Buddy Program
Book It Program
Read Aloud Program
Multi-Cultural Activities & Program
District Parent Leader Meeting
Silent Sustained Reading
Branch Booster Club
Fall Festival
Read Across America
Grade Level Handbooks
Oral Language Festival
Spelling Bee
ASB
Toys for Tots Drive
Science Fair
Science Olympiad

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	1.4	1.6	1.1	5.4	5.9	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is reviewed and updated annually. Teachers and students participate in emergency preparedness drills on a monthly basis. Teachers also receive information at Monthly Staff meetings. All school staff have participated in Active Shooter training drills and we are currently training our students. Security Forces participated in the training at the school sites as a collaborative effort to ensure safety precautions and preventative measures are in place. Some of the key features in our School plan include, Status on School Crime, Child Abuse reporting procedures, Suspension and Expulsion policies, Safe Ingress and Egress Procedures, Discrimination and Harassment policy, as well as Emergency Preparedness Plan.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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 1-20	# 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	22	1	6		20	3	4		20	4	2	
1	19	3	2		21	1	5		27		5	
2	20	4	1		18	5			23		4	
3	25		4		24		4		25		4	
4	25		4		24		4		29		3	
5	27		3		29		3		32		1	2
6	27		4		26		4		30		3	
Other**	8	1			4	1			9	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.

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.0
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	3509	376	3133	62729
District	N/A	N/A	3677	\$63,417.00
Percent Difference - School Site and District	N/A	N/A	-14.8	-2.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-44.8	-6.9

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)

Supplemental services include the use of Accelerated Math and Reading, STAR Math and Reading Assessments through Renaissance Learning, and LEXIA for Special Education

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/>.

Professional Development (Most Recent Three Years)

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

Teachers have received professional development in Common Core Instruction and Explicit Direct Instruction. Our district embraced the new Common Core State Standards and they are being 100% implemented. Branch Elementary uses implemented teacher grade level collaboration days in an effort to professional development to teachers on the new standards. Teacher grade level representatives attended Common Core and Direct Explicit Instruction professional development sessions. Teachers review student assessments as an indicator of student growth and progress and make instructional decisions to meet students needs. Teachers are supported through coaching support by the site Learning Director and grade level collaboration meetings.

West Boron Elementary School

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	West Boron Elementary School
Street	12300 Del Oro St.
City, State, Zip	Boron, CA 93516
Phone Number	760.762.5430
Principal	Mr. Robert Kostopoulos
Email Address	rkostopoulos@muroc.k12.ca.us
Website	http://www.muroc.k12.ca.us/West%20Boron/
County-District-School (CDS) Code	15636856009906

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)

West Boron Elementary School is a kindergarten through sixth grade elementary school located three miles west of town of Boron in rural, eastern Kern County. The school is very remote, with the largest shopping area being Barstow, 35 miles to the east. The school has 12 regular education classes and a K-6 special education class. When students leave West Boron from sixth grade they traditionally go on to Boron Junior/Senior High School located in Boron. West Boron Elementary is a student-oriented organization that provides a safe, nurturing, challenging environment. Every child is successful because all adults put children's needs first. Academics are at the forefront when determining the school program. Professional growth is viewed as a necessary ingredient to student success and academic achievement. The children are our number one priority.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	42
Grade 2	44
Grade 3	48
Grade 4	47
Grade 5	45
Grade 6	44
Total Enrollment	324

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	1.2
Asian	0.3
Filipino	0.3
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.3
White	50
Two or More Races	6.8
Socioeconomically Disadvantaged	72.2
English Learners	1.2
Students with Disabilities	17.3
Foster Youth	1.9
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	12	15	9	
Without Full Credential	3	1	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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 2019

WBE provides students with the necessary textbooks and instructional materials. The school makes textbook materials readily available to all students. The district will be adopting the new Common Core State Standards and will be adopting new Mathematics textbooks for 2014-15. The district has adopted Journeys/Collections for new ELA textbooks for 2017-2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journey's. k-5 Houghton Mifflin Harcourt Collections sixth grade, Houghton Mifflin Harcourt Adopted 2017	Yes	0
Mathematics	Go Math Houghton Mifflin Harcourt c. 2015 - Adopted 2015	Yes	0
Science	Discover Works c.200, Harcourt Science c.2000, Science Voyages, c.2001 – Adopted 2004	Yes	0
History-Social Science	California Vistas c.2007 – Adopted 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

At the time of inspection the school was found to be clean and in good repair. The overall FIT score was 94.19% The district will address safety needs of the school as they arise. The district passed a bond in the fall of 2016 to address facility needs of the site.

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: 1/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Good

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	Library-Faucet in-operable, Stained tiles Room 3 Faucet needs adjusting Room 5-Wires hanging out of wall, Faucet in-operable Room 7-Ceiling tiles stained Room 9-Stained tiles, Fountain needs adjusted Room 13-Fountain needs adjusted Room 21-Ceiling tiles need replaced Room 22-Stained tiles Room 25-Faucet needs adjusting Room 27-Leaky faucet Room 29-Stained tiles, Faucet not working Room 30-Faucet needs adjusted Room 31-Stained tiles MPR-Stage missing moulding on steps, Wires hanging out of walls on East side
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School is clean, zero signs pest/vermin infestation.
Electrical: Electrical	Good	All new LED lighting and fixtures in entire school
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls restroom near Room 20-Left Faucet in-operable Boys restroom near Room 2-Missing ceiling tile, slow urinal
Safety: Fire Safety, Hazardous Materials	Good	Good
Structural: Structural Damage, Roofs	Good	Leaking roof in Room 20
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Broken slide, missing swings
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)	27	27	43	48	50	50
Mathematics (grades 3-8 and 11)	27	20	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	188	185	98.40	1.60	27.03
Male	101	100	99.01	0.99	27.00
Female	87	85	97.70	2.30	27.06
Black or African American	15	15	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	54	54	100.00	0.00	16.67
Native Hawaiian or Pacific Islander					
White	103	102	99.03	0.97	39.22
Two or More Races	12	11	91.67	8.33	9.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	130	130	100.00	0.00	18.46
English Learners	19	19	100.00	0.00	21.05
Students with Disabilities	30	29	96.67	3.33	3.45
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	190	185	97.37	2.63	20.00
Male	102	100	98.04	1.96	24.00
Female	88	85	96.59	3.41	15.29
Black or African American	15	15	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	55	54	98.18	1.82	16.67
Native Hawaiian or Pacific Islander					
White	104	102	98.08	1.92	26.47
Two or More Races	12	11	91.67	8.33	9.09
Socioeconomically Disadvantaged	132	130	98.48	1.52	13.85
English Learners	19	19	100.00	0.00	10.53
Students with Disabilities	30	29	96.67	3.33	3.45
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.

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	21.4	23.8	38.1

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)

The community is involved in a periodic community career day. There is a community pre-school available nearby. The district holds District Advisory Committee (DAC) meetings and bi-monthly English Language Advisory Committee meeting (ELAC) and District English Learner Advisory Committee meetings (DELAC). The Parent Advisory Committee (PAC) is very involved and supportive of the school.

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	6.6	4.9	6.6	5.4	5.9	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is reviewed and updated annually. Teachers and students participate in emergency preparedness drills on a monthly basis. Teachers also receive information at Monthly Staff meetings. The most recent update to West Boron's safety plan was discussed with school faculty on October 7th of 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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 1-20	# 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	22		2		19	2			27		2	
1	23		2		22		2		21	1	1	
2	23		2		22		2		22		2	
3	22		2		24		2		24		2	
4	27		1		24		2		24		2	
5	19	1	2		22	1	1		23		2	
6	25		2		15	1	2		22		2	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	324.0

*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)	.5
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	4165	664	3500	59005
District	N/A	N/A	3677	\$63,417.00
Percent Difference - School Site and District	N/A	N/A	-4.8	-8.0
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-38.3	-12.4

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)

West Boron Elementary School is a Title I School. 3 full time instructional aides were provided at the site to assist with academic needs of students including an after school program to augment instruction in the classrooms. Additionally, textbooks, instructional materials, staff development, school materials, technology, maintenance, custodial, transportation, special education, salaries and benefits, and capital expenses are utilized for the educational benefit of students and for their safety on 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

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$105,948	\$127,356
Superintendent Salary	\$153,000	\$186,823
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/>.

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	35

Staff development has focused on the implementation of common core state standards and explicit direct instruction. The site

has staff development and collaboration during weekly Professional Learning Communities (PLC) Team meetings. Focus areas include teaching strategies such as vocabulary building, and learning new technology and software programs. Opportunities for professional improvement and growth are also available through the Kern County Department of Education and nearby colleges and Universities.