

## 2020 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**


This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

**School Contact Information (School Year 2020-21)**

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

|                         |  |
|-------------------------|--|
| <b>School Name</b>      | Sherman E. Burroughs High School   |
| <b>Street</b>           | 500 East French Ave  |
| <b>City, State, Zip</b> | Ridgecrest CA, 93555   |
| <b>Phone Number</b>     | (760) 499-1800   |
| <b>Principal</b>        | Carrie Cope  |
| <b>E-mail Address</b>   | ccope@ssusd.org  |
| <b>School Website</b>   | www.burroughs.ssusd.org  |
| <b>CDS Code</b>         | 15-73742-1531367   |
| <b>School Logo</b>      |  <p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p> |

### District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Sierra Sands Unified School District   |
| <b>Street</b>           | 113 Felspar  |
| <b>City, State, Zip</b> | Ridgecrest CA, 93555   |
| <b>Phone Number</b>     | (760) 499-1600   |
| <b>Superintendent</b>   | Dr. Dave Ostash  |
| <b>Web Site</b>         | ssusd.org  |
| <b>E-mail Address</b>   | superintendent@ssusd.org   |
| <b>District Logo</b>    | Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> . |

### **District Governing Board**

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

|                  |   |
|------------------|---|
| <b>Member 1</b>  | <b>Name:</b> William Farris, President<br><b>Title:</b>     |
| <b>Member 2</b>  | <b>Name:</b> Kurt Rockwell, Vice President<br><b>Title:</b> |
| <b>Member 3</b>  | <b>Name:</b> Chad Houck, Member<br><b>Title:</b>            |
| <b>Member 4</b>  | <b>Name:</b> Timothy Johnson, Member<br><b>Title:</b>       |
| <b>Member 5</b>  | <b>Name:</b> Michael Scott, Member<br><b>Title:</b>         |
| <b>Member 6</b>  | <b>Name:</b><br><b>Title:</b>                               |
| <b>Member 7</b>  | <b>Name:</b><br><b>Title:</b>                               |
| <b>Member 8</b>  | <b>Name:</b><br><b>Title:</b>                               |
| <b>Member 9</b>  | <b>Name:</b><br><b>Title:</b>                               |
| <b>Member 10</b> | <b>Name:</b><br><b>Title:</b>                               |
| <b>Member 11</b> | <b>Name:</b><br><b>Title:</b>                               |
| <b>Member 12</b> | <b>Name:</b><br><b>Title:</b>                               |

## District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

|                        |   |
|------------------------|---|
| <b>Superintendent</b>  | Dr. Dave Ostash   |
| <b>Administrator 1</b> | <b>Name:</b> Pamela Smith<br><b>Title:</b> Assistant Superintendent, Business Services            |
| <b>Administrator 2</b> | <b>Name:</b> Michelle Savko<br><b>Title:</b> Assistant Superintendent, Curriculum and Instruction |
| <b>Administrator 3</b> | <b>Name:</b> Bryan Auld<br><b>Title:</b> Assistant Superintendent, Human Resources                |
| <b>Administrator 4</b> | <b>Name:</b> Paul Delbick<br><b>Title:</b> Executive Director of SELPA                            |
| <b>Administrator 5</b> | <b>Name:</b> Donnie Morrison<br><b>Title:</b> Chief Technology Officer                            |

## School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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, dual enrollment 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 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

### Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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The principal convenes regular meetings with School Site Council, Western Association of Schools and Colleges (WASC) focus groups, CTE Advisory Committee, 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 (this did not happen 1st semester due to distance learning).

Our School Site Council and English Language Advisory Committee include parents who play a vital role in developing and approving site plans which include 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.

### School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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 (Due to COVID-19, we are distance learning. We have not had and will not have these employees on campus until students return). Two school resource officers serve the district and one is on our site for the majority of each school day (BHS continues to work with the resource officers during distance learning).

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 October 2020 by the safety committee. The safety plan will be submitted to the School Site Council in November 2020 for final approval.

### **School Facility Conditions and Planned Improvements (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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**Year and month of the most recent FIT report:** 12/7/2020

This section should be kept to 1-2 paragraphs.

#### Buildings

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 (School Year 2020-21)**

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

**This data should match the most recent inspection/FIT report for your school.**

| <b>System Inspected</b>                                 | <b>Repair Status</b><br>(the marks should match your most recent inspection) | <b>Repair Needed and Action Taken or Planned</b> |
|---|--|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC,<br>Sewer | <b>Good</b>  | No apparent problems.                            |



| System Inspected                      | Repair Status<br>(the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned  |
|---------------------------------------|---|--|
| <b>Interior:</b><br>Interior Surfaces | <b>Fair</b>   | Classroom C18A Cabinet doors missing.<br>Classroom G3 Plywood missing on wall due to bees, never repaired during construction.<br>Classroom H1 Half of the tackable surface is damaged, VCT is missing in a few spots.<br>Classroom H3 Transfer strip missing between carpet and VCT.<br>Classroom I5 Cove base missing, missing light cover and tile.<br>Classroom I6 One tackable panel is damaged, cove base is damaged on whole wall, broken ceiling tile in center of room.<br>Classroom J2 Water stains on ceiling.<br>Classroom K1 VCT around desk is bad.<br>Classroom K2 VCT broken by door.<br>Classroom K3 VCT coming up and cracking in a few places.<br>Classroom K4 VCT coming up and cracking in a few places.<br>Classroom M45 Cove base coming off west wall.<br>Classroom N50 Carpet seams coming apart, needs paint.<br>Classroom N51 Needs paint, ceiling tiles have water spots.<br>Classroom N52 Needs paint.<br>Classroom N53 Carpet seams coming apart-ripped in some spots, needs paint.<br>Classroom N54 Carpet seams coming apart, needs paint.<br>Classroom N55 Needs carpet and paint.<br>Classroom N56 Needs carpet and paint, cove base coming off.<br>Classroom N57 Carpet seams coming apart, needs paint.<br>Classroom P1 Whole exterior needs paint, five tackable wall panels damaged, floor transfer strip needs replacing.<br>Classroom P2 Carpet seam coming apart.<br>Classroom P3 Carpet is coming apart at seam, large bubble under desk.<br>Band Room VCT chunks missing, has crack in storage, water stains on ceiling.<br>Multi Use Room needs paint. |

| <b>System Inspected</b>  | <b>Repair Status</b><br>(the marks should match your most recent inspection) | <b>Repair Needed and Action Taken or Planned</b>   |
|--|--|--|
|  |  | Gym Upper wall paper tearing off, entry way and east wall need paint.<br>New Admin. Building A/C flow not correct, tech boxes open with holes in the wall.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/<br>Vermin Infestation          | <b>Good</b>  | No apparent problems.  |
| <b>Electrical:</b><br>Electrical   | <b>Good</b>  | No apparent problems.  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                       | <b>Good</b>  | Classroom PAC 5: Drain line to sink damaged.   |
| <b>Safety:</b><br>Fire Safety, Hazardous<br>Materials                            | <b>Good</b>  | No apparent problems.  |
| <b>Structural:</b><br>Structural Damage, Roofs                                   | <b>Good</b>  | Lecture Center: Water leak in roof, three broken/missing seats, needs paint.<br>Band Room: VCT chunks missing, has crack in storage, water stains on ceiling.  |
| <b>External:</b><br>Playground/School Grounds,<br>Windows/<br>Doors/Gates/Fences | <b>Fair</b>  | Grounds (Back Campus) Lots of cracks on asphalt.   |
| <b>Overall Rating:</b>   | <b>Good</b>  | 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 an average of 93.82% on the 8 categories of our evaluation. |

## Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Teachers at this School  | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| <b>With Full Credential</b>  | 57             | 60             | 54             | 213              |
| <b>Without Full Credential</b><br>Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)  | 11             | 14             | 14             | 34               |
| <b>Teaching Outside Subject Area of Competence</b><br>CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 10             | 9              | 9              | 15               |

## Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b><br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b><br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.<br><br>Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b><br>'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.   | 2       | 1       | 1       |

### Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2020

This section should be kept to 1-2 paragraphs.

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.

| Core Curriculum Area  | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|-----------------------|---|-------------------------------------|--|
| Reading/Language Arts | <p>The Language of Composition (2008)<br/>BedFord/Martin's<br/>Adopted in 2013</p> <p>Expository Reading and Writing<br/>Adopted in 2013</p> <p>An Introductory to Poetry (2002)<br/>Adopted in 2003</p> <p>High Point (Hampton Brown) (2002)<br/>Adopted in 2003</p> <p>Holt Literature and Language Arts (2003)<br/>Adopted in 2003</p> <p>SRA Corrective Reading (2002)<br/>Adopted in 2003</p> <p>The Readers Choice (2002)<br/>Adopted in 2003</p> <p>Timeless Voices Timeless Themes (2002)<br/>Adopted in 2003</p> | Yes                                 | 0  |

| Core Curriculum Area | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|----------------------|--|-------------------------------------|--|
| <b>Mathematics</b>   | <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)<br/>Adopted in 2008</p> <p>Pacemaker, Pre-Algebra, 2nd Edition (2001)<br/>Adopted in 2006</p> <p>Life Skills Math (2003)<br/>Adopted in 2008</p> <p>Math for the World of Work (2002)<br/>Adopted in 2008</p> | Yes                                 | 0  |

| Core Curriculum Area | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|----------------------|---|-------------------------------------|--|
| Science              | <p>Anatomy and Physiology: Hole’s Essentials of Human Anatomy and Physiology, High School (2nd Edition) (McGraw-Hill)<br/>Adopted in 2020</p> <p>Biology (AP): Campbell's Biology (Pearson)<br/>Adopted in 2020</p> <p>Biology (CP): Biology, The Living Earth (Pearson)<br/>Adopted in 2020</p> <p>Biology (Honors): Campbell's Biology, Concepts and Connections (Pearson)<br/>Adopted in 2020</p> <p>Chemistry (AP): The Central Science (Pearson Prentice Hall)<br/>Adopted in 2013</p> <p>Chemistry (CP): Essential Chemistry (Pasco)<br/>Adopted in 2020</p> <p>Chemistry (Honors): Essential Chemistry (Pasco)<br/>Adopted in 2020</p> <p>Conceptual Physics: HMH Science Dimensions Earth and Space Science (Pearson)<br/>Adopted in 2020</p> <p>Physics: California Inspire Physics (McGraw-Hill)<br/>Adopted in 2020</p> <p>Earth Science: HMH Science Dimensions Earth and Space Science (Houghton Mifflin Harcourt)<br/>Adopted in 2020</p> <p>Environmental Science: Principles of Environmental Science: Inquiry and Application (McGraw-Hill)<br/>Adopted in 2020</p> <p>Forensic Science: Forensic Science for High School (3rd Edition) (Kendall Hunt)<br/>Adopted in 2020</p> | Yes                                 | 0  |

| Core Curriculum Area          | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|-------------------------------------|--|
|                               | Zoology: Animal Diversity (McGraw-Hill)<br>Adopted in 2020   |                                     |  |
| <b>History-Social Science</b> | <p>American Government: Impact CA Social Studies. Principles of American Democracy (McGraw Hill)<br/>Adopted in 2019</p> <p>American Government (AP): American Government: Institution and Policies (Cengage)<br/>Adopted in 2019</p> <p>Economics: Impact Principles of Economics (McGraw Hill)<br/>Adopted in 2019</p> <p>Economics (AP): Principles of Economics (Cengage)<br/>Adopted in 2019</p> <p>Modern World History: World History and the Modern World (Pearson)<br/>Adopted in 2019</p> <p>Modern World History (Honors): World History the Modern World (Pearson)<br/>Adopted 2019</p> <p>United States History: US History 20th Century CA Edition (Cengage)<br/>Supplemental: Voices Volume 2<br/>Adopted 2019</p> <p>United States History (AP): Give Me Liberty (Norton)<br/>Supplemental: Voices Volume 1 and 2<br/>Adopted 2019</p> <p>World Geography: Geography the Human and Physical World (McGraw Hill)<br/>Adopted 2019</p> | Yes                                 | 0  |



| Core Curriculum Area   | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|--|--|-------------------------------------|--|
| <b>Foreign Language</b>  | Ven conmigo!<br>Holt, Rinehart, Winston<br>Adopted in 2005<br><br>Ven conmigo! Nuevas Vistas: Course 1<br>Holt, Rinehart, Winston<br>Adopted in 2005   | Yes                                 | 0  |
| <b>Health</b>  | Health and Wellness<br>Glencoe<br>Adopted in 2009  | Yes                                 | 0  |
| <b>Visual and Performing Arts</b>                              | Art in Focus<br>Glencoe/McGraw-Hill<br>Adopted in 2008<br><br>Art Talk<br>Glencoe/McGraw-Hill<br>Adopted in 2008<br><br>Creating and Understanding Drawing<br>Glencoe/McGraw-Hill<br>Adopted in 2008<br><br>Gardner's Art Through the Ages<br>Thomson/Wadsworth<br>Adopted in 2008 | Yes                                 | 0  |
| <b>Science Laboratory Equipment (grades 9-12 schools only)</b> | A science computer lab and Venier lab equipment was purchased in 2013.   | Yes                                 | 0  |

◆ means data is not required. The fields are intentionally not provided.

## Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                  | 7387.28                      | 1194.02                             | 6193.26                               | 65098.74               |
| District                                     | ♦                            | ♦                                   | 5982.82                               | \$68,495               |
| Percent Difference: School Site and District | ♦                            | ♦                                   | 3.5                                   | -5.1                   |
| State  | ♦                            | ♦                                   | \$7,750                               | \$75,706               |
| Percent Difference: School Site and State    | ♦                            | ♦                                   | -22.3                                 | -15.1                  |

♦ means data is not required. The fields are intentionally not provided.

**Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Federal and state 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.

### **Professional Development (2018-19, 2019-20 and 2020-21)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

| <b>Measure</b>   | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> |
|--|----------------|----------------|----------------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 3              | 3              | 5              |

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. 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, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

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#### 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 2019-20/All District CTE programs listed above are represented by the following industry partners:

Karl Ettling-Boeing Field Rep.-Boeing Company China Lake  
Terri Hack-ADT Counselor-Cerro Coso Community College  
Nichole Hennebury-ADT Counselor-Cerro Coso Community College  
Ray Hocker-Video and Photography Group-NAWC-WD  
Jennifer Marshall-Job Development Specialist-Cerro Coso Community College  
Bettye Moody- "Expanding Your Horizons" Committee Member-NAWC-WD  
Mike Petersen-Engineer-NAWC-WD  
Ron Pruitt-Supervisor-NAWC-WD  
Jenny Rodriguez-Employee Training Resources-America's Job Center

2020 SARC Input Form for Sherman E. Burroughs High School

David Santiago-Employer Training Resources-America’s Job Center

Diana Sliva-STEM/Student-NAWC-WD

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

In addition, the committee consists of Sierra Sands Unified teaching staff, students, parents, counselors, and administrators.

### Suspensions and Expulsions

**(data collected between July through June, each full school year respectively)**

| Rate        | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 8.2               | 9.4               | 6.6                 | 7.1                 | 3.5              | 3.5              |
| Expulsions  | 0.3               | 0.2               | 0.2                 | 0.2                 | 0.1              | 0.1              |

### **Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate        | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 0.0               | 0.0                 |                  |
| Expulsions  | 0.1               | 0.1                 |                  |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.