

Borrego Springs Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 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
Email Address	spolanco@bsusd.net
School Website	https://bses.bsusd.net/
County-District-School (CDS) Code	37-67983-6037550

2021-22 District Contact Information

District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Mark Stevens
Email Address	mstevens@bsusd.net
District Website Address	https://www.bsusd.net/home

2021-22 School Overview

Welcome to Borrego Springs Elementary School, a small country school with “big-city” programs. With only 170 students in grades Pre School - 5th and 10 highly qualified teachers (including a Resource Teacher, a Speech & Language Pathologist, a Reading Intervention Specialist and an Online Teacher), we are able to offer each individual student our 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 ongoing assessments and small group instruction with appropriate interventions. We monitor our students' academic growth through the administration of MAP assessments (Measures of Academic Progress) and other local assessments 3 to 5 times a year. These results are used for planning for student needs within our MTSS framework (Multi Tiered Systems of Support).

Our goal is that every child will be prepared and motivated to pursue a post-high school education. Staff shares a relentless focus on student achievement with no excuses on the part of teachers, students or parents. Our teachers participate in weekly collaboration and goal setting sessions to modify instruction based on the results of assessments. Our character education program involves teaching 5 Elements of Borrego PRIDE: Perseverance, Respect, Integrity, Discipline, and Empathy. We also implement PBIS (Positive Behavioral Interventions & Supports) school-wide to assist our students in learning about and managing their emotions and behavior to increase their overall well-being. It is often noted by visitors that we are a friendly, caring school from the office to the cafeteria to the classrooms to the school bus.

During the COVID-19 pandemic we were able to transition to 1:1 devices for students. Classrooms have charging carts where the devices live when not in use. We offer students an online independent study option which can include one meeting a week in person with their teacher, plus participation in recess, lunch, the after school program and grade level field trips. We also have a robust school testing program which serves our students, staff and their family members when needed.

2021-22 School Overview

Although small, we offer an amazing abundance of opportunities for our students. These include:

Part Day Preschool at no charge for any student

Part Day TK (Transitional Kindergarten) classes

Two local Artists who each share unique style with our students once a week, with supplies provided by the Borrego Springs Art Guild and the Borrego Art Institute

Computer Lab

Library

Local field trips to the State Park

Local field trips to the Borrego Springs Performing Arts Center (including ballet performances, concerts and plays)

Local field trips to the San Diego County Public Library and the County Park

Local field trips to the ART Park at the Borrego Art Institute

Visiting astronomers

After School Program from 3–6:00 PM (during non-COVID times), offering a healthy snack, homework help and a variety of classes, including Photography, Dance, Tennis, Art and Soccer.

4th grade Junior Ranger and Ranger Ride-Along programs in partnership with the Anza-Borrego Desert State Park

Student programs offered through the County Library, Borrego Springs Performing Arts Center, Borrego Art Institute and Anza-Borrego Desert State Park

GATE afterschool science class in the upper grades in collaboration with Anza Borrego Desert Natural History Association

Kids' Heart Challenge (in partnership with the American Heart Association)

Great Kindness Challenge

Connect & Respect anti-bullying training for 4th & 5th graders

Kindness Club

Accelerated Reader program for independent reading practice

Monthly assemblies for student recognition

EAR (Everyone a Reader) tutoring by local volunteers and 'snowbirds' (winter visitors)

5th Grade Camp program sponsored by the Anza-Borrego Foundation

Running Club

Garden Club

and who can forget our annual 'Breakfast with Santa' for Kindergarteners, sponsored by the Ocotillo Wells Vehicular Recreation Area

Our School Vision/Mission:

By working together through respectful, open communication. Borrego Springs Elementary School promotes educational excellence so we all become responsible, self-directed learners. Trabajando juntos con comunicacion respetuosa y abierta la escuela primaria de Borrego Springs promueve la excelencia educacional para todos seamos aprendices responsables y auto-dirigidos.

Come visit us! We'd love to show you around...

- Sherrilynn Polanco, Principal

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	26
Grade 2	33
Grade 3	27
Grade 4	24
Grade 5	29
Total Enrollment	160

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	86.9
White	7.5
English Learners	44.4
Foster Youth	0.6
Socioeconomically Disadvantaged	86.3
Students with Disabilities	13.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.5	100.0	45.3	36.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	2.8	2.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.2	2.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	65.8	53.0	12115.8	4.4
Unknown	0.0	0.0	6.7	5.4	18854.3	6.9
Total Teaching Positions	5.5	100.0	124.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and instructional materials used within the Borrego Springs Unified School District are aligned with the California State 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. Our next purchase of core content materials will be in the area of History-Social Science, followed by Science. The district held a Public Hearing in September 2021 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. The library is regularly stocked with books in English and Spanish.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill World of Wonders 2015	Yes	0
Mathematics	Scott Foresman/Addison Wesley - EnVisionMATH CA Common Core 2015	Yes	0
Science	McGraw-Hill/National Geographic Society Science - CA Edition 2001	Yes	0
History-Social Science	Scott Foresman California History/Social Sciences 2006	Yes	0

School Facility Conditions and Planned Improvements

Borrego Springs Elementary School was built in 1958, is situated on 12 acres and spans 36,720 square feet. School facilities include a library, a cafeteria/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: 9/16/2021

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Floor tile chipped in cafeteria. Carpet tears and drywall holes. Maintenance staff is aware of the needed repairs and are already working to carry them out.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Sink faucet loose and light flickering. Maintenance staff is aware of the needed repairs and are already working to carry them out.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	10	12.66	87.34	--
Female	40	7	17.5	82.5	--
Male	39	3	7.69	92.31	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	68	7	10.29	89.71	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	2	5.71	94.29	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	9	12.86	87.14	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	1	5.88	94.12	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	14	17.72	82.28	0.00
Female	40	9	22.50	77.50	--
Male	39	5	12.82	87.18	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	68	12	17.65	82.35	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	5	14.29	85.71	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	13	18.57	81.43	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	1	5.88	94.12	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	NT	NT	NT	NT
Female	16	NT	NT	NT	NT
Male	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We typically welcome and encourage parent participation and involvement! During COVID-19 we are of course, limiting visitors to our campus.

In a regular year, there are many opportunities to serve such as on our Site Council and DELAC (District English Language Advisory Committee). Meeting times are announced in our emails and text messages to parents, through notes sent home in English and Spanish or on our Facebook page, School Messenger app, and website. Our reading tutorial program, EAR (Everyone a Reader), is a way parents can offer students repeated reading practice and support with our volunteers. Parents and community members are also invited to volunteer in classrooms. In addition, parents are invited to our activities throughout the year: Weekly Parent Coffee on Friday mornings, Monthly Student of the Month Assemblies, Field Trips, Parent Information Nites, Back to School Night, Fall & Spring Parent-Teacher Conferences, Board Meetings, Open House, Student Council elections, the school Talent Show and more.

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

Please contact Aurora Quintero, the BSES School Secretary, at 760-767-5333, text our office cell phone at 760-625-5324, or contact your child's teacher if you'd like to become more involved at the Elementary School. We appreciate you!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	167	163	71	43.6
Female	79	76	32	42.1
Male	88	87	39	44.8
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	145	141	60	42.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	13	13	6	46.2
English Learners	78	75	38	50.7
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	144	140	66	47.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	14	58.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.52	0.00	0.63	0.05	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.25	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive Safe School Plan provides students and staff a means of ensuring a safe and orderly learning environment. Our plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures, disaster procedures, routine and emergency procedures, 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 the possibility of earthquakes or fire, and we also prepare for a possible "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 building for shelter.

The school evaluates the plan annually and updates the plan as needed. The plan was updated and reviewed with school staff in January of 2021. A copy of the plan is available for public review at the school office and on the district website.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	28		1	
2	30		1	
3	28		1	
4	15	1	1	
5	27		1	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	24		1	
2	27		1	
3	25		1	
4	27		1	
5	16	1	1	
6				
Other	16	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	26		1	
2	33			
3	27		1	
4	24		1	
5	29		1	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16956	3118	13838	64956
District	N/A	N/A	17995	68805
Percent Difference - School Site and District	N/A	N/A	-26.1	-5.8
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	48.4	-9.7

2020-21 Types of Services Funded

For the 2020-2021 school year, Borrego Springs Unified School District spent an average of \$17,995 to educate each student. These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

- Special Education
- Inter-agency Contracts
- Home-to-School Transportation
- Instructional Materials
- Child Nutrition
- After school education and safety (ASES)
- Preschool at no cost, even if families don't qualify for the State Preschool program.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	49004	\$45,813
Mid-Range Teacher Salary	57718	\$70,720
Highest Teacher Salary	98094	\$93,973
Average Principal Salary (Elementary)	117976	\$111,613
Average Principal Salary (Middle)	0	\$119,477
Average Principal Salary (High)	101549	\$120,270
Superintendent Salary	155838	\$150,704
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

The dual foci for Professional Learning at Borrego Springs Elementary are Student Talk & Formative Assessment. Professional learning opportunities are offered in two main pedagogical areas: providing frequent opportunities for student discourse (student talk) for teachers to collect evidence of student understanding, and then giving effective feedback to students so they can take ownership of their learning and increase their understanding. Teachers and staff also attend professional development in content areas, as needed. We selected Student Talk & Formative Assessment as our primary instructional emphases because we aim to offer more than a year's growth for each year a student attends class here, and the use of Formative Assessment strategies is cited by John Hattie as having a much larger than average effect size.

Professional learning takes place every week during our Early Release time (students are dismissed 75 min early each Monday), our twice yearly non-student PD work days, and our monthly District-wide Minimum Days. We also offer release time for teachers to observe their peers, attend professional learning opportunities off-site, and to consult with coaches from the County Office of Education who work with us to improve our instructional program. Our most recent Book Study focused on the four components of Reading: Read-Aloud, Shared Reading, Guided Reading & Independent Reading. Our book was "Who's Doing the Work - How Teachers Can Say Less so Students Can Do More". This year we're focusing on integrating PBIS strategies (Positive Behavioral Interventions & Supports) into our MTSS (Multi-Tiered System of Supports), and we're also learning a lot about how to help students with Dyslexia or other reading difficulties.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Borrego Springs USD

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Mark Stevens
Email Address	mstevens@bsusd.net
District Website Address	https://www.bsusd.net/home

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	119	59.20	40.80	37.82
Female	100	60	60.00	40.00	38.33
Male	101	59	58.42	41.58	37.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	165	96	58.18	41.82	32.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	20	71.43	28.57	60.00
English Learners	69	30	43.48	56.52	3.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	107	59.78	40.22	35.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	18	45.00	55.00	11.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	123	61.19	38.81	12.20
Female	100	62	62.00	38.00	9.68
Male	101	61	60.40	39.60	14.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	165	100	60.61	39.39	10.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	19	67.86		26.32
English Learners	69	34	49.28	50.72	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	110	61.45	38.55	10.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	16	40.00	60.00	0.00