

Borrego Springs Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <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., 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 (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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Borrego Springs Elementary School
Street	1315 Palm Canyon Drive
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5333
Principal	Sherrilynn Polanco
E-mail Address	spolanco@bsusd.net
Web Site	https://sites.google.com/a/bsusd.net/bses/
Grades Served	P-5
CDS Code	37-67983

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.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 2014-15)

Grade Level	Number of Students
Kindergarten	39
Grade 1	22
Grade 2	26
Grade 3	28
Grade 4	37
Grade 5	30
Total Enrollment	182

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	1.1
Hispanic or Latino	76.4
White	17
Two or More Races	2.7
Socioeconomically Disadvantaged	82.4
English Learners	62.1
Students with Disabilities	1.1
Foster Youth	1.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	11	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.7	4.3
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: 09/2015

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 in September, 2015 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
Reading/Language Arts	Houghton Mifflin 2002 In good condition.	Yes	0
Mathematics	Pearson In-Vision - 2009 In good condition.	Yes	0
Science	McGraw-Hill 2003 In good condition.	Yes	0
History-Social Science	McGraw-Hill 2003 In good condition.	Yes	0
Foreign Language	In good condition.	Yes	0
Health	In good condition.	Yes	0
Visual and Performing Arts	In good condition.	Yes	0
Science Laboratory Equipment (grades 9-12)	In good condition	Yes	0

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: 9/23/15

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/23/15				
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			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		One non-functioning drinking fountain
Safety: Fire Safety, Hazardous Materials	X			Flaking paint needs to be removed Hand soap in reach of children
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sidewalk trip hazard

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 9/23/15				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	32	38	44
Mathematics	28	19	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	31	31	100.0	58	32	6	3
	4	38	37	97.4	59	5	27	8
	5	33	31	93.9	23	26	35	16
Male	3		13	41.9	54	38	8	0
	4		10	26.3	--	--	--	--
	5		12	36.4	25	42	25	8
Female	3		18	58.1	61	28	6	6
	4		27	71.1	63	7	26	4
	5		19	57.6	21	16	42	21
Asian	5		1	3.0	--	--	--	--
Hispanic or Latino	3		26	83.9	58	31	8	4
	4		29	76.3	66	7	17	10
	5		25	75.8	24	32	40	4
White	3		5	16.1	--	--	--	--
	4		7	18.4	--	--	--	--
	5		5	15.2	--	--	--	--
Two or More Races	4		1	2.6	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		29	93.5	59	31	7	3
	4		32	84.2	69	6	19	6
	5		26	78.8	27	31	31	12
English Learners	3		23	74.2	65	26	9	0
	4		17	44.7	88	6	6	0
	5		14	42.4	43	36	21	0
Students with Disabilities	3		5	16.1	--	--	--	--
	4		9	23.7	--	--	--	--
	5		5	15.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	31	31	100.0	39	29	26	6
	4	38	38	100.0	39	42	13	5
	5	33	31	93.9	23	42	23	13
Male	3		13	41.9	31	46	15	8
	4		11	28.9	27	36	27	9
	5		12	36.4	25	58	0	17
Female	3		18	58.1	44	17	33	6
	4		27	71.1	44	44	7	4
	5		19	57.6	21	32	37	11
Asian	5		1	3.0	--	--	--	--
Hispanic or Latino	3		26	83.9	38	31	23	8
	4		30	78.9	43	40	10	7
	5		25	75.8	24	48	24	4
White	3		5	16.1	--	--	--	--
	4		7	18.4	--	--	--	--
	5		5	15.2	--	--	--	--
Two or More Races	4		1	2.6	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		29	93.5	41	31	21	7
	4		33	86.8	45	36	15	3
	5		26	78.8	27	38	23	12
English Learners	3		23	74.2	43	30	22	4
	4		18	47.4	56	44	0	0
	5		14	42.4	36	57	7	0
Students with Disabilities	3		5	16.1	--	--	--	--
	4		9	23.7	--	--	--	--
	5		5	15.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	67	64	45	56	47	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47
All Students at the School	64
Male	58
Female	68
Asian	--
Hispanic or Latino	60
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	35
Students with Disabilities	57
Foster Youth	--

Note: 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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	2.88	0.76	0.36	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	28		1		20	1	1		20	2		
1	18	1			20	1			22		1	
2	21	1	1						26		1	
3	19	1	1		22	1	1		18	1		
4	20	1			26		2		24	1	1	
5	23	1	1		30		1		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 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.15	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0.30	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	13585	3144	10441	62876
District	N/A	N/A	10440	60225
Percent Difference: School Site and District	N/A	N/A	0.0	4.4
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	95.2	5.7

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,953
Mid-Range Teacher Salary		\$57,103
Highest Teacher Salary		\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)		\$97,758
Superintendent Salary		\$117,803
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	6%	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 (Most Recent Three Years)

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.