

# Borrego Springs Elementary 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	
<b>School Name</b>	Borrego Springs Elementary School
<b>Street</b>	1315 Palm Canyon Drive
<b>City, State, Zip</b>	Borrego Springs, CA 92004
<b>Phone Number</b>	(760) 767-5333
<b>Principal</b>	Sherrilynn Polanco
<b>E-mail Address</b>	spolancor@bsusd.net
<b>Web Site</b>	www.bsusd.com
<b>CDS Code</b>	37-67983

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

## School Description and Mission Statement (Most Recent Year)

Welcome to Borrego Springs Elementary School, a small country school with “big-city” programs. With only 210 students in grades Pre School-5 and 12 highly qualified teachers, we are able to offer small classes and individual student attention and support. Our programs reflect the diversity of our student population and the beauty and wonder of the Anza Borrego Desert that surrounds us. We strive to meet the individual needs of our students through the use of on-going assessments, followed by direct small group instruction with appropriate interventions. We monitor our students' academic growth through the administering of MAP (Measures of Academic Progress) 3 times a year. These results are used for RTI (Response to Intervention).

We are a Turn Around School with a goal that every child will pursue a post-high school education. Each classroom has adopted a university and students celebrate their "school" through classroom displays, banners and T-shirts. Staff shares a relentless focus on student achievement with no excuses on the part of teachers, students and parents. Seven of our teachers and the principal have attended the Turn Around Schools conference, receiving thorough training in teacher collaboration, on-going student assessments, goal setting and interventions for students. An additional component of the Turn Around School philosophy is the daily visitation of the 6 Pillars of Character: Respect, Citizenship, Trustworthiness, Caring, Responsibility and Fairness.

Our Dual Immersion (Spanish/English) will continue for the next 2 years with the current classes (4-5th). There will be no more Dual Classes for grades K-3rd students.

Although small, we offer an amazingly rich curriculum for our students. These include:

Dual Language Program – English/Spanish (grades 4-5)

Computer Lab

Library

Music Teacher

Art Teacher

After School Program from 3 – 6:00 PM, offering a variety of classes

Junior Ranger Program with the Anza Borrego Desert State Park

Ride Along with the State Park Rangers

5th Grade Camp Program

Collaboration with community groups for student programs & field trips

Assemblies for Student Recognition

Accelerated Readers

Rolling Readers

GATE Class

Science collaboration with Anza Borrego Desert Natural History Association

Running Club

School garden for nutrition and hands-on learning

Our Vision:

We believe that students will thrive socially and academically in an environment of cooperation and collaboration between teachers, parents, students and community.

Sherrilynn Polanco, Principal

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	29
Grade 2	28
Grade 3	36
Grade 4	30
Grade 5	28
<b>Total Enrollment</b>	<b>176</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	1.1
Filipino	0.0
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	0.0
White	17.8
Two or More Races	2.2
Socioeconomically Disadvantaged	91.9
English Learners	71.4
Students with Disabilities	2.2

## 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	11	11	11	28
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
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
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	99.12	0.88
<b>High-Poverty Schools in District</b>	99.12	0.88
<b>Low-Poverty Schools in District</b>	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:** 11/2014

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, 2014 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. All Dual Language classrooms are stocked with standards based materials in Spanish. The library is regularly stocked with books in English and Spanish.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin 2002 In good condition.	Yes	0
<b>Mathematics</b>	Pearson In-Vision - 2009 In good condition.	Yes	0
<b>Science</b>	McGraw-Hill 2003 In good condition.	Yes	0
<b>History-Social Science</b>	McGraw-Hill 2003 In good condition.	Yes	0
<b>Foreign Language</b>	In good condition.	Yes	
<b>Health</b>	In good condition.	Yes	
<b>Visual and Performing Arts</b>	In good condition.	Yes	

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Borrego Springs Elementary School was built in 1958, is situated on 12 acres and spans 36,720 square feet. School facilities include a library, multipurpose room, a computer lab, administrative offices, a school garden and 14 classrooms situated in an attractive, park-like setting. The facility strongly supports teaching and learning through its ample classroom and playground space.

Date of most recent inspection: 10/2/14

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/2/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Some peeling paint and split flooring throughout the campus. Interior surfaces need to be repainted and damaged areas repaired. Action to be taken during 2014-15 school year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
			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
<b>Science (grades 5, 8, and 10)</b>	37	43	68	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	68
Male	73
Female	65
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	59
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	42	43	36	43	42	41	54	56	55
Mathematics	63	53	51	33	31	24	49	50	50
History-Social Science				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	2	2	2
Similar Schools	4	2	1

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	34	-5	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	47	-21	-16
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	28	3	-14
English Learners	52	-25	-9
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
5			

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)

We welcome parent participation and involvement! There are many opportunities such as our Site Council and DELAC(District English Language Advisory Committee). Meeting times will be announced in our weekly "Thursday Letter" or in our Year Long Calendar. Parents are also invited to volunteer in the classrooms. Our tutorial program, "One Child, one Hour, once a Week" continues with our community volunteers. Feel free to call the office or contact your child's teacher if you wish to volunteer.

In addition, parents are invited to our assemblies and activities throughout the year: Collaboration Night, M & M (McFarland and Martha) Parent Night at the District Office, Friday Citizenship Assemblies, Winter Holiday Sing A-Long and others.

All volunteers must fill out a "Permission to Volunteer" form from the school offices.

Contact Sherrilynn Polanco, BS Elementary Principal, if you'd like to become more involved at the Elementary School.

### 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
<b>Suspensions</b>	0.0	0.0	0.0	2.9	2.9	0.8	5.7	5.1	4.4
<b>Expulsions</b>	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)

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. Students and staff have rehearsed routines for "shooter on campus" or as we call it "bees on campus". In such cases, staff and students know how to immediately return to the nearest classrooms.

The school evaluates the plan annually and updates the plan as needed. The plan was updated and reviewed with school staff in August 2013. A copy of the plan is available for public review at the school 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	In PI	Not In PI
First Year of Program Improvement	2007-2008	
Year in Program Improvement*	Year 5	
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 (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	0	0	28		1		16	2		
1	23	1	1	0	16	2			14	2		
2	21.5	1	1	0	12	3			15	2		
3	21	1	0	0	15	2			19	2		
4	20	1	1	0	18	2			15	2		
5	22	1	1	0	15	2			30		1	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**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	0	400
Counselor (Social/Behavioral or Career Development)	.2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.15	---
Psychologist	.2	---
Social Worker	0	---
Nurse	0.30	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other		---

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**

During the 2013-14 school year, Borrego Springs Elementary teachers and staff attended professional development in areas of the new Common Core Standards and Smarter Balanced Assessment.

All staff professional development is based on student needs as evidenced by multiple assessments: work samples, MAP (Measures of Academic Progress), chapter tests and teacher produced formative and summative assessments.