

Borrego Springs Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

| School Contact Information | |
|-----------------------------------|-------------------------------|
| School Name | Borrego Springs Middle School |
| Street | 2281 Diegueno Road |
| City, State, Zip | Borrego Springs, CA 92004 |
| Phone Number | (760) 767-5335 |
| Principal | Katherine Girvin |
| E-mail Address | kgirvin@bsusd.net |
| Web Site | www.BSUSD.net |
| CDS Code | 37-67983-6115315 |

| 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 2017-18)

Community & School Profile

Borrego Springs Middle School is located in the remote desert community of Borrego Springs, in eastern San Diego County. Borrego Springs is a quiet community with a true home town atmosphere and is situated in the middle of the Anza-Borrego Desert State Park. Known for its ideal winter climate and natural beauty, the area attracts many visitors. Borrego Springs Middle School is governed by the Borrego Springs Unified School District. The district currently includes one elementary school, one middle school, and one high school. Borrego Springs Middle School serves 80 students in grades six through eight, providing comprehensive educational programs and services to its unique student population. The school also acts as a focal point for community events.

Borrego Springs Middle School is a school in which the faculty, staff and students work as a team through sharing the decision-making responsibilities of the school. Recommendations are honored both up and down the supervisory chain. Faculty members are considered an integral part of the decision making process. Students arrive at school enthusiastic and ready to learn without undue concern for their own safety as it relates to school violence. The students of Borrego Springs Middle School are involved in a curriculum that is tailored for their future life endeavors. Their course studies are meaningful and directly related to their life goals. Emphasis is placed on preparing students to lead productive as well as fulfilling lives as adults. The mission of the Borrego Springs Middle School is to provide a safe, holistic, educational environment, which blends academic, social, emotional, and physical development for each student. The staff accomplishes these goals by working together to provide a challenging and safe social environment that encourages all students to reach their highest potential and to be competitive, responsible citizens in a culturally diverse world.

The educational community of Borrego Springs, which includes parents, students, staff, and the community, promotes pride in our schools through respect for each other, good citizenship, maintenance of high standards, and the positive encouragement of students. Through pursuit of these ideals, we develop the students' whole person, foster self-esteem in a safe environment, and provide guidance for their post-secondary planning and success.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 40 |
| Grade 7 | 31 |
| Grade 8 | 30 |
| Total Enrollment | 101 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0 |
| American Indian or Alaska Native | 1 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 79.2 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 18.8 |
| Two or More Races | 1 |
| Socioeconomically Disadvantaged | 85.1 |
| English Learners | 33.7 |
| Students with Disabilities | 19.8 |
| Foster Youth | 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.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 5 | 5 | 5 | 22 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 4 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/19/2017

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

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Reading/Language Arts | McDougal Littell 2002 In good condition. | Yes | 0 |
| Mathematics | McDougal Littell 2001 In good condition. | Yes | 0 |
| Science | Prentice Hall 2001 In good condition. | Yes | 0 |
| History-Social Science | McGraw-Hill 2000 Houghton Mifflin 1999 Glencoe/McGraw-Hill 2000 In good condition. | Yes | 0 |
| Visual and Performing Arts | In good condition. | | |
| Science Laboratory Equipment (grades 9-12) | | Yes | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety conditions of the school site are the number one priority of Maintenance and Operations personnel and the site principal. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Date of most recent inspection: 9/19/2017

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: 9/19/17 | | | | |
| 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 | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: 9/19/17 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | | | X | Lights are out or missing. Repairs scheduled for 17-18 |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | | X | Hand dryer not working. Toilet not flushing. Sink not working. Repairs scheduled for 17-18 |
| 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: 9/19/17 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | | 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. 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); 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 Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 39 | 38 | 39 | 33 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 19 | 14 | 17 | 14 | 36 | 37 |

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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 96 | 96 | 100 | 37.5 |
| Male | 30 | 30 | 100 | 30 |
| Female | 66 | 66 | 100 | 40.91 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 76 | 100 | 35.53 |
| White | 18 | 18 | 100 | 44.44 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 83 | 83 | 100 | 31.33 |
| English Learners | 58 | 58 | 100 | 41.38 |
| Students with Disabilities | 20 | 20 | 100 | 5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 96 | 96 | 100 | 13.54 |
| Male | 30 | 30 | 100 | 10 |
| Female | 66 | 66 | 100 | 15.15 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 76 | 100 | 11.84 |
| White | 18 | 18 | 100 | 22.22 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 83 | 83 | 100 | 12.05 |
| English Learners | 58 | 58 | 100 | 15.52 |
| Students with Disabilities | 20 | 20 | 100 | 0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 40 | 44 | 47 | 32 | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 13.3 | 30 | |

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 State priority: Parental Involvement (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 2017-18)

Parents and the community are supportive of the educational program at Borrego Springs Middle School. Due to the nature of Borrego Spring’s small, close-knit community, local people and organizations heavily invest time and money into the development of the next generation of well-rounded, educated, and responsible citizens. The Middle School Site Council meets to review school programs and student data. The Spanish-speaking parents participate in the District English Language Advisory Committee (DELAC) throughout the year. Community members and parents volunteer at the school, both during the school day and after school, to provide enriching educational activities for our students. The support of parents, community members, and local businesses instills students at Borrego Springs Middle School with a sense of pride in their school and connection to their community.

Parents who wish to volunteer or participate in Borrego Springs Middle School’s leadership teams, school committees, and school activities may contact Principal Katherine Girvin (760) 767-5335.

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

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 1.9 | 0.0 | 0.0 | 0.4 | 0.2 | 0.1 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

Safety of students and staff is the primary concern at Borrego Springs Middle School. Borrego Springs Middle School welcomes visitors and volunteers, but asks all visitors to sign in at the front office, to be respectful of the learning process as well as to ensure a safe campus. We also want to minimize classroom disruptions. Before and after school, and during lunch, instructional aides, teachers, lunch supervisors and the principal monitor campus activity and ensure student safety.

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

The school reviews the plan annually and updates it, as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff as well as School Site Council at the start of the school year. The plan was last updated and reviewed with school staff in 2017. A copy of the plan is available for public review at the school office. A Safe Schools Committee was formed in December 2017 to review and revise the School Safety Plan, where appropriate.

Borrego Springs Middle School and High School collaborate with local law enforcement in drills and simulations of threatening situations that might endanger our students. Fire drills and/or earthquake drills are held quarterly per education code. A complete lockdown drill is held annually.

An updated campus map indicating student gathering points and critical utility shut-off valves is placed in all classrooms and also resides 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 2017-18)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | Not In PI |
| First Year of Program Improvement | 2004-2005 | |
| Year in Program Improvement* | Year 5 | |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 66.7 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | Avg. Class Size | 2015-16 | | | Avg. Class Size | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | 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 | 13 | 6 | 1 | 12 | 5 | 2 | | 27 | 1 | 2 | | | | |
| Mathematics | 22 | 2 | 1 | 10 | 3 | | | 22 | 1 | | | | | |
| Science | 22 | 2 | 1 | 19 | 1 | 2 | | 31 | | 2 | | | | |
| Social Science | 20 | 3 | 1 | 18 | 2 | 2 | | 31 | | 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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .4 | 100 |
| Counselor (Social/Behavioral or Career Development) | .4 | N/A |
| Library Media Teacher (Librarian) | .50 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .25 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .15 | N/A |
| Speech/Language/Hearing Specialist | .2 | N/A |
| Resource Specialist | 0 | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 17291 | 2133 | 15158 | 65129 |
| District | N/A | N/A | 10461 | 56893 |
| Percent Difference: School Site and District | N/A | N/A | 36.7 | 13.5 |
| State | N/A | N/A | \$6,574 | \$62,381 |
| Percent Difference: School Site and State | N/A | N/A | 79.0 | 4.3 |

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

Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Borrego Springs Unified School District spent an average of \$16,251 to educate each student. These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

Borrego Springs Unified School District receives additional state and federal funding for special programs. Many categorical programs were completely eliminated in 2013-14 due to the formation of the Local Control Funding Formula. For the 2016-17 school year, the district received approximately \$5,143 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 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | \$41,164 |
| Mid-Range Teacher Salary | | \$61,818 |
| Highest Teacher Salary | | \$84,567 |
| Average Principal Salary (Elementary) | | \$96,125 |
| Average Principal Salary (Middle) | | \$103,336 |
| Average Principal Salary (High) | | \$101,955 |
| Superintendent Salary | | \$126,855 |
| Percent of Budget for Teacher Salaries | 30% | 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/>.

Professional Development (Most Recent Three Years)

Training and professional development at Borrego Springs Middle School currently revolves around the ELD Program, Common Core State Standards, Smarter Balanced Assessments, and 21st Century Learning Skills. Because of the small teaching staff, curriculum and staff development decisions are made by the entire staff working directly with the principal.

To acquire necessary knowledge, upgrade skills, and develop professionally, Borrego Springs Middle School's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise and best teaching practices with their colleagues, based on advanced education and/or specialized training. The sharing of information by teachers occurs throughout the year at monthly collaboration meetings. The entire district faculty and staff meet regularly to discuss issues common to all district faculty and staff. Teaching staff provide input into developing the year-long weekly collaboration schedule.

Administrators conduct classroom visitations to observe and provide feedback. Release time is provided to teachers to observe colleagues and plan instruction.

Recent staff development topics included:

- Using student data to develop Response to Instruction and Intervention(Formative Assessment)
- Differentiated Instruction and Student Re-engagement
- Critical Reading strategies
- Unpacking and planning for implementation of Common Core State Standards (ELA, ELD, Math, Social Sciences)

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.