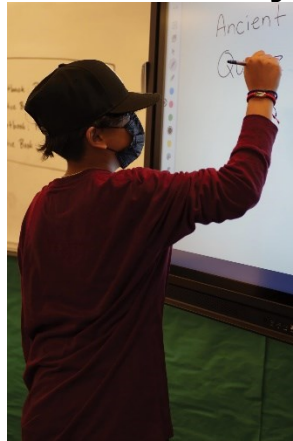


# Borrego Springs Middle School

## 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/](http://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/](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 [dq.cde.ca.gov/dataquest/](http://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/](http://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

<b>School Name</b>	Borrego Springs Middle 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>School Website</b>	<a href="https://bsms.bsusd.net/">https://bsms.bsusd.net/</a>
<b>County-District-School (CDS) Code</b>	37-67983-6115315

## 2021-22 District Contact Information

<b>District Name</b>	Borrego Springs USD
<b>Phone Number</b>	760-767-5357
<b>Superintendent</b>	Mark Stevens
<b>Email Address</b>	Mstevens@bsusd.net
<b>District Website Address</b>	www.bsusd.com

## 2021-22 School Overview

### Community & School Profile

Borrego Springs Middle School is located in the remote desert community of Borrego Springs, in eastern San Diego County. Borrego Springs is a quiet community with a true home town atmosphere and is situated in the middle of the Anza-Borrego Desert State Park. Known for its ideal winter climate and natural beauty, the area attracts many visitors. Borrego Springs Middle School is governed by the Borrego Springs Unified School District. The district currently includes one elementary school, one middle school, and one high school. Borrego Springs Middle School serves 80 students in grades six through eight, providing comprehensive educational programs and services to its unique student population. The school also acts as a focal point for community events.

Borrego Springs Middle School is a school in which the faculty, staff and students work as a team through sharing the decision-making responsibilities of the school. Recommendations are honored both up and down the supervisory chain. Faculty members are considered an integral part of the decision making process. Students arrive at school enthusiastic and ready to learn without undue concern for their own safety as it relates to school violence. The students of Borrego Springs Middle School are involved in a curriculum that is tailored for their future life endeavors. Their course studies are meaningful and directly related to their life goals. Emphasis is placed on preparing students to lead productive as well as fulfilling lives as adults. The mission of the Borrego Springs Middle School is to provide a safe, holistic, educational environment, which blends academic, social, emotional, and physical development for each student. The staff accomplishes these goals by working together to provide a challenging and safe social environment that encourages all students to reach their highest potential and to be competitive, responsible citizens in a culturally diverse world.

The educational community of Borrego Springs, which includes parents, students, staff, and the community, promotes pride in

## 2021-22 School Overview

our schools through respect for each other, good citizenship, maintenance of high standards, and the positive encouragement of students. Through pursuit of these ideals, we develop the students' whole person, foster self-esteem in a safe environment, and provide guidance for their post-secondary planning and success. We follow and believe our district's vision statement of: 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	30
Grade 7	28
Grade 8	25
<b>Total Enrollment</b>	<b>83</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4
Male	56.6
Filipino	1.2
Hispanic or Latino	85.5
Two or More Races	1.2
White	12
English Learners	34.9
Socioeconomically Disadvantaged	91.6
Students with Disabilities	14.5

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.9	52.0	45.3	36.6	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	2.8	2.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	27.9	3.2	2.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	19.9	65.8	53.0	12115.8	4.4
<b>Unknown</b>	0.0	0.0	6.7	5.4	18854.3	6.9
<b>Total Teaching Positions</b>	5.6	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
<b>Permits and Waivers</b>	0.4
<b>Misassignments</b>	1.1
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.5

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.3
<b>Local Assignment Options</b>	0.8
<b>Total Out-of-Field Teachers</b>	1.1

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1
<b>No credential, permit or authorization to teach</b> (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 Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing in September 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.

Year and month in which the data were collected

9/06/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives, Pearson/ 2020	Yes	0
Mathematics	Carnegie Learning, Middle School Math Solutions/ 2018	Yes	0
Science	iSciene, Glencoe/ 2020	Yes	0
History-Social Science	MyWorld, Pearson/ 2020	Yes	0

## School Facility Conditions and Planned Improvements

Safety conditions of the school site are the number one priority of Maintenance and Operations personnel and the site principal. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Date of most recent inspection: 9/30/2020

Year and month of the most recent FIT report

9/30/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Blinds need repair and a ceiling tiles stained
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	87	79	90.8	9.2	31.65
<b>Female</b>	39	34	87.18	12.82	26.47
<b>Male</b>	48	45	93.75	6.25	35.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	72	66	91.67	8.33	27.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	10	90.91	9.09	--
<b>English Learners</b>	30	26	86.67	13.33	3.85
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	71	92.21	7.79	29.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	11	84.62	15.38	9.09

## 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	87	80	91.95	8.05	10.00
Female	39	35	89.74	10.26	5.71
Male	48	45	93.75	6.25	13.33
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	--	--	--	--	--
Hispanic or Latino	72	66	91.67	8.33	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	30	27	90.00	10.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	71	92.21	7.79	8.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

## 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	27	NT	NT	NT	NT
Female	14	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	20	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	--	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	21	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

Parents and the community are supportive of the educational program at Borrego Springs Middle 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 Middle School Site Council meets to review school programs and student data. The Spanish-speaking parents participate in the District English Language Advisory Committee (DELAC) throughout the year. Community members and parents volunteer at the school, both during the school day and after school, to provide enriching educational activities for our students. The support of parents, community members, and local businesses instills students at Borrego Springs Middle School with a sense of pride in their school and connection to their community. Due to COVID-19 Many parent engagement groups that meet on campus have been postponed.

Parents who wish to volunteer or participate in Borrego Springs Middle School's leadership teams, school committees, and school activities may contact Principal Victoria Baay (760) 767-5335.

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	89	86	11	12.8
Female	39	39	6	15.4
Male	50	47	5	10.6
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	1	1	0	0.0
Hispanic or Latino	75	73	8	11.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	12	11	3	27.3
English Learners	31	30	4	13.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	81	79	10	12.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	13	0	0.0

## 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
<b>Suspensions</b>	8.51	1.12	0.63	0.05	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	9.52	0.25	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.12	0.00
Female	2.56	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	1.33	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	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Safety of students and staff is the primary concern at Borrego Springs Middle School. Borrego Springs Middle School welcomes visitors and volunteers, but asks all visitors to sign in at the front office, to be respectful of the learning process as well as to ensure a safe campus. We also want to minimize classroom disruptions. Before and after school, and during lunch, instructional aides, teachers, lunch supervisors and the 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 reviews the plan annually and updates it, as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff as well as School Site Council at the start of the school year. The plan was last updated and reviewed with school staff in 2021-2022. A copy of the plan is available for public review at the school office. A Safe Schools Committee was formed in December 2017 to review and revise the School Safety Plan, where appropriate.

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 held quarterly per education code. A complete lockdown drill is held annually.

An updated campus map indicating student gathering points and critical utility shut-off valves is placed in all classrooms and also resides the comprehensive school wide safety plan in the school and district office.

## 2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	4	1	
Mathematics	20	2	1	
Science	15	3	1	
Social Science	20	2	1	

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	2	
Mathematics	11	4	1	
Science	18	2	1	
Social Science	13	3	1	

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	3	2	
Mathematics	18	2	2	
Science	27		2	
Social Science	21	1	1	

## 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
<b>Pupils to Academic Counselor</b>	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0.5
<b>Psychologist</b>	0
<b>Social Worker</b>	0.5
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	0.2
<b>Resource Specialist (non-teaching)</b>	0

## 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
<b>School Site</b>	30500	4953	25547	77949
<b>District</b>	N/A	N/A	17995	68805
<b>Percent Difference - School Site and District</b>	N/A	N/A	34.7	12.5
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	100.6	8.6



## 2020-21 Types of Services Funded

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 2018-2019 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)
- Preschool

## 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/cs/>.

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

## Professional Development

Training and professional development at Borrego Springs Middle School currently revolves around the ELD Program, Common Core State Standards, Smarter Balanced Assessments, and 21st Century Learning Skills. Because of the small teaching staff, curriculum and staff development decisions are made by the entire staff working directly with the principal.

To acquire necessary knowledge, upgrade skills, and develop professionally, Borrego Springs Middle School's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise and best teaching practices with their colleagues, based on advanced education and/or specialized training. The sharing of information by teachers occurs throughout the year at monthly collaboration meetings. The entire district faculty and staff meet regularly to discuss issues common to all district faculty and staff. Teaching staff provide input into developing the year-long weekly collaboration schedule.

Administrators conduct classroom visitations to observe and provide feedback. Release time is provided to teachers to observe colleagues and plan instruction.

Recent staff development topics included:

- Using student data to develop Response to Instruction and Intervention (Formative Assessment)
- Differentiated Instruction and Student Re-engagement
- Critical Reading strategies
- Unpacking and planning for implementation of Common Core State Standards (ELA, ELD, Math, Social Sciences)
- Social Emotional Learning strategies and supports
- MTSS programs
- Trauma Informed Practices

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	6	6

# 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

<b>District Name</b>	Borrego Springs USD
<b>Phone Number</b>	760-767-5357
<b>Superintendent</b>	Mark Stevens
<b>Email Address</b>	Mstevens@bsusd.net
<b>District Website Address</b>	www.bsusd.com

## 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
<b>All Students</b>	201	119	59.20	40.80	37.82
<b>Female</b>	100	60	60.00	40.00	38.33
<b>Male</b>	101	59	58.42	41.58	37.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	165	96	58.18	41.82	32.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	20	71.43	28.57	60.00
<b>English Learners</b>	69	30	43.48	56.52	3.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	179	107	59.78	40.22	35.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	201	123	61.19	38.81	12.20
<b>Female</b>	100	62	62.00	38.00	9.68
<b>Male</b>	101	61	60.40	39.60	14.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	165	100	60.61	39.39	10.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	19	67.86		26.32
<b>English Learners</b>	69	34	49.28	50.72	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	179	110	61.45	38.55	10.91
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	16	40.00	60.00	0.00