

Borrego Springs High 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 High 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	BSUSD.net
Grades Served	9-12
CDS Code	37-67983-3730447

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)

The community of Borrego Springs is located 80 miles northeast of San Diego and is isolated by the surrounding mountains and 600,000 acres of the Anza-Borrego Desert State Park. Borrego Springs High School is a comprehensive high school. The high school features art classes and a variety of ROP/CTE courses. Borrego Springs High also offers AP English, AP History, AP Spanish and AP Science classes. There are nine classrooms, a science lab, a multipurpose room, a library with computer work stations and an additional 24 port computer lab. There is also a cafeteria, a faculty lunch room, and a middle/high school office. Each classroom has internet connectivity and at least three or four desktop computers for research projects. The entire campus has wi-fi available to students and staff, with a security access code. The science lab has eighteen computers in a lab-type arrangement which facilitates the incorporation of technology into science. The technology department has 50 netbooks that are used by all core teachers and all high school students on a sign-out basis. Digital projectors are installed in each classroom.

The educational community of Borrego Springs includes parents, students, staff in partnership with the community. It is the mission of the Borrego Springs High School Community to graduate students with an accredited high school diploma, prepared for post-high school studies and the world of work.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	39
Grade 10	31
Grade 11	32
Grade 12	29
Total Enrollment	131

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.5
Hispanic or Latino	77.1
White	18.3
Two or More Races	3.1
Socioeconomically Disadvantaged	84.7
English Learners	17.6
Students with Disabilities	10.7

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	9	10	12	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	3	6	6	

Teacher Misassignments and Vacant Teacher Positions

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

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	96.5	3.5
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: 9/10/2015

All textbooks and instructional materials used at Borrego Springs High School are aligned with with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The high school follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on November, 2015 and determined that each school within the district had 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 their classrooms 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, Adopted 1997	Yes	0
Mathematics	Integrated Math 1, 2 and 3; Carnegie	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McDougal Littell, Adopted 1999, Prentice Hall adopted 2000, Kendall-Hunt Publishing Co., Adopted 1993	Yes	0
History-Social Science	West Educational Publishing, Adopted 1999, Houghton Mifflin, Adopted 2000, Glencoe/McGraw Hill Adopted 2000	Yes	0
Foreign Language	Advanced Academics Spanish; Discovering French Holt-McDougal, 2013	Yes	0
Health	Glencoe, 1996	Yes	0
Science Laboratory Equipment (grades 9-12)	Well equipped with the necessary equipment for all students to actively participate	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Borrego Springs High School provides a safe, clean environment for students, staff, and volunteers. The high school campus was built in 1962. School facilities include a modern gymnasium, multipurpose room, administrative offices, and nine classrooms situated in an attractive, park-like setting. The locker room facilities and bathrooms were modernized for handicapped accessibility and outside landscape upgrades were completed in the 2004-05 school year. The facility strongly supports teaching and learning through its ample classroom and recreation space. The high school campus is used throughout the year by our community for activities including meetings, youth sports programs and night classes. Facility information current as of September, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/23/15				
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			MPR: Ceiling tiles missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Admin: fire panel fault MPR: Lights missing Custodial Room: No diffuser Pool: Need diffusers Auto shop: Need diffusers
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		GYM: Drinking fountain handle broken Building C: Partition
Safety: Fire Safety, Hazardous Materials	X			Book room: No fire extinguisher
Structural: Structural Damage, Roofs	X			Admin: Roof damage Pool: Door needs repair Building C: Roof gutters need repair, door needs repair

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/23/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 09/23/15				
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	66	38	44
Mathematics	7	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	11	30	29	96.7	7	28	52	14
Male	11		18	60.0	6	28	50	17
Female	11		11	36.7	9	27	55	9
Hispanic or Latino	11		22	73.3	9	32	45	14
White	11		5	16.7	--	--	--	--
Two or More Races	11		2	6.7	--	--	--	--
Socioeconomically Disadvantaged	11		25	83.3	8	24	56	12
English Learners	11		5	16.7	--	--	--	--
Students with Disabilities	11		1	3.3	--	--	--	--
Students Receiving Migrant Education Services	11		1	3.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

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	11	30	30	100.0	57	37	7	0
Male	11		19	63.3	58	37	5	0
Female	11		11	36.7	55	36	9	0
Hispanic or Latino	11		23	76.7	61	35	4	0
White	11		5	16.7	--	--	--	--
Two or More Races	11		2	6.7	--	--	--	--
Socioeconomically Disadvantaged	11		26	86.7	58	38	4	0
English Learners	11		5	16.7	--	--	--	--
Students with Disabilities	11		1	3.3	--	--	--	--
Students Receiving Migrant Education Services	11		1	3.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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)	57	48	40	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	40
Male	46
Female	33
Hispanic or Latino	29
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	41
Students Receiving Migrant Education Services	--
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.

Career Technical Education Programs (School Year 2014-15)

The Regional Occupational Program (ROP) is well represented at Borrego Springs High School. The course offerings are:

- ROP Landscaping
 - ROP Auto
 - ROP Computerized Graphic Design/Desktop Publications
 - ROP Computer Applications
- ROP Welding
 ROP Beginning Graphic Design
 ROP Geographic Information Systems

These classes fulfill the Practical Arts graduation requirements for Borrego Springs High School. The ROP Graphic Design class also fulfills the Fine Arts graduation requirement. It is also UC approved as a Visual and Performing Arts course.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	105
% of pupils completing a CTE program and earning a high school diploma	21%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	31.54
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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 High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	65	80	53	57	76	45	57	56	58
Mathematics	61	67	34	49	59	29	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	25	20	71	23	5
All Students at the School	47	33	20	66	31	3
Male	60	20	20	64	29	7
Female	33	47	20	67	33	
Hispanic or Latino	50	38	13	67	29	4
Socioeconomically Disadvantaged	44	32	24	58	38	4

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.

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
9	21.60	18.90	51.40

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 very supportive of the educational program at Borrego Springs High 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 High School Site Council meets monthly to review school programs and student data. The Spanish-speaking parents participate in the District English Language Advisory Committee throughout the year. Community members and parents volunteer at the school to provide one-on-one tutoring and/or small group tutoring in English and math, 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 High School with a sense of pride in their school and connection to their community.

Parents and community members who wish to volunteer or participate in Borrego Springs High School’s leadership teams, school committees, and school activities may contact Principal Martha Deichler at (760) 767-5335.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.50	3.00	18.20	13.90	15.40	19.40	13.10	11.40	11.50
Graduation Rate	77.42	96.97	72.73	69.44	84.62	72.22	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	75	65.22	84.6
Black or African American	66.67	66.67	76
American Indian or Alaska Native			78.07
Asian		100	92.62
Filipino			96.49
Hispanic or Latino	79.17	70.97	81.28
Native Hawaiian/Pacific Islander			83.58
White	60	45.45	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	80	100	61.28
English Learners	75	100	50.76
Students with Disabilities	77.78	72.22	81.36
Foster Youth	--	--	--

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	4.76	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)

Safety of students and staff is a primary concern of Borrego Springs High School. Borrego Springs High 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, teachers and the site 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 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 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. A highly realistic "Shooter on Campus" drill was held in collaboration with the sheriff's department and the State Park Peace Officers. A Canine Narcotics Unit visits the High School every year. Fire drills and/or earthquake drills are held monthly. Parking lots have been designated for "visitors only" in order to ensure oversight of visitors on campus. Narcotic canine units visit the site without notice to staff and students.

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 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	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	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 (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	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	8	20	2	7	22	2		9	16	2	1			
Mathematics	9	15	3	11	9	2		13	8	2				
Science	10	9	1	9	9	1		15	6	1				
Social Science	11	8	2	7	12	1		8	9	2	1			

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.30	130
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	.5	N/A
Other	0	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	12934	2493	10441	60011
District	N/A	N/A	10440	60225
Percent Difference: School Site and District	N/A	N/A	0.0	-0.4
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	95.2	0.9

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/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Training and Curriculum Development at Borrego Springs High School revolves around the California State content Standards and Frameworks, and implementation of the new Common Core Standards. Because of the small teaching staff, curriculum and staff development decisions are made by the entire staff working directly with the principal. At the end of the 2013-14 school year, all staff gave input into the staff development plan. As the high school recently completed process of the WASC self-study for the 2012-13 school year, this was taken into consideration in planning professional development, as well as preparing for the transition to Common Core State Standards and Smarter Balanced Assessments. In addition, our District's LCAP and High School SIPSA designate areas in need of PD for staff: writing, vocabulary development, ELD Standards, MAP, COMPASS Learning.

To acquire necessary knowledge, upgrade skills, and develop professionally, Borrego Springs High School's staff members are encouraged to attend workshops and conferences in their subject areas. Teachers regularly share best practices based on their own advanced education and/or specialized training with their colleagues during Monday Collaborations. Regular peer walk-throughs and observations provide feedback to the teachers, and provide new instructional strategies for the observing teacher.

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 classroom duties) assists teachers with vocabulary development, the writing process as well as demo lessons on critical reading.

A committee meets regularly to plan staff development for all other staff in the areas of school culture and school-wide behavior expectations. Our Special Education Teacher has continued training in Workability, and has received Autism training. A Writing Teacher has been hired to work with high school students in need of remediation in the writing process especially in light of the demand for conceptual writing with the Common Core Standards.

All high school teachers have attended CCSS training and all have received Smarter Balanced Assessment training. Staff meets regularly for student monitoring around struggling students and RTI (response to intervention) strategies.