

Borrego Springs High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Borrego Springs High School
Street	2281 Diegueno Road
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5335
Principal	Martha Deichler
E-mail Address	mdeichler@bsusd.net
Web Site	www.bsusd.com
CDS Code	37-67983-3730447

District Contact Information	
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Martha Deichler
E-mail Address	mdeichler@bsusd.net
Web Site	www.bsusd.com

School Description and Mission Statement (Most Recent Year)

The community of Borrego Springs is located 80 miles northeast of San Diego and is isolated by the surrounding mountains and 600,000 acres of the Anza-Borrego Desert State Park. Borrego Springs High School is a comprehensive high school. The high school features art classes and a variety of ROP/CTE courses. Borrego Springs High also offers AP English, AP History, AP Spanish and AP Science classes. There are nine classrooms, a science lab, a multipurpose room, a library with computer work stations and an additional 24 port computer lab. There is also a cafeteria, a faculty lunch room, and a middle/high school office. Each classroom has internet connectivity and at least three or four desktop computers for research projects. The entire campus has wi-fi available to students and staff, with a security access code. The science lab has eighteen computers in a lab-type arrangement which facilitates the incorporation of technology into science. The technology department has 50 netbooks that are used by all core teachers and all high school students on a sign-out basis. Digital projectors are installed in each classroom.

The educational community of Borrego Springs includes parents, students, staff in partnership with the community. It is the mission of the Borrego Springs High School Community to graduate students with an accredited high school diploma, prepared for post-high school studies and the world of work.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	28
Grade 10	33
Grade 11	30
Grade 12	33
Total Enrollment	124

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	0.0
White	19.7
Two or More Races	1.6
Socioeconomically Disadvantaged	82.0
English Learners	13.9
Students with Disabilities	9.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	8	9	10	28
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	2	3	6	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.46	1.54
All Schools in District	99.12	0.88
High-Poverty Schools in District	99.12	0.88
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 9/10/2014

All textbooks and instructional materials used at Borrego Springs High School are aligned with with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The high school follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on November, 2014 and determined that each school within the district had sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the state of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in their classrooms and to take home to complete required homework assignments.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell, Adopted 1997	Yes	0
Mathematics	Integrated Math 1, 2 and 3; Carnegie	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McDougal Littell, Adopted 1999, Prentice Hall adopted 2000, Kendall-Hunt Publishing Co., Adopted 1993	Yes	0
History-Social Science	West Educational Publishing, Adopted 1999, Houghton Mifflin, Adopted 2000, Glencoe/McGraw Hill Adopted 2000	Yes	0
Foreign Language	McDougal Little, 2000	Yes	0
Health	Glencoe, 1996	Yes	0
Science Laboratory Equipment (grades 9-12)	Well equipped with the necessary equipment for all students to actively participate	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Borrego Springs High School provides a safe, clean environment for students, staff, and volunteers. The high school campus was built in 1962. School facilities include a modern gymnasium, multipurpose room, administrative offices, and nine classrooms situated in an attractive, park-like setting. The locker room facilities and bathrooms were modernized for handicapped accessibility and outside landscape upgrades were completed in the 2004-05 school year. The facility strongly supports teaching and learning through its ample classroom and recreation space. The high school campus is used throughout the year by our community for activities including meetings, youth sports programs and night classes. Facility information current as of October, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys' Locker Rm. lg. hole in wall. Community Rm. ceiling tiles stained. MPR - ceiling is water stained.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Library - 1 diffuser cracking Boys Locker room - light switch damaged PE Boys rm. - Outlet plate cracked. Vestibule light out. PE Girls rm.- Vestibule light out Elec. rm. - storage blocking panels - must remove MPR - snack bar light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Nurse office - no hot water; low pressure Boys Locker Rm. - hole in toilet Gym Lobby - Drinking fountain damaged (safety) Outside room 5 - drinking fountain missing a button

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Electrical Rm. - Combustibles in elec. room (fire safety)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MPR - Snack Bar - Door damaged

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	50	57	48	48	44	57	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Student at the School	48
Male	52
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	44
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	38	52	43	42	41	54	56	55
Mathematics	7	7	5	33	31	24	49	50	50
History-Social Science	36	42	47	33	42	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	6
Similar Schools	6	8	

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	30	-6	70
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	2	92
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	-8	114
English Learners	33	-42	
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

The Regional Occupational Program (ROP) is well represented at Borrego Springs High School. The course offerings are:

- ROP Landscaping
 - ROP Auto
 - ROP Computerized Graphic Design/Desktop Publications
 - ROP Computer Applications
- ROP Welding
 ROP Beginning Graphic Design
 ROP Geographic Information Systems

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

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	105
% of pupils completing a CTE program and earning a high school diploma	21%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	7.85
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	40	65	80	40	57	76	56	57	56
Mathematics	33	61	67	33	49	59	58	60	62

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	24	52	24	41	53	6
All Students at the School	20	53	27	33	60	7
Male	15	55	30	20	75	5
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	22	61	17	35	61	4
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	28	44	28	33	61	6
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31.0	24.1	24.1

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Borrego Springs High School. Due to the nature of Borrego Spring's small, close-knit community, local people and organizations heavily invest time and money into the development of the next generation of well-rounded, educated, and responsible citizens. The High School Site Council meets monthly to review school programs and student data. The Spanish-speaking parents participate in the District English Language Advisory Committee throughout the year. In addition our Spanish speaking parents are invited to attend PIQE - Parent Institute for Quality Education - where they are taught an 8 week course on the American school system including and how to assist their child in high school to ensure post high school education. Community members and parents volunteer at the school to provide one-on-one tutoring and/or small group tutoring in English and math, act as coaches for athletic teams, and participate in booster club activities. The support of parents, community members, and local businesses instills students at Borrego Springs High School with a sense of pride in their school and connection to their community.

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

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	19.4	6.5	3.0	18.2	13.9	15.4	14.7	13.1	11.4
Graduation Rate	74.19	77.42	96.97	72.73	69.44	84.62	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	92.31	80.36	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	96.43	81.58	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	80.00	86.67	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	92.31	80.77	82.58
English Learners	100.00	100.00	53.68
Students with Disabilities	75.00	75.00	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.8	4.8	0.0	2.9	2.9	0.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Borrego Springs High School. Borrego Springs High School welcomes visitors, but asks all visitors to sign in at the front office, to be respectful of the learning process, and to minimize classroom disruptions. Before and after school, and during lunch, teachers and the site principal monitor campus activity and ensure student safety.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans; current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the safety plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in February 2006. A Safe Schools Committee was formed in December 2012 to review and revise the School Safety Plan. A copy of the plan is available for public review at the school office.

Borrego Springs Middle School and High School collaborate with local law enforcement in drills and simulations of threatening situations that might endanger our students. Fire drills and/or earthquake drills are held monthly. A complete lockdown drill is completed annually. Parking lots have been designated for "visitors only" in order to ensure oversight of visitors on campus. Narcotic canine units visit the site without notice to staff and students.

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

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			Avg. Class Size	2012-13			Avg. Class Size	2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	19.6	4	2	1	8	20	2		7	22	2			
Mathematics	16.6	9	2	1	9	15	3		11	9	2			
Science	18.3	1	2	0	10	9	1		9	9	1			
Social Science	14	5	3	0	11	8	2		7	12	1			

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.30	200
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.25	---
Psychologist	.25	---
Social Worker		---
Nurse	.25	---
Speech/Language/Hearing Specialist		---
Resource Specialist	0	---
Other	0	---

Note: Cells with “---” do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,633	\$4,959	\$8,674	\$57,769
District	---	---	\$8,674	\$57,307
Percent Difference: School Site and District	---	---	0.0	0.8
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	84.9	-0.2

Note: Cells with “---” do not require data.

Types of Services Funded (Fiscal Year 2013-14)

For the 2013-14 school year, Borrego Springs Unified School District spent an average of \$14,887 to educate each student (based on 2013-14 audited financial statements). These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

Borrego Springs Unified School District receives additional state and federal funding for special programs. Many categorical programs were completely eliminated in 2013-14 due to the formation of the Local Control Funding Formula. For the 2013-14 school year, the district received approximately \$3,775 per student in federal and state aid for the following categorical and support programs:

- Special Education
- Interagency Contracts
- Home-to-School Transportation
- Instructional Materials
- Title I
- Title II
- Title III
- Title IV
- Child Nutrition
- After school education and safety (ASES)
- Preschool

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,224	\$38,152
Mid-Range Teacher Salary	\$52,162	\$55,573
Highest Teacher Salary	\$78,518	\$71,908
Average Principal Salary (Elementary)	\$85,101	\$87,660
Average Principal Salary (Middle)	\$85,101	\$92,424
Average Principal Salary (High)	\$85,101	\$93,606
Superintendent Salary	\$34,000	\$116,538
Percent of Budget for Teacher Salaries	29	34
Percent of Budget for Administrative Salaries	2	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science	1	---
Social Science		---
All courses	2	2.1

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Training and Curriculum Development at Borrego Springs High School revolves around the California State content Standards and Frameworks, and implementation of the new Common Core Standards. Because of the small teaching staff, curriculum and staff development decisions are made by the entire staff working directly with the principal. At the end of the 2012-13 school year, all staff gave input into the staff development plan for the 2013-14 and 2014-15 school years. As the high school recently completed process of the WASC self-study for the 2012-13 school year, this was taken into consideration in planning professional development, as well as preparing for the transition to Common Core State Standards and Smarter Balanced Assessments.

To acquire necessary knowledge, upgrade skills, and develop professionally, Borrego Springs High School's staff members are encouraged to attend workshops and conferences in their subject areas. Teachers regularly share best practices based on their own advanced education and/or specialized training with their colleagues during Monday Collaborations. Regular peer walk-throughs and observations provide feedback to the teachers, and provide new instructional strategies for the observing teacher.

Borrego Springs Unified School District assists new teachers with building classroom skills and instructional techniques by offering Beginning Teacher Support and Assessment (BTSA), a state-sponsored two-year program designed for first- and second-year credentialed teachers. A designated Literacy Coach (in addition to her regular classroom duties) assists teachers with vocabulary development, the writing process as well as demo lessons on critical reading.

A committee meets regularly to plan staff development for all other staff in the areas of school culture and school-wide behavior expectations. Our Special Education Teacher has continued training in Workability, and has received Autism training.

All high school teachers have attended CCSS training and all have received Smarter Balanced Assessment training. Staff meets regularly for student monitoring around struggling students and RTI (response to intervention) strategies.