Borrego Springs Middle School
School Accountability Report Card
Reported Using Data from the 2011-12 School Year
Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Borrego Springs Middle School
Street	2281 Diegueno Road
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5335
Principal	Tracey McFarland
E-mail Address	tmcfarland@bsusd.net
CDS Code	37-67983-6115315

District Contact Information	
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Web Site	www.bsusd.com
Superintendent	Martha Deichler
E-mail Address	mdeichler@bsusd.net

School Description and Mission Statement (School Year 2011-12)
This section provides information about the school, its programs and its goals.

Community & School Profile
Borrego Springs Middle School is located in the remote desert community of Borrego Springs, in eastern San Diego County. Borrego Springs is a quiet community with a true home town atmosphere and is situated next to the Anza-Borrego Desert State Park. Known for its ideal winter climate and natural beauty, the area attracts many visitors. Borrego Springs Middle School is governed by the Borrego Springs Unified School District. The district currently includes one elementary school, one middle school, one high school, and one continuation high school. Borrego Springs Middle School serves 120 students in grades six through eight, providing comprehensive educational programs and services to its unique student population. The school also acts as a focal point for community events.

Borrego Springs Middle School is a school in which the faculty, staff and students work as a team through sharing the decision-making responsibilities of the school. Recommendations are honored both up and down the supervisory chain. Faculty members are considered an integral part of the decision making process. Students arrive at school enthusiastic and ready to learn without undue concern for their own safety as it relates to school violence. The students of Borrego Springs Middle School are involved in a curriculum that is tailored for their future life endeavors. Their course studies are meaningful and directly related to their life goals. Emphasis is placed on preparing students to lead productive as well as fulfilling lives as adults. The mission of the Borrego Springs Middle School is to provide a safe, holistic, educational environment, which blends academic, social and emotional/physical development for each student. The staff accomplishes these goals by working together to provide a challenging and safe social environment that encourages all students to reach their highest potential and to be competitive, responsible citizens in a culturally diverse world.

The educational community of Borrego Springs, which includes parents, students, staff, and the community, promotes pride in our schools through respect for each other, good citizenship, maintenance of high standards, and the positive encouragement of students. Through pursuit of these ideals, we develop the students' whole person, foster self-esteem in a safe environment, and provide guidance for their post-secondary planning and success.

Opportunities for Parental Involvement (School Year 2011-12)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and the community are very supportive of the educational program at Borrego Springs Middle School. Due to the nature of Borrego Spring's small, close-knit community, local people and organizations heavily invest time and money into the development of the next generation of well-rounded, educated, and responsible citizens. The Middle School Site Council meets monthly to review school programs and student data. The Spanish-speaking parents participate in the District English Language Advisory Committee (DELAC) throughout the year. Community members and parents volunteer at the school, act as coaches for athletic teams, and participate in booster club activities. The support of parents, community members, and local businesses instills students at Borrego Springs Middle School with a sense of pride in their school and connection to their community.

Parents who wish to volunteer or participate in Borrego Springs Middle School's leadership teams, school committees, and school activities may contact Principal Tracey McFarland (760) 767-5335.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 6	43
Grade 7	30
Grade 8	34
Total Enrollment	107

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.9	White	19.6
American Indian or Alaska Native	0	Two or More Races	3.7
Asian	0	Socioeconomically Disadvantaged	86
Filipino	0	English Learners	56.1
Hispanic or Latino	74.8	Students with Disabilities	8.4
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	2			23	2	2	0	32	0	1	1
Mathematics	22	2			20.7	2	1	0	21.3	2	1	0
Science	22	2			31	0	2	0	32	0	1	1
Social Science	22	1			26.4	2	2	1	32	0	1	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safety of students and staff is a primary concern of Borrego Springs Middle School. Borrego Springs Middle School welcomes visitors, but asks all visitors to sign in at the front office, to be respectful of the learning process, and to minimize classroom disruptions. Before and after school and during lunch, instructional aides and the principal monitor campus activity and ensure student safety.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in February 2006. A copy of the plan is available for public review at the school office. The school evaluates the safety plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in February 2006. A Safe Schools Committee was formed in December 2012 to review and revise the School Safety Plan. A copy of the 2006 plan is available for public review at the school office.

Borrego Springs Middle School and High School collaborate with local law enforcement in drills and simulations of threatening situations that might endanger our students. Fire drills and/or earthquake drills are held monthly. A complete lockdown drill is completed annually.

An updated campus map indicating student gathering points and critical utility shut-off valves is placed in all classrooms and also resides in the school and district office.

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Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	7.69		8	3.95		
Expulsions	0		0	0.21		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9/2011

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Date of most recent inspection: 9/16/11

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential		5	4	
Without Full Credential		5	0	
Teaching Outside Subject Area of Competence		2	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California

teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95	5
All Schools in District	97.4	2.6
High-Poverty Schools in District	97.01	2.99
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.25	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.50	---
Psychologist	.25	---
Social Worker	.20	---
Nurse	.25	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 8/10/2011

All textbooks and instructional materials used within the Borrego Springs Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on November 18, 2009, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the state of California. All students, including English Language Learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell 2002 In good condition.	Yes	0
Mathematics	McDougal Littell 2001 In good condition.	Yes	0
Science	Prentice Hall 2001 In good condition.	Yes	0
History-Social Science	McGraw-Hill 2000 Houghton Mifflin 1999 Glencoe/McGraw-Hill 2000 In good condition.	Yes	0
Visual and Performing Arts	In good condition.		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,918	$4,607	$9,311	$59,899
District	---	---	$9,311	$56,426
Percent Difference: School Site and District	---	---	0%	4.2%
State	---	---	$5,455	$57,948
Percent Difference: School Site and State	---	---	71%	4.8%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For the 2011-12 school year, Borrego Springs Unified School District spent an average of $13,261to educate each student (based on 2010-11 data). This calculation is required by law annually and compared with other districts statewide. The "Total Expenditures" table provides a comparison of a school's per pupil funding from unrestricted sources with district and state funding.

Borrego Springs Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received approximately $1,256 per student in federal and state aid for the following categorical and support programs:

- Drug/Alcohol/Tobacco Funds
- Special Education
- Interagency Contracts
- Gifted and Talented Education

- Economic Impact Aid
- Home-to-School Transportation
- Instructional Materials
- School Improvement Program

- Peer Assistance and Review
- Title I

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,224	$38,099
Mid-Range Teacher Salary	$61,862	$55,582
Highest Teacher Salary	$70,544	$71,884
Average Principal Salary (Elementary)	$105,000	$88,790
Average Principal Salary (Middle)		$93,519
Average Principal Salary (High)	$105,000	$95,671
Superintendent Salary	$118,000	$115,401
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	10%	7%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	49	48	45	37	43	42	52	54	56
Mathematics	25	27	34	27	33	31	48	50	51
Science	26	68	70	33	47	47	54	57	60
History-Social Science	42	42	50	31	33	42	44	48	49

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	31	47	42
All Student at the School	45	34	70	50
Male	48	44	79	58
Female	42	25	55	36
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	40	32	64	45
Native Hawaiian/Pacific Islander				
White	76	53		
Two or More Races				
Socioeconomically Disadvantaged	42	31	69	46
English Learners	11	15		
Students with Disabilities				
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	44.4	14.8	29.6

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	4	4
Similar Schools	2		

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	51	9	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	88	33	-34
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	94	42	-40
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	98	732	352	723	4,664,264	788
Black or African American	2		6		313,201	710
American Indian or Alaska Native	0		0		31,606	742
Asian	0		0		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	76	716	275	696	2,425,230	740
Native Hawaiian/Pacific Islander	0		0		26,563	775
White	17	861	63	840	1,221,860	853
Two or More Races	3		8		88,428	849
Socioeconomically Disadvantaged	86	714	306	704	2,779,680	737
English Learners	62	696	224	662	1,530,297	716
Students with Disabilities	9		34	504	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	33.3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Training and curriculum development at Borrego Springs Middle School revolves around the California State Content Standards and Frameworks. Because of the small teaching staff, curriculum and staff development decisions are made by the entire staff working directly with the principal.

To acquire necessary knowledge, upgrade skills, and develop professionally, Borrego Springs Middle School's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise and best teaching practices based on advanced education and/or specialized training with their colleagues. The sharing of information by teachers occurs throughout the year at weekly collaboration meetings held each Monday. The entire district faculty and staff meet monthly to discuss issues common to all district faculty and staff.

The district annually offers three staff development buy-back days.

Recent staff development topics included:
- Working with children with special needs in the regular classroom
- Using the state-adopted reading textbooks
- Using data analysis for the development of classroom activities
- AVID Summer Institute

Borrego Springs Unified School District assists new teachers with building classroom skills and instructional techniques by offering Beginning Teacher Support and Assessment (BTSA), a state-sponsored two-year program designed for first- and second-year credentialed teachers. For experienced teachers, the Peer Assistance and Review (PAR) program utilizes the district's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.