Borrego Springs Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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	Martha Deichler
E-mail Address	mdeichler@bsusd.net
Web Site	www.bsusd.com
CDS Code	37-67983-6115315

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

School Description and Mission Statement (Most Recent Year)

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 in the middle of 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 108 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, emotional, and 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	28
Grade 7	40
Grade 8	40
Total Enrollment	108

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	0.0
White	15.3
Two or More Races	0.9
Socioeconomically Disadvantaged	85.6
English Learners	46.8
Students with Disabilities	9.9

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	4	5	6	28
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.12	0.88
High-Poverty Schools in District	99.12	0.88
Low-Poverty Schools in District	0.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 9/15/12

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, 2012 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety conditions of the school site are the number one priority of Maintenance and Operations personnel and the site principal. 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: 10/2014

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Boys RR Diffuser missing Electrical - storage of items must be removed
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 Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	70	38	53	48	44	57	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Student at the School	53
Male	46
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	45	38	43	42	41	54	56	55
Mathematics	27	34	17	33	31	24	49	50	50
History-Social Science	42	50	52	33	42	47	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	1
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	9	-19	-52
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-34	-47
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	42	-40	-32
English Learners			-54
Students with Disabilities			

Note: "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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.0	26.8	29.3

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are 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 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, both during the school day and after school, to provide enriching educational activities for our students. 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 Martha Deichler (760) 767-5335.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.3	6.5	4.2	2.9	2.9	0.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is the primary concern at Borrego Springs Middle School. Borrego Springs Middle School welcomes visitors and volunteers, but asks all visitors to sign in at the front office, to be respectful of the learning process as well as to ensure a safe campus. We also want to minimize classroom disruptions. Before and after school, and during lunch, instructional aides, teachers, lunch supervisors 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 reviews 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. A Safe Schools Committee was formed in December 2012 to review and revise the School Safety Plan, where appropriate.

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 quarterly 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.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	32	0	1	1	16	4	1		15	7		
Mathematics	21.3	2	1	0	15	5			17	3	2	
Science	32	0	1	1	18	3	1		16	3	2	
Social Science	32	0	1	1	18	3	1		17	6		

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.40	100
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.25	---
Psychologist	.25	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,633	$4,959	$8,674	$57,468
District	---	---	$8,674	$57,307
Percent Difference: School Site and District	---	---	0.0	0.3
State	---	---	$4,690	$57,912
Percent Difference: School Site and State	---	---	84.9	-0.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

For the 2013-14 school year, Borrego Springs Unified School District spent an average of $14,887 to educate each student (based on 2013-14 audited financial statements). These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

Borrego Springs Unified School District receives additional state and federal funding for special programs. Many categorical programs were completely eliminated in 2013-14 due to the formation of the Local Control Funding Formula. For the 2013-14 school year, the district received approximately $3,775 per student in federal and state aid for the following categorical and support programs:

- Special Education
- Interagency Contracts
- Home-to-School Transportation
- Instructional Materials
- Title I
- Title II
- Title III
- Title IV
- Child Nutrition
- After school education and safety (ASES)
- Preschool

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,224	$38,152
Mid-Range Teacher Salary	$52,162	$55,573
Highest Teacher Salary	$78,518	$71,908
Average Principal Salary (Elementary)	$85,101	$87,660
Average Principal Salary (Middle)	$85,101	$92,424
Average Principal Salary (High)	$85,101	$93,606
Superintendent Salary	$34,000	$116,538
Percent of Budget for Teacher Salaries	29	34
Percent of Budget for Administrative Salaries	2	7

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

Professional Development

Training and professional development at Borrego Springs Middle School currently revolves around the Common Core State Standards, Smarter Balanced Assessments, and 21st Century Learning Skills. 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 with their colleagues, based on advanced education and/or specialized training. The sharing of information by teachers occurs throughout the year at weekly collaboration meetings held each Monday. The entire district faculty and staff meet regularly to discuss issues common to all district faculty and staff. Teaching staff provide input into developing the year-long weekly collaboration schedule.

Administrators conduct classroom visitations to observe and provide feedback. Release time is provided to teachers to observe colleagues and plan instruction.

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

Recent staff development topics included:
• Using student data to develop Response to Instruction and Intervention
• Differentiated Instruction and Student Re-engagement
• Critical Reading strategies
• Unpacking and planning for implementation of Common Core State Standards (ELA, Math, Social Sciences)

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. A designated Literacy Coach (in addition to her regular teaching position) assists teachers (K-High) with vocabulary development, the writing process as well as demo lessons around new LEA and ELL standards.