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Borrego Springs High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2016-17)

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.net
CDS Code	37-67983-3730447

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

School Description and Mission Statement (School Year 2016-17)

The community of Borrego Springs is located 80 miles northeast of San Diego and is isolated by the surrounding mountains and 600,000 acres of the Anza-Borrego Desert State Park. Borrego Springs High School is a comprehensive high school. The high school features art classes and a variety of ROP/CTE courses. Borrego Springs High also offers AP English, AP History, AP Spanish and AP Science classes on-line. There are nine classrooms, a science lab, a multipurpose room, a library with computer work stations and an additional 24 port computer lab. There is also a cafeteria, a faculty lunch room, and a middle/high school office. 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 2015-16)

Grade Level	Number of Students
Grade 9	41
Grade 10	41
Grade 11	29
Grade 12	35
Total Enrollment	146

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	0
White	15.1
Two or More Races	2.1
Socioeconomically Disadvantaged	85.6
English Learners	17.8
Students with Disabilities	8.2
Foster Youth	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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	10	12	9.5	24
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	6	6	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.8	4.2
All Schools in District	87.1	12.9
High-Poverty Schools in District	87.0	13.0
Low-Poverty Schools in District	100.0	0.0

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 2016-17)

Year and month in which data were collected: 9/15/2016

All textbooks and instructional materials used at Borrego Springs High School are aligned with with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The high school follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing in September 2016 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.

Subject	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Integrated Math 1, 2 and 3; Carnegie	Yes	0
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	Advanced Academics Spanish; Discovering French Holt-McDougal, 2013	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 September, 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/15/16				
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		Tiles missing, interior surfaces damaged. Scheduled for repair during 2016-17.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights out, Improper use of safety strips, Panels blocked, Diffuser cracked, Broken light switch. Scheduled for repair during 2016-17.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain/sink handles missing or damaged. Scheduled for repair during 2016-17.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/15/16			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	66	74	45	39	44	48
Mathematics	7	7	30	17	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	28	27	96.4	74.1
Male	11	14	14	100.0	71.4
Female	11	14	13	92.9	76.9
Hispanic or Latino	11	21	20	95.2	65.0
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	22	21	95.5	71.4
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	28	27	96.4	7.4
Male	11	14	14	100.0	14.3
Female	11	14	13	92.9	
Hispanic or Latino	11	21	20	95.2	10.0
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	22	21	95.5	9.5
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48	40	42	56	47	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	39	36	92.3	41.7
Male	15	14	93.3	50.0
Female	24	22	91.7	36.4
Hispanic or Latino	33	31	93.9	38.7
Socioeconomically Disadvantaged	35	32	91.4	37.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Career Technical Education Programs (School Year 2015-16)

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

ROP Auto
ROP Computerized Graphic Design/Desktop Publications
ROP Computer Applications
ROP Welding
ROP Beginning Graphic Design
ROP Digital Photography

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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	136
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	31.54
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	29.6

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	35.7	19	28.6

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 (School Year 2016-17)

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. 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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	3.00	18.20	7.70	15.40	19.40	7.10	11.40	11.50	10.70
Graduation Rate	96.97	72.73	92.31	84.62	72.22	92.86	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	93	42	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	91	36	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	71	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	75	66
English Learners	33	8	54
Students with Disabilities	40	21	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.8	0.4	0.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. A highly realistic "Shooter on Campus" drill was held in collaboration with the sheriff's department and the State Park Peace Officers. A Canine Narcotics Unit visits the High School every year. Fire drills and/or earthquake drills are also conducted. 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.

Federal Intervention Program (School Year 2016-17)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	7	22	2		9	16	2	1	23	4	1	1
Mathematics	11	9	2		13	8	2		15	5	2	
Science	9	9	1		15	6	1		27	1	3	1
Social Science	7	12	1		8	9	2	1	19	4	2	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.7	130
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	.5	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11135	3280	7855	61328
District	N/A	N/A	10461	60930
Percent Difference: School Site and District	N/A	N/A	-24.9	0.7
State	N/A	N/A	$5,677	$60,705
Percent Difference: School Site and State	N/A	N/A	38.4	1.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

For the 2015-16 school year, Borrego Springs Unified School District spent an average of $15,107 to educate each student (based on 2015-16 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 2015-16 school year, the district received approximately $4,653 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)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$40,430
Mid-Range Teacher Salary		$58,909
Highest Teacher Salary		$77,358
Average Principal Salary (Elementary)		$94,634
Average Principal Salary (Middle)		$97,839
Average Principal Salary (High)		$100,453
Superintendent Salary		$123,728
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses		.015

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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 2013-14 school year, all staff gave input into the staff development plan. 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. In addition, our District's LCAP and High School SIPSA designate areas in need of PD for staff: writing, vocabulary development, ELD Standards, MAP, COMPASS Learning. Furthermore, the WASC Probationary Progress Report, April 2016, noted Professional Development as an Action Goal, which included having continued PD in formative assessment/differentiated instruction and ELD standards.

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

Borrego Springs Unified School District assists new teachers with building classroom skills and instructional techniques by offering Beginning Teacher Support and Assessment (BTSA), a state-sponsored two-year program designed for first- and second-year credentialed teachers.

A committee meets regularly to plan staff development for all other staff in the areas of school culture and school-wide behavior expectations. A Writing Teacher has been hired for the 2016-2017 school year to work with high school students in need of remediation in the writing process especially in light of the demand for conceptual writing with the Common Core Standards.

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