

West Boron Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School 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
E-mail Address	rkostopoulos@muroc.k12.ca.us
Web Site	http://www.muroc.k12.ca.us/West%20Boron/
CDS Code	15636856009906

District Contact Information	
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Kevin Cordes
E-mail Address	kcordes@muroc.k12.ca.us
Web Site	www.muroc.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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 2016-17)

Grade Level	Number of Students
Kindergarten	44
Grade 1	45
Grade 2	46
Grade 3	44
Grade 4	43
Grade 5	40
Grade 6	49
Total Enrollment	311

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	1.6
Asian	0
Filipino	0.3
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.3
White	53.7
Two or More Races	6.8
Socioeconomically Disadvantaged	65.9
English Learners	6.8
Students with Disabilities	14.1
Foster Youth	2.6

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	12	12	
Without Full Credential	1	2	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: December 2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
Foreign Language		Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)		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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Missing plate cover Room 2 Stained ceiling tiles Room 3 Missing speaker for intercom, hanging cord Room 4 Broken door casing, sagging center tile Room 5 Window won't close by entry door, ceiling tiles around cooler stained Room 6 Stained ceiling tiles Room 7 Wall surface torn Room 12 Stained ceiling tiles, missing extinguisher Room 22 Cord hanging down Room 28 Ceiling tiles stained Room 29 Ceiling tiles stained Library
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Lights out Room 8 Lights out Room 12 Lights out Room 21 Lights out Room 22 Lights out Room 26 Lights out Room 27

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Toilet inoperable-Office Floor drain missing cover Room 1 Faucet adjust Room 2 Faucet adjust Room3 Adjust fountain Room 7 Adjust faucet Room 8 Adjust faucet Room 9 Adjust faucet Room 21 Adjust faucet Room 26 Adjust faucet Room 24 Adjust faucet Girsl New Wing Restroom Adjust faucet and fountain Room 28 Faucet inoperable Library Faucet leaking again Room 29
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door needs work, must lift to latch Room 13

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/12/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	28	25	46	46	48	48
Mathematics (grades 3-8 and 11)	19	23	34	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	180	95.24	25
Male	103	96	93.2	26.04
Female	86	84	97.67	23.81
Black or African American	18	18	100	0
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100	20.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	85	95.51	36.47
Two or More Races	18	13	72.22	7.69
Socioeconomically Disadvantaged	121	119	98.35	14.29
English Learners	14	14	100	7.14
Students with Disabilities	27	26	96.3	0
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	180	95.24	23.33
Male	103	96	93.2	23.96
Female	86	84	97.67	22.62
Black or African American	18	18	100	5.56
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100	10.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	85	95.51	37.65
Two or More Races	18	13	72.22	15.38
Socioeconomically Disadvantaged	121	119	98.35	12.61
English Learners	14	14	100	0
Students with Disabilities	27	26	96.3	0
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	43	43	60	61	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	19	31

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 State priority: Parental Involvement (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 2017-18)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.8	9.1	6.6	2.5	4.6	5.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		2		23		2		22		2	
1	24		2		25		2		23		2	
2	20	2			22		2		23		2	
3	19	2			23		2		22		2	
4	23		2		26		1		27		1	
5	27		1		26		2		19	1	2	
6	23		2		26		2		25		2	
Other	5	1			3	2						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4165	664	3500	59005
District	N/A	N/A	3677	\$64,747
Percent Difference: School Site and District	N/A	N/A	-4.8	-8.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-38.3	-12.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,546	\$44,144
Mid-Range Teacher Salary	\$65,504	\$69,119
Highest Teacher Salary	\$86,159	\$86,005
Average Principal Salary (Elementary)	\$89,392	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$102,134	\$121,395
Superintendent Salary	\$147,000	\$178,104
Percent of Budget for Teacher Salaries	33%	34%
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/>.

Professional Development (Most Recent Three Years)

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.