

# Borrego Springs High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Borrego Springs High School
<b>Street</b>	2281 Diegueno Road
<b>City, State, Zip</b>	Borrego Springs, CA 92004
<b>Phone Number</b>	(760) 767-5335
<b>Principal</b>	Victoria Baay
<b>Email Address</b>	vbaay@bsusd.net
<b>Website</b>	www.BSUSD.net
<b>County-District-School (CDS) Code</b>	37-67983-3730447

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Mark Stevens
Email Address	Mstevens@bsusd.net
Website	www.bsusd.com

### School Description and Mission Statement (School Year 2020-2021)

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 on-line. 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. 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. Each student is given a chrome book for their own personal use. The students will keep the chrome books upon graduation. Digital projectors are installed in each classroom connected to laptops or desktops as well as document cameras.

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.

District Vision Statement is: We are Borrego Springs Unified School District. As a small school and caring community, we work together to provide every single student a diverse and academically rich education. We aspire to produce graduates who have their own visions for the future, armed with strong values and the tools for success in college, career, family and community life.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	30
Grade 10	32
Grade 11	32
Grade 12	31
Total Enrollment	125

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	77.6
White	18.4
Two or More Races	2.4
Socioeconomically Disadvantaged	88.8
English Learners	19.2
Students with Disabilities	18.4
Foster Youth	0.8
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8.5	8	9	23
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	2.5	2.3	2	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/15/2020

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 in September 2017 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	My Perspectives, Pearson/ 2020	Yes	0
<b>Mathematics</b>	Integrated Math 1, 2 and 3; Carnegie 2013; 2017	Yes	0
<b>Science</b>	Holt Science and technology, Prentice Hall adopted 2000, Glencoe	Yes	0
<b>History-Social Science</b>	Cayton, Adopted 2007; McDougal Little , Adopted 2006, Glencoe/McGraw Hill Adopted 2008	Yes	0
<b>Foreign Language</b>	APEX Online learning	Yes	0
<b>Health</b>	Glencoe, 1996	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Well equipped with the necessary equipment for all students to actively participate	Yes	0

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

## School Facility Conditions and Planned Improvements

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 10/8/2020.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/8/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	Ceiling tiles missing, wall damage. Carpet fraying. Action to be taken summer 2021
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Poor	Lights out or missing. Diffusers and covers missing or cracked. Action to be taken summer 2021
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Leaking faucets. Action to be taken summer 2021
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Paint peeling. Action to be taken summer 2021
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	24	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	6	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	8	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

The Regional Occupational Program (ROP) is now Career Technical Education (CTE) and is well represented at Borrego Springs High School. The course offerings are:

ROP Auto  
 ROP Computerized Graphic Design/Desktop Publications  
 ROP Computer Applications  
 ROP Welding  
 ROP Beginning Graphic Design  
 ROP Digital Photography

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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	57.1

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	95.2
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	45.16

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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. Due to COVID-19 Concerns many parent meetings and events have been cancelled for 2020-2021 School Year.

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 Victoria Baay at (760) 767-5335.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	6.9	7.7	11.1	21.2	24.7	24	9.1	9.6	9
Graduation Rate	93.1	89.7	86.1	15.6	23.4	22.7	82.7	83	84.5

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	10.6	0.1	0.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2	2	2.5
<b>Expulsions</b>	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 updated it in October, 2019. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff as well as the School Site Council at the start of each school year. 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. Fire drills and/or earthquake drills are also conducted regularly, per education code. 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 in the binders labeled School Wide Safety Plan.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>English Language Arts</b>	10	13	3		14	8	2		8	18	3	
<b>Mathematics</b>	10	12	2		12	9	1		8	15		
<b>Science</b>	18	3	2		13	4	2		8	12		
<b>Social Science</b>	11	8	1		10	7	2		11	7		2

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	208.3

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.6
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12565	1550.00	11016	56790
<b>District</b>	N/A	N/A	10461	\$65,678
<b>Percent Difference - School Site and District</b>	N/A	N/A	5.2	-14.5
<b>State</b>	N/A	N/A	\$7,750	\$68,990
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.8	-19.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

For the 2019-2020 school year, Borrego Springs Unified School District spent an average of \$16,251 to educate each student. 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 school year, the district received approximately \$5,143 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)

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,471	\$44,318
Mid-Range Teacher Salary	\$71,714	\$67,053
Highest Teacher Salary	\$91,022	\$90,163
Average Principal Salary (Elementary)	\$106,538	\$106,389
Average Principal Salary (Middle)	\$96,593	\$113,976
Average Principal Salary (High)	\$96,593	\$114,214
Superintendent Salary	\$130,038	\$141,066
Percent of Budget for Teacher Salaries	21.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	5	19.2

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	8	6

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. Teachers have input on what they would like for professional development. For the 2019-2020 school year they requested training on google SEL strategies, and to visit peer teachers in other districts.

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 monthly collaborations. 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 committee meets regularly to plan staff development for all other staff in the areas of school culture and school-wide behavior expectations.

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) and formative assessment strategies.