

Boron Junior-Senior High

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Robert Kostopoulos
Email Address	rkostopoulos@muroc.k12.ca.us
School Website	https://murocbo.ss19.sharpschool.com/
Grade Span	7-12
County-District-School (CDS) Code	15636851530997

2024-25 District Contact Information	
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Kevin Cordes
Email Address	kcordes@muroc.k12.ca.us
District Website	www.muroc.k12.ca.us

2024-25 School Description and Mission Statement
VISION The vision of Boron Jr./Sr. High School is to graduate all students prepared for 21st century work, social, and civic responsibilities. MISSION Boron Jr./Sr. High School's mission is to develop well-rounded students that have a desire and determination to live a higher

2024-25 School Description and Mission Statement

quality of life, value both work and education, and are college and career ready in a global society by completing rigorous standards while displaying good Character, Ambition, and Teamwork, resulting in Success (CATS).

AVID MISSION

The AVID mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	41
Grade 8	41
Grade 9	50
Grade 10	44
Grade 11	35
Grade 12	33
Total Enrollment	244

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.4
Male	58.6
American Indian or Alaska Native	1.6
Asian	0.4
Black or African American	13.5
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	1.2
Two or More Races	4.5
White	39.3
English Learners	0.4
Homeless	0.8
Socioeconomically Disadvantaged	58.2
Students with Disabilities	17.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.90	78.26	70.00	78.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	5.56	4.90	5.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	16.07	13.30	14.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	1.12	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	17.80	100.00	89.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	79.68	73.30	79.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	3.26	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	20.27	15.50	16.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.01	15831.90	5.67
Total Teaching Positions	19.20	100.00	91.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	69.28	71.30	78.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	25.21	19.00	20.91	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	5.51	0.80	0.95	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	15.70	100.00	91.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	0.00	1
Misassignments	2.30	3.90	2.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.80	3.90	3.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.8
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.00	42.5	65.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Boron Jr/Sr High School participated in a Williams visit in August of 2022. 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.

Year and month in which the data were collected

November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, c. 2017 – Adopted 2017	Yes	0
Mathematics	7th and 8th grade math Go Math! c.2014, Algebra 1 c.2014, Geometry c.2014, Algebra 2 c.2014, PreCalculus c.2014, Calculus c. 2012	Yes	0
Science	Science Voyages c.2001, Modern Chemistry c.1999, Physics c.2002, Biology c.1998, Physical Science c.2006, BSCS Biology c.2002, Essentials of Human Anatomy and Physiology c.2003 – Adopted 2004	Yes	0
History-Social Science	World History c.2006, US History c.2006, Geography c.2008, World Studies c.2006, American Government c.2007, Economics c.2007, Psychology c.2007, Student Law c.2005 – Adopted 2007	Yes	0
Foreign Language	Describe 1, c.2017 – Adopted 2017	Yes	0
Health	Lifetime Health c.2004 – Adopted 2007	Yes	0
Visual and Performing Arts	Literature: Timeless Voices, Timeless Themes c.2005, The Language of Literature c.2002, Writer's Choice c.2005 – Adopted 2005	Yes	0

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

School Facility Conditions and Planned Improvements

At the time of inspection, the school was found to be in good repair. The site is clean with new buildings and classrooms. Boron Jr/Sr High School facilities consist of two main instructional classroom buildings, main office, multipurpose room/cafeteria, industrial arts building, library, band room, athletic fields, pool and gymnasium. These are maintained by custodial and maintenance personnel.

Year and month of the most recent FIT report

9/24/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			25: AC leak in Simulator room, Library: AC ducting in Counselor Office
Interior: Interior Surfaces			X	11: Stained Ceiling Tiles 13: Stained Ceiling Tiles 15: Ceiling Speaker in-operable 29: Stained Ceiling tiles, Door no latch 3: Stained Ceiling tiles 5: Cabinet door trim coming off 6: Ceiling tiles stained 7: Ceiling tiles stained 8: Ceiling tiles stained 9: ceiling tiles stained Boy's Lockeroom: Showers, Toilets, Ceilings Kitchen/MPR: Floor tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Band: Double door lock in-operable, need light installed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			4: Faucet loose, Fire door does not close always Boy's Lockeroom: Showers, Toilets, Ceilings
Safety: Fire Safety, Hazardous Materials	X			14:00
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2: Window seal open 29: Stained Ceiling tiles, Door no latch 4: Faucet loose, Fire door does not close always Band: Double door lock in-operable, need light installed Wood shop: West Door not attached to wall

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	14	15	30	30	46	47
Mathematics (grades 3-8 and 11)	11	12	20	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	112	94.92	5.08	15.18
Female	46	44	95.65	4.35	20.45
Male	71	68	95.77	4.23	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	15	93.75	6.25	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	49	47	95.92	4.08	19.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	44	93.62	6.38	18.18
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	73	94.81	5.19	10.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	109	92.37	7.63	11.93
Female	46	43	93.48	6.52	6.98
Male	71	66	92.96	7.04	15.15
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	14	87.50	12.50	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	49	46	93.88	6.12	15.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	43	91.49	8.51	13.95
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	70	90.91	9.09	11.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.14	11.49	21.29	19.01	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	88	93.62	6.38	11.36
Female	40	36	90.00	10.00	13.89
Male	54	52	96.30	3.70	9.62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	5.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	35	92.11	7.89	22.86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	53	91.38	8.62	3.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	5.56

2023-24 Career Technical Education Programs

Boron Junior/Senior High has 2 sectors for CTE during the school day. Beginning in 2022, Boron started an Airframe and Powerplant CTE program. This program has students enrolled learning to become mechanics on aircraft. The class has access to different types of aircraft engines and a plane to get hands on experience. Working with Antelope Valley College, upon graduation, students can enter the A & P program at AVC and continue their work to be certified by the FAA. We offer Adult Education class outside of the school day that has provides a CTE program of Manufacturing and Product Development with a pathway of Welding and Material Joining. Boron High School also added a Construction Tech life skills class to teach drafting, framing, plumbing, electrical, quote building, concrete framing and pouring. Students also complete and help with construction projects throughout the community.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	69
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.06
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	19.23

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99	99	99	99	99
Grade 9	99	99	99	99	99

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

2024-25 Opportunities for Parental Involvement

school activities which impact the students’ learning. Involvement includes: English Learner Advisory Committee (District level), District Advisory Committee, School Site Council (SSC), Parents’ Night, College Information Night, 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	12.1	9.1	13.9	7.9	6.5	8.3	7.8	8.2	8.9
Graduation Rate	86.2	88.6	72.2	91.4	92.6	85.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	36	26	72.2
Female	18	11	61.1
Male	18	15	83.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	14	82.4
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	25	16	64.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	279	181	64.9
Female	126	119	86	72.3
Male	168	159	94	59.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	45	43	30	69.8
Filipino	--	--	--	--
Hispanic or Latino	111	104	66	63.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	8	66.7
White	113	107	67	62.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	189	177	121	68.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	53	34	64.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.12	11.95	11.19	3.66	5.81	5.39	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.26	0.34	1.36	0.21	0.05	0.25	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.19	1.36
Female	7.94	2.38
Male	13.69	0.60
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	28.89	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.21	0.90
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.85	0.88
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.76	2.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

2024-25 School Safety Plan

practiced on a yearly basis; monthly fire drills, earthquake drills, active shooter or lockdown drills to prepare students in the event of an emergency are also performed. Revisions in evacuation plans and Active Shooter procedures are forthcoming.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	34	3	
Mathematics	7	34	2	
Science	9	24	3	
Social Science	7	42	5	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	41	1	
Mathematics	9	23	2	
Science	8	22	2	
Social Science	5	51	1	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	29	2	
Mathematics	14	14	4	
Science	13	12	3	
Social Science	9	24	3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	35

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	2
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16585	684	6043	69001
District	N/A	N/A	3677.43	\$74,804
Percent Difference - School Site and District	N/A	N/A	48.7	-8.1
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-56.2	-13.1

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,000	\$50,757
Mid-Range Teacher Salary	\$77,597	\$75,693
Highest Teacher Salary	\$102,203	\$105,687
Average Principal Salary (Elementary)	\$115,995	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$126,032	\$133,106
Superintendent Salary	\$159,200	\$167,660
Percent of Budget for Teacher Salaries	31%	26%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

BJSHS has been listed for improvement from the state. The school and the district are participating in Continuous Improvement Process with Kern County. Professional Development is being developed and is ready for implementation through Spectrum Services. The school was to begin this PD in late March of 2020. Due to COVID-19 and distance learning, this PD has been moved to a future date when teachers and students return to campus. The school was also listed in Comprehensive Support and Improvement and is currently working within the county guidelines to improve Administrative Leadership, Multi-tiered System of Support, Integrated Educational Framework, Family & Community Engagement and Inclusive Policy Structure &

Professional Development

Support. The leadership team has completed its first Fidelity Integrity Assessment to begin addressing these topics. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

School Name: Boron Jr. Sr. High School

3

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
1	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
2	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
3	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
4	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
5	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
6	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
7	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
8	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Hall	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	N/A	Yes	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
9	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
10	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
11	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
12	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
13	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
14	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
15	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
16	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															

School Name: Boron Jr. Sr. High School

3

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
Girls Restroom	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Boy's Restroom	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Staff Restroom Building "G"	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Staff Restroom Building "G"	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Staff Restroom Building "E"	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Office	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Library	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Campus	7th - 12th	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	N/A	Yes	Yes	D
		COMMENTS:	Broken dirty trash cans														
Snack Bar	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Fields	7th - 12th	N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	OK
		COMMENTS:															
Boy's Locker Room	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Girl's Locker Room	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Gym	7th - 12th	Yes	Yes	N/A	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Boy's Restroom Gym Hall	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Girl's Restroom Gym Hall	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
29	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Woodshop	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															

PART IIb: CLEANLINESS DETAIL

Date of Inspection: 09/24/24

School Name: Boron Jr. Sr. High School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE:

3

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
25	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Band	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
MPR	7th - 12th	Yes	Yes	N/A	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	N/A	N/A	N/A	Yes	OK
		COMMENTS:															
Kitchen	7th - 12th	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	OK
		COMMENTS:															
Boy's Restroom MPR	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Girl's Restroom MPR	7th - 12th	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
"A" Building Office	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
A & P Shop	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
17	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
18	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
19	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
20	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
21	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
22	7th - 12th	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
District's Plan to Address:																	
Deficiency Noted in Prior Year?																	

Use additional Building/Area Lines as necessary.

Marks:

Yes = Clean
No = Not Clean
N/A = Not Applicable

*This button will transfer the Rating in Excel column R from this page to FIT's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.