

Borrego Springs Elementary 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

School Name	Borrego Springs Elementary School
Street	1315 Palm Canyon Drive
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5333
Principal	Victoria Baay
Email Address	vbaay@bsusd.net
School Website	https://bses.bsusd.net/
County-District-School (CDS) Code	37-67983-6037550

2022-23 District Contact Information

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

2022-23 School Overview

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

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

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

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

- Part Day Preschool at no charge for any student
- Full Day TK (Transitional Kindergarten) classes
- A Local artist teaches dance and art to K-5th grade
- 1st-5th grade students get time weekly with a fitness instructor
- Computer Lab

2022-23 School Overview

Library
Local field trips to the State Park
Local field trips to the Borrego Springs Performing Arts Center (including ballet performances, concerts and plays)
Local field trips to the San Diego County Public Library and the County Park
Local field trips to the ART Park at the Borrego Art Institute
Visiting astronomers
After School Program from 3–6:00 PM, offering a healthy snack, homework help and a variety of classes, including Photography, Dance, Tennis, Art and Soccer.
4th grade Junior Ranger and Ranger Ride-Along programs in partnership with the Anza-Borrego Desert State Park
Student programs offered through the County Library, Borrego Springs Performing Arts Center, Borrego Art Institute and Anza-Borrego Desert State Park
GATE afterschool science class in the upper grades in collaboration with Anza Borrego Desert Natural History Association
Kids' Heart Challenge (in partnership with the American Heart Association)
Great Kindness Challenge
Connect & Respect anti-bullying training for 4th & 5th graders
Accelerated Reader program for independent reading practice
Monthly assemblies for student recognition
EAR (Everyone a Reader) tutoring by local volunteers and 'snowbirds' (winter visitors)
5th Grade Camp program sponsored by the Anza-Borrego Foundation
Running Club
Garden Club

Our School Vision/Mission:

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

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

- Victoria Baay, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	18
Grade 2	21
Grade 3	32
Grade 4	24
Grade 5	26
Total Enrollment	150

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.0
Male	54.0
American Indian or Alaska Native	0.7
Asian	0.7
Black or African American	0.0
Filipino	0.7
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	8.0
English Learners	45.3
Foster Youth	0.7
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	84.7
Students with Disabilities	12.0

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)	5.50	100.00	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)	0.00	0.00	3.20	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	65.80	53.04	12115.80	4.41
Unknown	0.00	0.00	6.70	5.45	18854.30	6.86

Total Teaching Positions	5.50	100.00	124.00	100.00	274759.10	100.00
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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						
Total Teaching Positions						

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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 State Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the state Board of Education's eight-year adoption cycle for core content materials. Our next purchase of core content materials will be in the area of History-Social Science, followed by Science. The district held a Public Hearing in September 2021 and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the state of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. The library is regularly stocked with books in English and Spanish.

Year and month in which the data were collected September 2022

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

School Facility Conditions and Planned Improvements

Borrego Springs Elementary School was built in 1958, is situated on 12 acres and spans 36,720 square feet. School facilities include a library, a cafeteria/multipurpose room, a computer lab, administrative offices, a school garden and 14 classrooms situated in an attractive, park-like setting. The facility strongly supports teaching and learning through its ample classroom and playground space.

Date of most recent inspection:

Year and month of the most recent FIT report

9/5/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Sink is showing wear, bathroom tile is cracked
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Fascia at the ASES building has damage and rot. Rain gutter is missing in two areas
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground has coating coming off at K-1 playground and showing rust, basketball courts have cracks

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	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
All Students	86	84	97.67	2.33	19.28
Female	40	40	100.00	0.00	25.00
Male	46	44	95.65	4.35	13.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	76	74	97.37	2.63	18.92

Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00	0.00	5.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	70	69	98.57	1.43	17.39
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	10	90.91	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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	86	84	97.67	2.33	10.71
Female	40	40	100.00	0.00	15.00
Male	46	44	95.65	4.35	6.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	76	74	97.37	2.63	9.46
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00	0.00	5.26
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00

Socioeconomically Disadvantaged	70	69	98.57	1.43	7.25
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	10	90.91	9.09	--

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.41	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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	27	100	0	7.41
Female	11	11	100	0	0
Male	16	16	100	0	12.5
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100	0	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	12	100	0	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100	0	10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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
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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

We welcome and encourage parent participation and involvement!

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

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	169	163	80	49.1
Female	79	76	38	50.0
Male	90	87	42	48.3

American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	149	144	66	45.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	14	14	11	78.6
English Learners	80	77	37	48.1
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	146	141	69	48.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	22	22	10	45.5

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	0.00	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	0.59	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	0.59	0.00
Female	0.00	0.00
Male	1.11	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	0.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Comprehensive Safe School Plan provides students and staff a means of ensuring a safe and orderly learning environment. Our plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures, disaster procedures, routine and emergency procedures, policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Students and staff have rehearsed routines for the possibility of earthquakes or fire, and we also prepare for a possible "shooter on campus" or as we call it, "bees on campus". In such cases, staff and students know how to immediately return to the nearest building for shelter.

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
2	21		1	
3	32		1	
4	21		1	
5	24		1	
Other	15	1	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	2.0

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	16956	3118	13838	64956
District	N/A	N/A	17995	
Percent Difference - School Site and District	N/A	N/A	-26.1	-5.8
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	70.9	-11.7

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.

- Special Education
- Inter-agency Contracts
- Home-to-School Transportation
- Instructional Materials

2021-22 Types of Services Funded

- Child Nutrition
- After school education and safety (ASES)
- Preschool at no cost, even if families don't qualify for the State Preschool program.

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%

Professional Development

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9