Sherman E. Burroughs High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

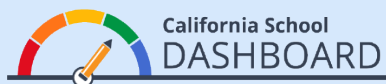|	
SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all 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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Sherman E. Burroughs High School
Street	500 East French Ave
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1800
Principal	Carrie Cope
Email Address	ccope@ssusd.org
School Website	www.burroughs.ssusd.org
County-District-School (CDS) Code	15-73742-1531367

2022-23 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Email Address	superintendent@ssusd.org
District Website Address	ssusd.org

2022-23 School Overview

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 numerous 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 excellence, pride, integrity, community and tradition.

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	418
Grade 10	401
Grade 11	338
Grade 12	323
Total Enrollment	1,480

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.6
American Indian or Alaska Native	1.6
Asian	2.9
Black or African American	4.1
Filipino	2.5
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.1
White	54.3
English Learners	4.6
Foster Youth	0.5
Homeless	1.5
Migrant	0.0
Socioeconomically Disadvantaged	46.8
Students with Disabilities	15.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.50	59.53	158.40	68.07	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	2.86	10.50	4.54	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.10	14.49	21.00	9.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.60	13.80	20.60	8.85	12115.80	4.41
Unknown	6.50	9.30	22.00	9.49	18854.30	6.86
Total Teaching Positions	69.80	100.00	232.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	5.80	
Misassignments	4.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	10.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	
Local Assignment Options	8.00	
Total Out-of-Field Teachers	9.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Composition (2008) BedFord/Martin's Adopted in 2013 Expository Reading and Writing Adopted in 2013 An Introductory to Poetry (2002) Adopted in 2003 High Point (Hampton Brown) (2002) Adopted in 2003 Holt Literature and Language Arts (2003) Adopted in 2003 SRA Corrective Reading (2002) Adopted in 2003 The Readers Choice (2002) Adopted in 2003 Timeless Voices Timeless Themes (2002) Adopted in 2003	Yes	0
Mathematics	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 Pacemaker: Basic Mathematics, 3rd Edition (2000) Adopted in 2008 Pacemaker, Pre-Algebra, 2nd Edition (2001) Adopted in 2006 Life Skills Math (2003) Adopted in 2008 Math for the World of Work (2002) Adopted in 2008	Yes	0
Science	Anatomy and Physiology: Hole's Essentials of Human Anatomy and Physiology, High School (2nd Edition) (McGraw-Hill) Adopted in 2020 Biology (AP): Campbell's Biology (Pearson) Adopted in 2020 Biology (CP): Biology, The Living Earth (Pearson) Adopted in 2020	Yes	0

	Biology (Honors): Campbell's Biology, Concepts and Connections (Pearson) Adopted in 2020		
	Chemistry (AP): The Central Science (Pearson Prentice Hall) Adopted in 2013		
	Chemistry (CP): Essential Chemistry (Pasco) Adopted in 2020		
	Chemistry (Honors): Essential Chemistry (Pasco) Adopted in 2020		
	Conceptual Physics: HMH Science Dimensions Earth and Space Science (Pearson) Adopted in 2020		
	Physics: California Inspire Physics (McGraw-Hill) Adopted in 2020		
	Earth Science: HMH Science Dimensions Earth and Space Science (Houghton Mifflin Harcourt) Adopted in 2020		
	Environmental Science: Principles of Environmental Science: Inquiry and Application (McGraw-Hill) Adopted in 2020		
	Forensic Science: Forensic Science for High School (3rd Edition) (Kendall Hunt) Adopted in 2020		
	Zoology: Animal Diversity (McGraw-Hill) Adopted in 2020		
History-Social Science	American Government: Impact CA Social Studies. Principles of American Democracy (McGraw Hill) Adopted in 2019	Yes	0
	American Government (AP): American Government: Institution and Policies (Cengage) Adopted in 2019		
	Economics: Impact Principles of Economics (McGraw Hill) Adopted in 2019		
	Economics (AP): Principles of Economics (Cengage) Adopted in 2019		
	Modern World History: World History and the Modern World (Pearson) Adopted in 2019		
	Modern World History (Honors): World History the Modern World (Pearson) Adopted 2019		
	United States History: US History 20th Century CA Edition (Cengage) Supplemental: Voices Volume 2 Adopted 2019		

	United States History (AP): Give Me Liberty (Norton) Supplemental: Voices Volume 1 and 2 Adopted 2019 World Geography: Geography the Human and Physical World (McGraw Hill) Adopted 2019		
Foreign Language	Spanish I, II, III: Senderos (Vista Higher Learning) Adopted in 2022 Spanish (AP): Temas (2020 Edition) Adopted in 2022 German I, II: Deutsch Aktuell 1 and 2 (2022 Edition) (EMC Publishing) Adopted in 2022 German III: Kaleidoskop (2017 Edition) (Cengage Learning) Adopted in 2022	Yes	0
Health	Health and Wellness Glencoe Adopted in 2009	Yes	0
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	Yes	0
Science Laboratory Equipment (grades 9-12)	A science computer lab and Venier lab equipment was purchased in 2013.	Yes	0

School Facility Conditions and Planned Improvements

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 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.

Year and month of the most recent FIT report		January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces		X		Classroom H1 Tackable surface damaged and covered in paint. Classroom H3 Needs new carpet and tile transfer strip is missing. Classroom I6 Broken ceiling tile in center of room. Classroom K1 Multiple ceiling tiles stained, possible roof leak. Classroom K2 Light diffuser missing, stained ceiling tiles - possible roof leak. Classroom K3 Ceiling tile missing and possible roof leak. Classroom K4 Light out in corner and VCT has some cracking. Classroom N50 Carpet seams coming apart. Classroom N53 Carpet seams coming apart. Classroom N56 Carpet seams coming apart. Classroom N57 Carpet seams coming apart.

School Facility Conditions and Planned Improvements

			Classroom P1 Ramp needs new plywood. Classroom P2 Carpet seams coming apart and torn. Classroom PAC5 Props blocking access to electrical panels, ceiling tiles stained. Multi Use Room needs paint, plaster patch needed in hallway, VCT damaged by door.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Classroom C15 Sawdust on floor needs to be swept. Classroom C18A Exhaust grills need to be cleaned. Classroom H1 Paint needs to be cleaned from floors, walls, and sink area. Classroom PAC5 Dressing room needs to be cleaned. Multi Use Walls need to be cleaned.
Electrical	X		No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Classroom H4 Fountain sprays too high. Classroom I5 Faucet leaks around the base.
Safety: Fire Safety, Hazardous Materials	X		No apparent problems.
Structural: Structural Damage, Roofs	X		No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No apparent problems.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	72	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	290	91.48	8.52	72.07
Female	168	155	92.26	7.74	81.94
Male	149	135	90.60	9.40	60.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	85	78	91.76	8.24	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	176	161	91.48	8.52	73.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	75.00
Socioeconomically Disadvantaged	148	131	88.51	11.49	62.60
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	37	80.43	19.57	24.32

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	290	91.48	8.52	27.59
Female	168	153	91.07	8.93	27.45
Male	149	137	91.95	8.05	27.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	77	90.59	9.41	15.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	176	160	90.91	9.09	31.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	25.00
Socioeconomically Disadvantaged	148	131	88.51	11.49	16.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	36	78.26	21.74	5.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	32.72	25.93	23.93	25.4	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	554	509	91.88	8.12	25.93
Female	281	263	93.59	6.41	26.62
Male	273	246	90.11	9.89	25.2
American Indian or Alaska Native	--	--	--	--	--
Asian	25	23	92	8	52.17
Black or African American	28	24	85.71	14.29	4.17
Filipino	17	17	100	0	29.41
Hispanic or Latino	150	134	89.33	10.67	17.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100	0	15.38
White	305	283	92.79	7.21	30.04
English Learners	18	15	83.33	16.67	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	29	27	93.1	6.9	22.22
Socioeconomically Disadvantaged	231	210	90.91	9.09	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	46	63.89	36.11	8.7

2021-22 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

The following business/community representatives comprise the 2021-22 Sierra Sands Unified School District Career Technical Stakeholder Consultation Advisory Committee:

Karl Ettling-Boeing Field Rep.-Boeing Company China Lake
Nicole Griffin-Dean of Career Technical Education-Cerro Coso Community College
Terri Hack-ADT Counselor-Cerro Coso Community College
April Hallback-School Liaison Officer-NAWS China Lake
Nichole Hennebury- STEM/Student Outreach- NAWC-WD
Ray Hocker-Video and Photography Group-NAWC-WD
Scott O'Neil-Executive Director-IWV Economic Development Corporation
Mike Petersen-Engineer-NAWC-WD
Ron Pruitt-Supervisor-NAWC-WD
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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	489
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.28
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	30.29

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93.1%	92.1%	91.9%	90.1%	93.6%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The principal convenes regular meetings with School Site Council, 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 schedules, picture day, 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 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

2022-23 Opportunities for Parental Involvement

involved in the school community and contribute considerably to their child's education.

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

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5	7.5		9.1	11.9		8.9	7.8
Graduation Rate		93.1	88.1		87.1	80.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	319	281	88.1
Female	155	139	89.7
Male	164	142	86.6
American Indian or Alaska Native	--	--	--
Asian	18	14	77.8
Black or African American	15	12	80.0
Filipino	11	11	100.0
Hispanic or Latino	88	79	89.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	174	153	87.9
English Learners	16	13	81.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	211	183	86.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	56	33	58.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1595	1520	621	40.9
Female	812	772	340	44.0
Male	780	745	278	37.3
American Indian or Alaska Native	28	23	8	34.8
Asian	45	45	5	11.1
Black or African American	79	73	44	60.3
Filipino	42	40	10	25.0
Hispanic or Latino	489	475	206	43.4
Native Hawaiian or Pacific Islander	14	14	11	78.6
Two or More Races	50	47	23	48.9
White	847	803	314	39.1
English Learners	76	71	30	42.3
Foster Youth	14	13	8	61.5
Homeless	39	36	27	75.0
Socioeconomically Disadvantaged	831	785	390	49.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	262	250	134	53.6

C. Engagement	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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.39	5.69	2.45
Expulsions	0.19	0.13	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.32	10.34	0.17	8.47	0.20	3.17
Expulsions	0.00	0.06	0.02	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.34	0.06
Female	8.25	0.12
Male	12.44	0.00
American Indian or Alaska Native	14.29	0.00
Asian	0.00	0.00
Black or African American	8.86	0.00
Filipino	4.76	0.00
Hispanic or Latino	11.66	0.00
Native Hawaiian or Pacific Islander	35.71	0.00
Two or More Races	16.00	0.00
White	9.68	0.12
English Learners	11.84	0.00
Foster Youth	7.14	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	13.00	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.03	0.00

2022-23 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, two part-time noon-duty supervisors are available to assist with supervision at lunch, as well as with campus supervision before and after lunch. Two school resource officers serve the district and one is on the BHS site for the majority of each school day.

Our robust camera surveillance system and campus wide speaker system contribute to prevention efforts. In addition, there have been many safety enhancements including: 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 by the safety committee in November 2022. The safety plan was approved by the School Site Council in November 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	17	48	1
Mathematics	22	19	35	2
Science	23	12	34	2
Social Science	25	15	17	20

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	26	44	1
Mathematics	22	21	36	
Science	26	8	35	1
Social Science	23	18	17	18

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	35	41	
Mathematics	18	34	32	
Science	22	16	34	
Social Science	23	18	26	8

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	246.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6343.11	920.83	5422.27	59324.85
District	N/A	N/A	4412.83	$69,611
Percent Difference - School Site and District	N/A	N/A	20.5	-16.0
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	-19.5	-28.7

2021-22 Types of Services Funded

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, PTO) raise funds annually to support our students, musicians, artists, and athletes. Our Associated Student Body (ASB) sells ASB cards and manages and maintains the student store. The funds ASB raises is used to enhance student educational experience.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,278	$48,503
Mid-Range Teacher Salary	$72,191	$74,912
Highest Teacher Salary	$101,241	$100,321
Average Principal Salary (Elementary)	$110,607	$122,160
Average Principal Salary (Middle)	$111,408	$127,632
Average Principal Salary (High)	$130,970	$137,578
Superintendent Salary	$171,000	$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2020-21 school year, 3 days (or 18 hours based on 6 hours/day) in the 2021-22 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2022-23 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 on 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3