



Sherman E. Burroughs High School

500 East French Ave • Ridgecrest CA, 93555 • (760) 499-1800 • Grades 9-12

Carrie Cope, Principal

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www.burroughs.ssusd.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Sierra Sands Unified School District

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Ridgecrest CA, 93555
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District Governing Board

Michael Scott, President

William Farris, Vice President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

District Administration

Dr. Dave Ostash
Superintendent

Bryan Auld

**Assistant Superintendent, Human
Resources**

Pamela Smith

**Assistant Superintendent, Business
Services**

Michelle Savko

**Assistant Superintendent,
Curriculum and Instruction**

Elaine Littleton

Executive Director of SELPA

Burroughs High School Home of the Burros!

Our exceptional staff works together to provide outstanding educational opportunities for students. We strive for academic excellence. Staff provides rigorous curriculum preparing students for college and careers. A safe learning environment and positive school climate supports continued student growth and improvements.

We offer a variety of course offerings which include college and non-college preparatory, honors, and Advanced Placement (AP) courses, workforce preparation programs (CTE), visual and performing arts, and special services programs. A large number of co- and extra-curricular opportunities are available, including twenty clubs, yearbook, ASB, newswriting, drama, and music. We are proud to offer twenty-one athletic teams competing in fifteen sports. Burroughs is a spirited school community that values tradition, pride, excellence, and integrity.

Burroughs High School Mission: People, Programs, and Practices Developing critical thinking and creativity, communication, collaboration and leadership, character and community.

I look forward to helping to provide a rewarding educational experience for all students.

Principal
Carrie Cope

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	441
Grade 10	396
Grade 11	355
Grade 12	331
Total Enrollment	1,523

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1.4
Asian	3.3
Filipino	3.2
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	1.1
White	57.8
Two or More Races	1.5
Socioeconomically Disadvantaged	57.6
English Learners	3.8
Students with Disabilities	12.7
Foster Youth	0.3
Homeless	0.1

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 for Sherman E. Burroughs	17-18	18-19	19-20
With Full Credential	54	57	60
Without Full Credential	10	11	14
Teaching Outside Subject Area of Competence	9	10	9

Teacher Credentials for Sierra Sands Unified	17-18	18-19	19-20
With Full Credential	♦	♦	216
Without Full Credential	♦	♦	47
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at Sherman E. Burroughs High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	1

* 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 2019-20)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>The Language of Composition (2008) BedFord/Martin's Adopted in 2013</p> <p>Expository Reading and Writing Adopted in 2013</p> <p>An Introductory to Poetry (2002) Adopted in 2003</p> <p>High Point (Hampton Brown) (2002) Adopted in 2003</p> <p>Holt Literature and Language Arts (2003) Adopted in 2003</p> <p>SRA Corrective Reading (2002) Adopted in 2003</p> <p>The Readers Choice (2002) Adopted in 2003</p> <p>Timeless Voices Timeless Themes (2002) Adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Algebra I/Geometry/Algebra II California AGA- Houghton Mifflin-2015, Trigonometry 8th Edition-Cengage-2011, The Practice of Statistics-BFW Freeman-2015, Pre-Calculus with Limits, A Graphing Approach-Houghton Mifflin-2008, Calculus of a Single Variable, Houghton Mifflin-8th Edition-2006</p> <p>Pacemaker: Basic Mathematics, 3rd Edition (2000) Adopted in 2008</p> <p>Pacemaker, Pre-Algebra, 2nd Edition (2001) Adopted in 2006</p> <p>Life Skills Math (2003) Adopted in 2008</p> <p>Math for the World of Work (2002) Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>The Central Science (AP Chemistry) Pearson Prentice Hall Adopted in 2013</p> <p>Biology (AP) (2006) Adopted in 2007</p> <p>Biology (Conceptual) (2008) Adopted in 2007</p> <p>Biology: Concepts & Connections (Honors) (2006) Adopted in 2007</p> <p>Biology: (CP) (2007) Adopted in 2007</p> <p>Conceptual Physics (2006) Adopted in 2007</p> <p>Essentials of Anatomy and Physiology (2007) Adopted in 2007</p> <p>Forensic Science: An Introduction (2008) Adopted in 2007</p> <p>Holt Earth Science (2007) Adopted in 2007</p> <p>Holt Physics (2004) Adopted in 2007</p> <p>Pacemaker: Biology (2004) Adopted in 2007</p> <p>Prentice Hall Chemistry (2007) Adopted in 2007</p> <p>Zoology (2007) Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>American Government: Impact CA Social Studies. Principles of American Democracy (McGraw Hill) Adopted in 2019</p> <p>American Government (AP): American Government: Institution and Policies (Cengage) Adopted in 2019</p> <p>Economics: Impact Principles of Economics (McGraw Hill) Adopted in 2019</p> <p>Economics (AP): Principles of Economics (Cengage) Adopted in 2019</p> <p>Modern World History: World History and the Modern World (Pearson) Adopted in 2019</p> <p>Modern World History (Honors): World History the Modern World (Pearson) Adopted 2019</p> <p>United States History: US History 20th Century CA Edition (Cengage) Supplemental: Voices Volume 2 Adopted 2019</p> <p>United States History (AP): Give Me Liberty (Norton) Supplemental: Voices Volume 1 and 2 Adopted 2019</p> <p>World Geography: Geography the Human and Physical World (McGraw Hill) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Ven conmigo! Holt, Rinehart, Winston Adopted in 2005</p> <p>Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health and Wellness Glencoe Adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Art in Focus Glencoe/McGraw-Hill Adopted in 2008 Art Talk Glencoe/McGraw-Hill Adopted in 2008 Creating and Understanding Drawing Glencoe/McGraw-Hill Adopted in 2008 Gardner's Art Through the Ages Thomson/Wadsworth Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	A science computer lab and Venier lab equipment was purchased in 2013. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

A \$7 million Career Technology Education building officially opened in April 2011 for instruction. CTE and Project Lead the Way courses are taught in the four new state of the art classrooms. There have been several additional improvements and modifications to the campus. The eaves, trim, and doors of all buildings are cleaned and painted on an as-needed basis each summer. Our parking lots have been refurbished and painted. The PE facilities have been upgraded significantly, with improved watering systems and maintenance. With the passing of the bond (Measure A), over \$22 million worth of improvements are now completed.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Burroughs High School has nearly completed construction due to a \$32 million Department of Defense grant which is used to modernize existing buildings and for some new construction. All of the classroom wings have been modernized, a new administration building has been constructed at the front of the school, a new parking lot for students and guests has been constructed, new stadium lighting and a new ticket booth/snack bar were built, and various improvements have been made in various areas on campus.

Library
 The library houses 35 Internet-connected computers with access to several online databases. Teachers use the lab for instruction and take advantage of the updated reference section of the library. The library is open daily before and after school, offering students a quiet place to study, read, and do research. We have one full-time and one part-time library technicians who provide assistance and help identify resources that support our educational programs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Fair	Classroom C18A Cabinet doors missing. Classroom G3 Plywood missing on wall due to bees, never repaired during construction. Classroom H1 Half of the tackable surface is damaged, VCT is missing in a few spots. Classroom I5 Cove base missing, missing light cover and tile. Classroom I6 One tackable panel is damaged, cove base is damaged on whole wall, broken ceiling tile in center of room. Classroom J2 Water stains on ceiling. Classroom K1 VCT around desk is bad. Classroom K2 VCT broken by door. Classroom K3 VCT coming up and cracking in a few places. Classroom K4 VCT coming up and cracking in a few places. Classroom K5 Needs ceiling tiles. Classroom M45 Cove base coming off west wall. Classroom N50 Carpet seams coming apart, needs paint. Classroom N51 Needs paint, ceiling tiles have water spots. Classroom N53 Carpet seams coming apart-ripped in some spots, needs paint. Classroom N54 Carpet seams coming apart, needs paint. Classroom N56 Needs carpet and paint, cove base coming off. Classroom N57 Carpet seams coming apart, needs paint. Classroom P1 Whole exterior needs paint, five tackable wall panels damaged, floor transfer strip needs replacing. Classroom P2 Carpet seam coming apart. Classroom P3 Carpet is coming apart at seam, large bubble under desk. Band Room VCT chunks missing, has crack in storage, water stains on ceiling. Gym Upper wall paper tearing off, entry way and east wall need paint. New Admin. Building A/C flow not correct, tech boxes open with holes in the wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom PAC 5: Drain line to sink damaged.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Classroom PAC 4: Water leak in roof. Classroom PAC 5: Water leak in roof. Lecture Center: Water leak in roof, three broken/missing seats, needs paint. Band Room: VCT chunks missing, has crack in storage, water stains on ceiling.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom M41 Door hinges broken. Grounds (Back Campus) Lots of cracks on asphalt.
Overall Rating	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	73	48	51	50	50
Math	30	35	32	36	38	39

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	18.2	24.9	33.1

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	338	98.83	73.29
Male	171	169	98.83	67.86
Female	171	169	98.83	78.70
Black or African American	21	21	100.00	61.90
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	84.62
Filipino	13	13	100.00	84.62
Hispanic or Latino	84	81	96.43	65.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	202	201	99.50	76.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	192	190	98.96	66.32
English Learners	18	18	100.00	22.22
Students with Disabilities	45	42	93.33	21.95
Homeless	--	--	--	--

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.

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).

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	335	98.24	34.94
Male	171	169	98.83	28.57
Female	170	166	97.65	41.46
Black or African American	21	21	100.00	23.81
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	66.67
Filipino	13	13	100.00	58.33
Hispanic or Latino	84	80	95.24	21.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	200	99.50	38.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	188	98.43	26.20
English Learners	18	18	100.00	0.00
Students with Disabilities	45	42	93.33	4.88
Homeless	--	--	--	--

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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

The principal convenes regular meetings with School Site Council, Western Association of Schools and Colleges (WASC) focus groups, and English Learner Advisory Committee (ELAC). The principal consults with parents/guardians throughout the school year through meetings and communications.

Our PTO focuses on raising money for student scholarships and teacher recognition, as well as assists with handing out student's schedules and textbook checkout .

Our School Site Council and English Language Advisory Committee include parents who play a vital role in developing and approving site plans which includes budget allocations and the Safety Plan.

Booster organizations comprise of parents who raise money and assist with school sports and music operations. Music Boosters helps with trips, band competitions, and student supervision. Burros Boosters, the athletic booster group, assist with raising funds for athletic team needs, such as special equipment.

Parents organize a Safe Graduation Party at the end of the year for all graduating seniors in our community. Parents also volunteer to help our variety of clubs and programs, especially Robotics Club and Drama Club. Many parents are heavily involved in the school community and contribute considerably to their child's education.

The contact person for parent involvement is Carrie Cope, our principal.

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.

School Safety Plan

Three full-time campus supervisors monitor our campus beginning one hour before school begins and continuing until 30 minutes after dismissal. In addition, four part-time noon-duty supervisors are available to assist with supervision at lunch. Two school resource officers serve the district and one is on our site for the majority of each school day.

Our 64-camera surveillance system and campus wide speaker system contribute to prevention efforts. In addition, there have been many safety improvements to campus due to a \$28 million dollar Department of Defense (DOD) modernization grant. Some of the safety enhancements include: doors that can be locked from the inside, peep holes so that staff can see who is immediately outside of their door, blast force windows, and significantly improved campus wide lighting.

Our campus is closed except during lunch. All visitors must register with our office and wear a visitor's badge.

We hold annual evacuation and lock down drills. We participate in the Great California Shake Out each October, which allows us to practice how to lock down, earthquake procedures, and an evacuation.

We revise our school safety plan every year. The safety plan is approved by a safety committee. The safety plan was approved in November 2019 by the safety committee. The safety plan will be submitted to the School Site Council in December 2019 for final approval.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.5	8.2	9.4
Expulsions Rate	0.3	0.3	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	6.6	7.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	380.8

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	17	36	6	22	21	43	2	22	22	46	2
Mathematics	17	9	4		24	13	23	12	23	16	30	6
Science	24	15	25	1	22	14	32	1	25	8	32	5
Social Science	27	12	9	24	23	19	19	17	22	20	24	16

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2017-18, 2018-19, and 2019-20 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$46,208
Mid-Range Teacher Salary	\$64,078	\$72,218
Highest Teacher Salary	\$89,299	\$92,742
Average Principal Salary (ES)	\$98,718	\$134,864
Average Principal Salary (MS)	\$106,825	\$118,220
Average Principal Salary (HS)	\$117,016	\$127,356
Superintendent Salary	\$160,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6734.33	1021.27	5713.06	62202.66
District	N/A	N/A	\$54,78.68	\$63,270.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.2	-1.7
School Site/ State	-27.1	-15.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

State and federal funds are used to support implementation of the eight state priorities. The Local Control Accountability Plan (LCAP) funds a teacher salary for our lunchtime tutoring program, the Academic Learning Lounge (A.L.L.). A.L.L. is open to all students. Our hardworking booster groups (Burros Boosters, Music Boosters, B-Mountain Foundation, PTO) raise over \$100,000 annually to support our students, musicians, artists, and athletes. Our PTO raises a few thousand dollars per year and manages the school trust fund, which awards several student scholarships at the end of the year. Our Associated Student Body (ASB) sells ASB cards and manages and maintains the student store. The funds ASB raises is used to enhance the students educational experience.

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

Rate for Sherman E. Burroughs High	2015-16	2016-17	2017-18
Dropout Rate	1.6	0.7	2.1
Graduation Rate	96.2	97.9	94.9

Rate for Sierra Sands Unified School	2015-16	2016-17	2017-18
Dropout Rate	3.3	3	6.2
Graduation Rate	91.9	89.9	85.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	736
% of pupils completing a CTE program and earning a high school diploma	98.5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Career Technical Education Programs

Programs and Program Sequences Offered:

- Automotive Careers
- Criminal Justice
- Health Careers
- Culinary Arts
- Principles of Engineering
- Introduction to Engineering Design
- Civil Engineering and Architecture
- Wood I
- Wood II
- Wood III
- Metal I
- Metal II
- Metal III

CTE Advisory Committee 2018-19/All District CTE programs listed above are represented by the following industry partners:

- Sarah Dastrup-School Liaison Officer- NAWC China Lake
- Karl Ettlting-Boeing Field Rep.-Boeing Company China Lake
- Ray Hocker-Video and Photography Group-NAWC-WD
- Patrice Johnson-Owner-Mystique Catering
- Maura Murabito-Dean of Instruction CTE-Cerro Coso Community College
- Bettye Moody- "Expanding Your Horizons" Committee Member-NAWC-WD
- Mike Petersen-NAWC-WD
- Ron Pruitt-Supervisor-NAWC-WD
- Jenny Rodriguez-America's Job Center-Kern County
- Tony Small-Supervisory Program Manager-NAWC-WD
- Diana Taylor- Environmental Health and Safety Specialist-Boeing Company China Lake
- Alan VanNevel- Research Physicist-NAWC-WD
- Angel Zamarron- STEM Outreach/Student Employment-NAWC-WD
- Sierra Sands/Burroughs High School CTE Teachers
- Bryan Auld-BHS Principal
- Pauline Starnes-BHS Counselor
- Rose Douglas-James Monroe Middle School Counselor

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.42
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.36

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	4	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	16	11.9

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

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