

Boron Junior-Senior High

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School 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
E-mail Address	dwiggs@muroc.k12.ca.us
Web Site	http://www.muroc.k12.ca.us/Boron/
CDS Code	15636851530997

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 2018-19)

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 Program that utilizes on-line courses to server our students for credit recovery and earning college credits in conjunction with Cerro Coso Junior college. The population falls within the lower to middle 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 2017-18)

Grade Level	Number of Students
Grade 7	55
Grade 8	48
Grade 9	33
Grade 10	32
Grade 11	49
Grade 12	46
Total Enrollment	263

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.8
Asian	0.0
Filipino	0.8
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.4
White	48.7
Socioeconomically Disadvantaged	62.7
English Learners	1.5
Students with Disabilities	19.4
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	17	18	85
Without Full Credential	1	1	1	9
Teaching Outside Subject Area of Competence (with full credential)	4	1	4	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	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 2018-19)

Year and month in which data were collected: September 2017

Boron Jr/Sr High School participated in a Williams visit in September of 2017. 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. Also, this fall was the adoption of the Spanish textbook and at the time of the William's visit, all students had their books.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
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. 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. The school is coming under construction and is looking to add new and modern components to the facilities.

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: 6/15/2107		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys plugged urinal in Building 1
Interior: Interior Surfaces	Poor	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
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	wall cracked, internet cable dangling-Speech Room
Electrical: Electrical	Good	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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 6/15/2107		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	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
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Snack bar floor is sinking
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	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: 6/15/2107	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	38.0	23.0	46.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	18.0	16.0	34.0	34.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	145	129	88.97	23.26
Male	78	70	89.74	20.00
Female	67	59	88.06	27.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	46	93.88	17.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	62	89.86	32.26
Two or More Races	14	11	78.57	9.09
Socioeconomically Disadvantaged	95	86	90.53	16.28
English Learners	14	14	100.00	14.29
Students with Disabilities	36	33	91.67	0.00

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	145	129	88.97	16.28
Male	78	70	89.74	17.14
Female	67	59	88.06	15.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	46	93.88	8.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	62	89.86	25.81
Two or More Races	14	11	78.57	9.09
Socioeconomically Disadvantaged	95	86	90.53	13.95
English Learners	14	14	100	0
Students with Disabilities	36	33	91.67	0

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	141
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	62.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	22.5

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.0	17.3	40.4
9	24.1	27.6	13.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.4	5.6	2.4	2.2	2.3	0.8	10.7	9.7	9.1
Graduation Rate	91.1	91.7	92.9	96.4	96.9	97.6	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	85.1	91.9	88.7
Black or African American	85.7	90.9	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	50.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	92.6	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	84.0	91.4	92.1
Two or More Races	83.3	95.8	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	0.0	56.7
Students with Disabilities	66.7	77.8	67.1
Foster Youth	0.0	0.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.7	14.3	14.1	4.6	5.4	5.9	3.7	3.7	3.5
Expulsions	0.0	0.4	0.4	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	9.0	23	3		10.0	18	5		10.0	17	5			
Mathematics	11.0	18	2		9.0	24	2		13.0	17	2			
Science	14.0	12	3		16.0	9	4		12.0	14	4			
Social Science	11.0	20	4		13.0	15	4	1	18.0	10	6			

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	263
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	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	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 2016-17)

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	\$65,202
Percent Difference: School Site and District	N/A	N/A	64.3	7.6
State	N/A	N/A	\$7,125	\$71,392
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 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,825	\$45,681
Mid-Range Teacher Salary	\$67,331	\$70,601
Highest Teacher Salary	\$89,126	\$89,337
Average Principal Salary (Elementary)	\$86,365	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$102,194	\$124,876
Superintendent Salary	\$152,145	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All courses	1	3.0

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 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.