

# Boron Junior-Senior High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Boron Junior-Senior High
<b>Street</b>	26831 Prospect St.
<b>City, State, Zip</b>	Boron, CA 93516
<b>Phone Number</b>	(760) 762-5121
<b>Principal</b>	David Wiggs
<b>E-mail Address</b>	<a href="mailto:dwiggs@muroc.k12.ca.us">dwiggs@muroc.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.muroc.k12.ca.us/Baron/">http://www.muroc.k12.ca.us/Baron/</a>
<b>CDS Code</b>	15636851530997

District Contact Information	
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Michael McCoy Ph.D.
E-mail Address	mmccoy@muroc.k12.ca.us
Web Site	www.muroc.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

Boron Junior Senior High School is the centerpiece of a rural mining community; where the population falls within the lower to middle socioeconomic group. Boron Junior Senior High School's mission 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 in and benefit from a high quality of life and life-long learning.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	32
Grade 8	30
Grade 9	49
Grade 10	47
Grade 11	48
Grade 12	37
Total Enrollment	243

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	0.4
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.4
White	53.9
Two or More Races	5.3
Socioeconomically Disadvantaged	65.8
English Learners	2.5
Students with Disabilities	15.2
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	17	15	87
Without Full Credential	3	1	1	9
Teaching Outside Subject Area of Competence (with full credential)	6	2	4	5

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	2

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.6	12.4
All Schools in District	91.7	8.3
High-Poverty Schools in District	88.4	11.6
Low-Poverty Schools in District	93.8	6.2

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Boron Jr/Sr High School participated in a Williams visit in September of 2015. New math curriculum was adopted in June 2015 and at the time of the visit 20 students lacked a math textbook, although they were on back order from the publisher. The books arrived within one week of the visit and proof of receipt was sent to the County Office of Education as evidence that 100% of all students at the school are provided an appropriate math textbook.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Spanish-En Espanol c.2000 – Adopted 2002	Yes	0
<b>Health</b>	Lifetime Health c.2004 – Adopted 2007	Yes	0
<b>Visual and Performing Arts</b>	Literature: Timeless Voices, Timeless Themes c.2005, The Language of Literature c.2002, Writer’s Choice c.2005 – Adopted 2005	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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. Site is clean and well groomed. School is in need of modernization and upgraded systems; the district passed a general obligation bond in the fall of 2016 to address these areas.

Boron Junior Senior High School facilities consist of three 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)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/11/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Boys plugged urinal in Building 1

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 8/11/16**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces			X	Computer casing open Room 1 Paint walls, Lights out Room 2 Missing T-bar Room 6 Internet outside cover, curtains off rail Room 8 Floor tile at door Room 9 Chipped floor tile Room 10 Water stained tiles, walls surface Room 11 Storage Room 12 Tiles Stained, floor tile missing Room 29 Ceiling tiles replace all Room 25 Floor tile Room 25 Missing floor tiles (8) Room 18 Curtains torn Room 19 Carpet seam bad, wall paint peeling Room21 Rusted vent Room 22 Floor cracked, vent bent, girls bathroom door hole, outlet hanging out 1/4"-MPR Floor tiles cracked-Kitchen
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			wall cracked, internet cable dangling-Speech Room
<b>Electrical:</b> Electrical	X			Lights out-Girls Locker Room Lights out-Room 5 Lights out Room6 Lights out Room 16 Lights out Room 18 Lights out MPR Lights out Kitchen
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Science faucet inoperable, paper towel inoperable Room 3 Drinking Fountain Inoperable, replace and lights out Room 4 Faucet leak, sink replaced Room 5 Lobby fountain ruptured, lobby lights out-Gym Drinking fountain inoperable Woodshop Toilet Holder-Woodshop Light switch restroom-Woodshop Metal Shop sink needs cleaned Urinal inoperable, floor drain missing cover-Boys Locker Room Individual shower missing knob-Girls Locker Room Faucet Leaks Room 25 Girls Restroom ceiling shop restroom Boys urinal inoperable ceiling shop restroom Fountains, adjust papertowels Room 16 Drinking adjust, register rusted Room 20 Girls toilet leaks-"A" Building restroom Woman's restroom cove base missing "A" Building Faucet rotted Library

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/11/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Snack bar floor is sinking
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Phone cord storage room-Office Door latch-Office Broken window-Boys Locker Room

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/11/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	30	41	46	44	48
Mathematics	8	16	30	34	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>7</b>	34	34	100.0	17.6
	<b>8</b>	35	33	94.3	33.3
	<b>11</b>	47	41	87.2	36.6
<b>Male</b>	<b>7</b>	16	16	100.0	12.5
	<b>8</b>	16	15	93.8	20.0
	<b>11</b>	27	25	92.6	32.0
<b>Female</b>	<b>7</b>	18	18	100.0	22.2
	<b>8</b>	19	18	94.7	44.4
	<b>11</b>	20	16	80.0	43.8
<b>Black or African American</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>Asian</b>	<b>11</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>7</b>	--	--	--	--
	<b>8</b>	14	14	100.0	21.4
	<b>11</b>	--	--	--	--
<b>White</b>	<b>7</b>	20	20	100.0	30.0
	<b>8</b>	19	17	89.5	47.1
	<b>11</b>	26	24	92.3	37.5
<b>Two or More Races</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>7</b>	23	23	100.0	4.3
	<b>8</b>	23	21	91.3	23.8
	<b>11</b>	28	24	85.7	29.2
<b>English Learners</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Students with Disabilities</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>Foster Youth</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	34	34	100.0	17.6
	8	35	33	94.3	15.2
	11	47	41	87.2	14.6
Male	7	16	16	100.0	18.8
	8	16	15	93.8	20.0
	11	27	25	92.6	20.0
Female	7	18	18	100.0	16.7
	8	19	18	94.7	11.1
	11	20	16	80.0	6.3
Black or African American	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	14	14	100.0	7.1
	11	--	--	--	--
White	7	20	20	100.0	25.0
	8	19	17	89.5	23.5
	11	26	24	92.3	20.8
Two or More Races	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	23	23	100.0	13.0
	8	23	21	91.3	4.8
	11	28	24	85.7	8.3
English Learners	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	75	53	60	64	60	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	80	77	96.3	59.7
<b>Male</b>	43	41	95.4	46.3
<b>Female</b>	37	36	97.3	75.0
<b>Hispanic or Latino</b>	28	28	100.0	42.9
<b>White</b>	45	42	93.3	76.2
<b>Socioeconomically Disadvantaged</b>	51	49	96.1	57.1
<b>Students with Disabilities</b>	11	11	100.0	18.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### Career Technical Education Programs (School Year 2015-16)

N/A

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	71.08
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	32.6

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	33.3	12.1	33.3
9	17	36.2	8.5

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

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 Month Program, College Information Night, Science Fair, Back to School Night, Sports Programs, Booster Club, and the Annual Academic Awards Banquet.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.20	8.80	4.40	4.60	3.00	2.20	11.40	11.50	10.70
Graduation Rate	87.76	88.24	91.11	93.89	95.45	96.35	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	98	86
Black or African American	50	85	78
American Indian or Alaska Native	0	100	78
Asian	100	100	93
Filipino	0	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	89	88	66
English Learners	50	25	54
Students with Disabilities	100	100	78

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.9	4.5	7.7	3.0	2.5	4.6	4.4	3.8	3.7
Expulsions	0.7	0.4	0.0	0.1	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 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.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	26	2	1	8	23	3	1	8	23	3	1
Mathematics	9	24	4	1	8	22	5		8	22	5	
Science	16	9	6		12	14	1	1	12	14	1	1
Social Science	12	18	4	1	15	12	7		15	12	7	

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	256
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6043	684	6043	69001
District	N/A	N/A	3677.43	\$64,138
Percent Difference: School Site and District	N/A	N/A	64.3	7.6
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	6.4	2.5

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

### Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,786	\$42,063
Mid-Range Teacher Salary	\$61,921	\$64,823
Highest Teacher Salary	\$82,075	\$84,821
Average Principal Salary (Elementary)	\$82,320	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$94,974	\$115,589
Superintendent Salary	\$165,302	\$169,152
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

### Advanced Placement (AP) Courses (School Year 2015-16)

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		N/A
Science		N/A
Social Science		N/A
All courses		

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)

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 two teachers 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.