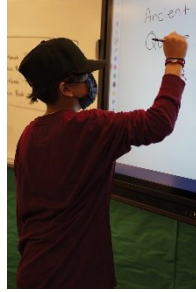


# Borrego Springs Middle School

## 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 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  |

## 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

### 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 partners of Borrego Springs, which includes parents, students, staff, and the community, promotes pride in 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

## 2021-22 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 27                 |
| Grade 7                 | 28                 |
| Grade 8                 | 29                 |
| <b>Total Enrollment</b> | <b>84</b>          |

## 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 44.0                        |
| Male                                | 56.0                        |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 0.0                         |
| Black or African American           | 0.0                         |
| Filipino                            | 1.2                         |
| Hispanic or Latino                  | 88.1                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| Two or More Races                   | 0.0                         |
| White                               | 10.7                        |
| English Learners                    | 42.9                        |
| Foster Youth                        | 0.0                         |
| Homeless                            | 0.0                         |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 91.7                        |
| Students with Disabilities          | 22.6                        |

### 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 |
|--------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
|--------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|

|  |      |        |        |        |           |        |
|--|------|--------|--------|--------|-----------|--------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 2.90 | 52.02  | 45.30  | 36.57  | 228366.10 | 83.12  |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00 | 0.00   | 2.80   | 2.30   | 4205.90   | 1.53   |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.50 | 27.94  | 3.20   | 2.63   | 11216.70  | 4.08   |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.10 | 19.86  | 65.80  | 53.04  | 12115.80  | 4.41   |
| <b>Unknown</b>   | 0.00 | 0.00   | 6.70   | 5.45   | 18854.30  | 6.86   |
| <b>Total Teaching Positions</b>  | 5.60 | 100.00 | 124.00 | 100.00 | 274759.10 | 100.00 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> |               |                |                 |                  |              |               |
| <b>Intern Credential Holders Properly Assigned</b>   |               |                |                 |                  |              |               |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      |               |                |                 |                  |              |               |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         |               |                |                 |                  |              |               |
| <b>Unknown</b>   |               |                |                 |                  |              |               |
| <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 |
|--|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.40    |         |
| <b>Misassignments</b>  | 1.10    |         |
| <b>Vacant Positions</b>                                      | 0.00    |         |
| <b>Total Teachers Without Credentials and Misassignments</b> | 1.50    |         |

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> | 0.30    |         |
| <b>Local Assignment Options</b>                               | 0.80    |         |
| <b>Total Out-of-Field Teachers</b>                            | 1.10    |         |

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><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 11.10   |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 19.30   |         |

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 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 |
|-------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b>  | My Perspectives, Pearson/ 2020                               | Yes                         | 0  |
| <b>Mathematics</b>            | Carnegie Learning, Middle School Math Solutions/ 2018        | Yes                         | 0  |
| <b>Science</b>                | iScienc, Glencoe/ 2020                                       | Yes                         | 0  |
| <b>History-Social Science</b> | 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: 9/13/2022

Year and month of the most recent FIT report

09/13/2022

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned      |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces   |           | X         |           | Blinds need repair and a ceiling tiles stained |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |  |
| <b>Electrical</b>   |           |           | X         | Lighting                                       |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    |           | X         |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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><br>(grades 3-8 and 11) | N/A            | 19             | N/A              | 27               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 12             | 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>                     | 87                      | 86                   | 98.85                 | 1.15                      | 18.60                          |
| <b>Female</b>                           | 38                      | 38                   | 100.00                | 0.00                      | 18.42                          |
| <b>Male</b>                             | 49                      | 48                   | 97.96                 | 2.04                      | 18.75                          |
| <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>                         | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>               | 76                      | 75                   | 98.68                 | 1.32                      | 17.33                          |



|  |    |    |        |      |       |
|--|----|----|--------|------|-------|
| <b>Native Hawaiian or Pacific Islander</b>           | 0  | 0  | 0.00   | 0.00 | 0.00  |
| <b>Two or More Races</b>                             | 0  | 0  | 0.00   | 0.00 | 0.00  |
| <b>White</b>   | -- | -- | --     | --   | --    |
| <b>English Learners</b>                              | 36 | 35 | 97.22  | 2.78 | 11.43 |
| <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>               | 79 | 79 | 100.00 | 0.00 | 17.72 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0.00   | 0.00 | 0.00  |
| <b>Students with Disabilities</b>                    | 20 | 19 | 95.00  | 5.00 | 0.00  |

## 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>                        | 87                             | 86                          | 98.85                        | 1.15                             | 11.63                                 |
| <b>Female</b>                              | 38                             | 38                          | 100.00                       | 0.00                             | 2.63                                  |
| <b>Male</b>                                | 49                             | 48                          | 97.96                        | 2.04                             | 18.75                                 |
| <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>                            | --                             | --                          | --                           | --                               | --                                    |
| <b>Hispanic or Latino</b>                  | 76                             | 75                          | 98.68                        | 1.32                             | 10.67                                 |
| <b>Native Hawaiian or Pacific Islander</b> | 0                              | 0                           | 0.00                         | 0.00                             | 0.00                                  |
| <b>Two or More Races</b>                   | 0                              | 0                           | 0.00                         | 0.00                             | 0.00                                  |
| <b>White</b>                               | --                             | --                          | --                           | --                               | --                                    |
| <b>English Learners</b>                    | 36                             | 35                          | 97.22                        | 2.78                             | 0.00                                  |
| <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>               | 79 | 79 | 100.00 | 0.00 | 10.13 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0.00   | 0.00 | 0.00  |
| <b>Students with Disabilities</b>                    | 20 | 19 | 95.00  | 5.00 | 5.26  |

## 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<br/>2020-21</b> | <b>School<br/>2021-22</b> | <b>District<br/>2020-21</b> | <b>District<br/>2021-22</b> | <b>State<br/>2020-21</b> | <b>State<br/>2021-22</b> |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT                        | 16.13                     | 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<br/>Enrollment</b> | <b>Number<br/>Tested</b> | <b>Percent<br/>Tested</b> | <b>Percent<br/>Not Tested</b> | <b>Percent<br/>Met or<br/>Exceeded</b> |
|--|-----------------------------|--------------------------|---------------------------|-------------------------------|--|
| <b>All Students</b>                                  | 31                          | 31                       | 100                       | 0                             | 16.13                                  |
| <b>Female</b>  | 14                          | 14                       | 100                       | 0                             | 0                                      |
| <b>Male</b>  | 17                          | 17                       | 100                       | 0                             | 29.41                                  |
| <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>                            | 26                          | 26                       | 100                       | 0                             | 11.54                                  |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                           | 0                        | 0                         | 0                             | 0                                      |
| <b>Two or More Races</b>                             | 0                           | 0                        | 0                         | 0                             | 0                                      |
| <b>White</b>   | --                          | --                       | --                        | --                            | --                                     |
| <b>English Learners</b>                              | 13                          | 13                       | 100                       | 0                             | 0                                      |
| <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                          | 27                       | 100                       | 0                             | 7.41                                   |
| <b>Students Receiving Migrant Education Services</b> | 0                           | 0                        | 0                         | 0                             | 0                                      |
| <b>Students with Disabilities</b>                    | --                          | --                       | --                        | --                            | --                                     |

## 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>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 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.

#### 2021-22 Chronic Absenteeism by Student Group

| Student Group                    | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|----------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students                     | 89                    | 88                                      | 32                        | 36.4                     |
| Female                           | 38                    | 38                                      | 11                        | 28.9                     |
| Male                             | 51                    | 50                                      | 21                        | 42.0                     |
| American Indian or Alaska Native | 0                     | 0                                       | 0                         | 0.0                      |
| Asian                            | 0                     | 0                                       | 0                         | 0.0                      |

|  |    |    |    |      |
|--|----|----|----|------|
| <b>Black or African American</b>                     | 1  | 1  | 0  | 0.0  |
| <b>Filipino</b>                                      | 1  | 1  | 0  | 0.0  |
| <b>Hispanic or Latino</b>                            | 78 | 77 | 25 | 32.5 |
| <b>Native Hawaiian or Pacific Islander</b>           | 0  | 0  | 0  | 0.0  |
| <b>Two or More Races</b>                             | 0  | 0  | 0  | 0.0  |
| <b>White</b>   | 9  | 9  | 7  | 77.8 |
| <b>English Learners</b>                              | 38 | 37 | 17 | 45.9 |
| <b>Foster Youth</b>                                  | 0  | 0  | 0  | 0.0  |
| <b>Homeless</b>                                      | 0  | 0  | 0  | 0.0  |
| <b>Socioeconomically Disadvantaged</b>               | 81 | 80 | 28 | 35.0 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0  | 0.0  |
| <b>Students with Disabilities</b>                    | 20 | 20 | 10 | 50.0 |

## 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 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 |
|--------------------|----------------|------------------|---------------|
| <b>Suspensions</b> | 9.52           | 0.25             | 2.45          |
| <b>Expulsions</b>  | 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 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Suspensions</b> | 1.12           | 6.74           | 0.05             | 0.23             | 0.20          | 3.17          |
| <b>Expulsions</b>  | 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                                  | 6.74             | 0.00            |
| Female  | 5.26             | 0.00            |
| Male  | 7.84             | 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                            | 6.41             | 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                              | 5.26             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 7.41             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 10.00            | 0.00            |

## 2022-23 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 2022-2023. A copy of the plan is available for public review at the school office. A Safe Schools Committee was formed in September 2022 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.

## 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                                     |                                     |

## 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 | 15                 | 5                                    | 1                                     |                                     |
| Mathematics           | 17                 | 3                                    | 2                                     |                                     |
| Science               | 19                 | 2                                    | 1                                     |                                     |
| Social Science        | 19                 | 2                                    | 1                                     |                                     |

## 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 | 0     |

## 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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| 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                                   | 30500                        | 4953                                | 25547                                 | 77949                  |
| District                                      | N/A                          | N/A                                 | 17995                                 |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 34.7                                  | 12.5                   |
| State   | N/A                          | N/A                                 | \$6,594                               | \$73,001               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 117.9                                 | 6.6                    |

## 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      |                 | \$46,419                                     |
| <b>Mid-Range Teacher Salary</b>                      |                 | \$69,902                                     |
| <b>Highest Teacher Salary</b>                        |                 | \$97,912                                     |
| <b>Average Principal Salary (Elementary)</b>         |                 | \$111,731                                    |
| <b>Average Principal Salary (Middle)</b>             |                 | \$122,012                                    |
| <b>Average Principal Salary (High)</b>               |                 | \$122,212                                    |
| <b>Superintendent Salary</b>                         |                 | \$150,971                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 21%             | 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  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 6       | 6       |