

# Borrego Springs High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

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

#### 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.

## 2022-23 School 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>School Website</b>	<a href="https://bshs.bsusd.net/">https://bshs.bsusd.net/</a>
<b>County-District-School (CDS) Code</b>	37-67983-3730447

## 2022-23 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

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	27
Grade 10	30
Grade 11	32
Grade 12	32
Total Enrollment	121

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.7
Male	41.3
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.8
Filipino	0.0
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	18.2
English Learners	24.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	86.8
Students with Disabilities	23.1

#### 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

## 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)	3.10	36.59	45.30	36.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.80	2.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	10.24	3.20	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	24.97	65.80	53.04	12115.80	4.41
Unknown	2.40	28.08	6.70	5.45	18854.30	6.86
<b>Total Teaching Positions</b>	<b>8.60</b>	<b>100.00</b>	<b>124.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.40	
Misassignments	0.40	
Vacant Positions	0.00	

<b>Total Teachers Without Credentials and Misassignments</b>	0.80
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2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.10	
<b>Local Assignment Options</b>	1.90	
<b>Total Out-of-Field Teachers</b>	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	
<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)	9.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2021 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.

<b>Year and month in which the data were collected</b>	September 2021
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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

### 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 2020-2021 school year. The facility strongly supports teaching and learning through its ample classroom and recreation space. The high school campus is used throughout the year by our community for activities including meetings, youth sports programs and night classes. Facility information current as of September 2021.

**Year and month of the most recent FIT report**

09/05/2022

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		Ceiling tiles missing, wall damage. Carpet fraying. School is in process of a renovation project. Construction starts Fall of 2023
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Lights out or missing. Diffusers and covers missing or cracked. School is in process of a renovation project. Construction starts Fall of 2023
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Some restrooms showing age. Partitions have rust
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint peeling. School is in process of a renovation project. Construction starts Fall of 2023
<b>Structural:</b> Structural Damage, Roofs	X			Stucco damage and overhang damage. Paint peeling on building
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	43	N/A	27	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	17	N/A	8	N/A	33

## 2021-22 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.

ELA 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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	32	30	93.75	6.25	43.33
<b>Female</b>	22	20	90.91	9.09	45.00
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	24	23	95.83	4.17	47.83



<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	27	26	96.30	3.70	38.46
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	12	11	91.67	8.33	9.09

## 2021-22 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.

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	32	30	93.75	6.25	16.67
<b>Female</b>	22	20	90.91	9.09	20.00
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	24	23	95.83	4.17	17.39
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00

<b>Socioeconomically Disadvantaged</b>	27	26	96.30	3.70	15.38
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	12	11	91.67	8.33	0.00

### 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
<b>Science</b> (grades 5, 8 and high school)	NT	10	NT	11.36	28.5	29.47

### 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	32	30	93.75	6.25	10
<b>Female</b>	22	21	95.45	4.55	4.76
<b>Male</b>	--	--	--	--	--
<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>	0	0	0	0	0
<b>Hispanic or Latino</b>	24	22	91.67	8.33	4.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<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>	27	25	92.59	7.41	12
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

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

Auto Tech 1 and 2  
 Computerized Graphic Design/Desktop Publications 1 and 2  
 Welding 1 and 2  
 Digital Photography 1 and 2  
 Business 1

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

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	88
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.21
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	22.22

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

## 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.

#### 2022-23 Opportunities for Parental Involvement

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 Parent Advisory Meeting meets monthly to review school programs and student data. The Spanish-speaking parents participate in the District English Language Advisory Committee throughout the year. Community members and parents volunteer at the school to provide one-on-one tutoring and/or small group tutoring in English and math, act as coaches for athletic teams, and participate in booster club activities. The support of parents, community members, and local businesses instills students at Borrego Springs High School with a sense of pride in their school and connection to their community.

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.8	3.1		24.3	24.6		8.9	7.8
Graduation Rate		92.3	93.8		16.5	29		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	30	93.8
Female	22	21	95.5
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0

<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	24	23	95.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	29	27	93.1
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

### 2021-22 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	132	128	65	50.8
<b>Female</b>	78	76	49	64.5
<b>Male</b>	54	52	16	30.8
<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>	1	1	0	0.0
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	104	100	47	47.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	2	2	1	50.0
<b>White</b>	24	24	16	66.7
<b>English Learners</b>	34	33	12	36.4
<b>Foster Youth</b>	0	0	0	0.0
<b>Homeless</b>	0	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	113	111	56	50.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	32	31	21	67.7

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.49	0.25	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.76	0.05	0.23	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

### 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0.00
Female	1.28	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	4.17	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00

<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.88	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

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. 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.

## 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.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes with 1-22 Students</b>	<b>Number of Classes with 23-32 Students</b>	<b>Number of Classes with 33+ Students</b>
<b>English Language Arts</b>	8	18	3	
<b>Mathematics</b>	8	15		
<b>Science</b>	8	12		
<b>Social Science</b>	11	7		2



## 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	9	16	4	
Mathematics	6	18	1	1
Science	6	14	1	
Social Science	8	9	2	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	9	18	2	
Mathematics	8	16	1	
Science	5	12		
Social Science	6	13	3	

## 2021-22 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	201.67

## 2021-22 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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	10779	3094	7686	63510
District	N/A	N/A	17995	
Percent Difference - School Site and District	N/A	N/A	-80.3	-8.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	15.3	-13.9

## 2021-22 Types of Services Funded

For the 2021-2022 school year, Borrego Springs Unified School District spent an average of \$19,262 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.

- 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)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary		\$46,419
Mid-Range Teacher Salary		\$69,902
Highest Teacher Salary		\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary		\$150,971
Percent of Budget for Teacher Salaries	21%	29%
Percent of Budget for Administrative Salaries	7%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	3

## Professional Development

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 2021-2022 school year they requested training on promethean boards, SEL and academic recovery due to COVID.

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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6