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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # 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.