

West Boron Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	West Boron Elementary School
Street	12300 Del Oro St.
City, State, Zip	Boron, CA 93516
Phone Number	760-762-5430
Principal	Mr. Richard Little
Email Address	rlittle@muroc.k12.ca.us
School Website	westboron.muroc.k12.ca.us
Grade Span	K-6
County-District-School (CDS) Code	CA

2025-26 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

2025-26 School Description and Mission Statement

West Boron Elementary School is a Transitional Kindergarten through sixth-grade elementary school located three miles west of the 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 15 regular education classes from TK through 6th grade, a Kindergarten through Third grade Special Education class, a 4th through 6th grade Special Education class, and a 4th through 6th grade special education push-in program. When students leave West Boron after sixth grade, they traditionally go to Boron Junior/Senior High School located in Boron. West Boron Elementary is a student-oriented organization that provides a safe, nurturing, challenging environment. West Boron students are successful because all staff members 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. West Boron Elementary is currently a school doing AVID (Advancement Via Individual Determination). West Boron is an AVID-wide school where all students benefit from excellent teaching strategies provided through the AVID program. West Boron received accreditation through WASC.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	45
Grade 2	34
Grade 3	35
Grade 4	27
Grade 5	42
Grade 6	52
Total Enrollment	276

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Asian	0.4
Black or African American	13.4
Filipino	1.4
Hispanic or Latino	45.7
Two or More Races	5.4
White	32.2
English Learners	0.4
Foster Youth	0.4
Homeless	3.6
Socioeconomically Disadvantaged	75.7
Students with Disabilities	19.2

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.

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)	9.1	64.76	73.3	79.81	234405.2	84
Intern Credential Holders Properly Assigned	2	14.09	3	3.26	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	21.14	15.5	16.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0.01	15831.9	5.67
Total Teaching Positions	14.1	100	91.8	100	279044.8	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.

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)	8	57.14	71.3	78.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6	42.86	19	20.91	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.8	0.95	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	14	100	91.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	12	80	74.3	75.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	20	24.1	24.49	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.2	0.25	13705.8	4.91
Total Teaching Positions	15	100	98.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3	1
Misassignments	3.00	3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	6	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	20	50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	7.1	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 adopted Go Math textbooks for 2014-15. The district has adopted Journeys/Collections for new ELA textbooks for 2017-2018.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics	Go Math Houghton Mifflin Harcourt c. 2015 - Adopted 2015	0
Science	Discover Works c.200, Harcourt Science c.2000, Science Voyages, c.2001 – Adopted 2004	0
History-Social Science	California Vistas c.2007 – Adopted 2007	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		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 clean and in good repair. The overall FIT score was 94.19%. The school scored GOOD in all areas except interior surfaces, FAIR, and restrooms, sinks/fountains, POOR. The district will address safety needs of the school as they arise. The district passed a bond in the fall of 2022 to address facility needs of the site.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

09/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Good
Interior: Interior Surfaces	X			Room 33 - Damaged/missing drawers
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		School is clean, zero signs pest/vermin infestation. School grounds are subject to the challenges of wind which is so prevalent in the area where the school is located. Wrappers and other debris continually blows onto school grounds.
Electrical	X			Kitchen refrigerator/freezer inoperable Room 22 - Lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 5 - Stained ceiling tiles Girls' restroom by room 2 - ceiling tiles damaged Room 6 - Slow drain, stained ceiling tiles Room 7 - stained ceiling tiles Room 21 - Drinking fountain inoperable Girls' restroom by room 23 - Loose toilet seat Room 23 - Drinking fountain inoperable Office - Broken ceiling tile in hallway MPR - Floor tile chipped Staff restrooms - Men's urinal slow drain, women's sink aerator
Safety: Fire Safety, Hazardous Materials	X			Good
Structural: Structural Damage, Roofs	X			All roofs are in good working condition. The infrequency of precipitation is a challenge to determine whether all areas are waterproof. Maintenance Department is continually assessing throughout the year to ensure that our buildings are safe and secure.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			TK playground - Drinking fountain inoperable Room 30 - Broken Window

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	13	19	30	36	47	48
Mathematics (grades 3-8 and 11)	9	13	20	22	35	37

2024-25 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	159	149	93.71	6.29	18.79
Female	70	65	92.86	7.14	20.00
Male	89	84	94.38	5.62	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	73	68	93.15	6.85	22.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	49	90.74	9.26	20.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	94	93.07	6.93	19.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	0.00

2024-25 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	159	149	93.71	6.29	13.42
Female	70	65	92.86	7.14	12.31
Male	89	84	94.38	5.62	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	73	68	93.15	6.85	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	49	90.74	9.26	18.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	94	93.07	6.93	8.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	2.33

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.55	10	19.01	20	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	40	97.56	2.44	10.00
Female	15	15	100.00	0.00	6.67
Male	26	25	96.15	3.85	12.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	25.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

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.

2024-25 California Physical Fitness Test Participation Rates					
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 5	100%	100%	100%	100%	60.5%

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.

2025-26 Opportunities for Parental Involvement

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). Our goal is to have a themed-based parent night once every quarter. West Boron also uses our district's web-based communication software to inform parents of events happening at the school.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	310	301	129	42.9
Female	146	142	56	39.4
Male	164	159	73	45.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	45	38	22	57.9
Filipino	--	--	--	--
Hispanic or Latino	140	138	55	39.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	6	37.5
White	98	98	44	44.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	20	17	7	41.2
Socioeconomically Disadvantaged	250	241	110	45.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	34	44.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.29	9.54	2.26	5.81	5.39	2.93	3.6	3.28	2.94
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.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.25	0	0.08	0.07	0.06
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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.26	0.00
Female	2.05	0.00
Male	2.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.04	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	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.

2025-26 School Safety Plan

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 bi-weekly Staff meetings. This plan is continually under review by School Administration, staff and the School Site Council to add additional updated information as it becomes available.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	18	2	0	0
2	18	2	0	0
3	18	2	0	0
4	27	0	2	0
5	27	0	1	0
6	30	0	1	0
Other	26	0	1	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	17	2	0	0
2	19	2	0	0
3	16	2	0	0
4	22	0	2	0
5	26	0	2	0
6	24	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2		
1	23		2	
2	17	2		
3	18	2		
4	14	2		
5	21	1	1	
6	26		2	

2024-25 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	0

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	4165	664	3500	\$61,063
District	N/A	N/A	3677	\$76,165
Percent Difference - School Site and District	N/A	N/A	-4.9	-20.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-101.9	-25.2

Fiscal Year 2024-25 Types of Services Funded

West Boron Elementary School is a Title I School. 1 Reading Intervention teacher with 1 part time instructional aide was provided at the site to assist with academic needs of students including an Expanded Learning Opportunities 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$51,510	\$57,978
Mid-Range Teacher Salary	\$80,906	\$89,612
Highest Teacher Salary	\$106,936	\$117,194
Average Principal Salary (Elementary)	\$117,846	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$124,480	\$162,334
Superintendent Salary	\$175,667	\$234,076
Percent of Budget for Teacher Salaries	31.15%	27.81%
Percent of Budget for Administrative Salaries	5.19%	5.47%

Professional Development

Staff development has focused on the implementation of Common Core State Standards and explicit direct instruction. The site has staff development and collaboration during bi-weekly Professional Learning Communities (PLC) Team meetings/Collaboration Team meetings. Focus areas include teaching strategies such as vocabulary building, classroom management, reading intervention, and learning new technology and software programs. Opportunities for professional improvement and growth are also available through the Kern County Superintendent of School, Kern County Consortium

Professional Development

SELPA, and nearby colleges and Universities. Additionally, teaching and instructional staff are receiving instruction in AVID strategies and implementation. For the 2025-2026 school year, Staff Meetings /Collaborations are 2 hours, twice a month with two dedicated days of staff development offerings. While the number of individual collaborations differs, the total hours remain nearly the same.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement		19	19