

Sherman E. Burroughs High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	421
Grade 10	401
Grade 11	344
Grade 12	313
Total Enrollment	1,479

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.8%
American Indian or Alaska Native	1.5%
Asian	2.8%
Black or African American	5.4%
Filipino	2.4%
Hispanic or Latino	31%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3.3%
White	52.6%
English Learners	4.3%
Foster Youth	0.5%
Homeless	2.1%
Socioeconomically Disadvantaged	42.1%
Students with Disabilities	14.9%

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

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)	44.30	61.38	154.60	65.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.46	6.80	2.89	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.80	13.62	35.20	14.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.30	8.76	12.30	5.20	11953.10	4.28
Unknown	11.30	15.76	27.60	11.68	15831.90	5.67
Total Teaching Positions	72.20	100.00	236.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	5.70
Misassignments	4.20	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	10.10	9.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Local Assignment Options	8.00	5.20
Total Out-of-Field Teachers	9.60	6.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	7.6	7.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<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>	Yes	0
Mathematics	<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>	Yes	0
Science	<p>Anatomy and Physiology: Hole's Essentials of Human Anatomy and Physiology, High School (2nd Edition) (McGraw-Hill) Adopted in 2020</p> <p>Biology (AP): Campbell's Biology (Pearson) Adopted in 2020</p> <p>Biology (CP): Biology, The Living Earth (Pearson) Adopted in 2020</p> <p>Biology (Honors): Campbell's Biology, Concepts and Connections (Pearson) Adopted in 2020</p> <p>Chemistry (AP): The Central Science (Pearson Prentice Hall) Adopted in 2013</p>	Yes	0

	<p>Chemistry (CP): Essential Chemistry (Pasco) Adopted in 2020</p> <p>Chemistry (Honors): Essential Chemistry (Pasco) Adopted in 2020</p> <p>Conceptual Physics: HMH Science Dimensions Earth and Space Science (Pearson) Adopted in 2020</p> <p>Physics: California Inspire Physics (McGraw-Hill) Adopted in 2020</p> <p>Earth Science: HMH Science Dimensions Earth and Space Science (Houghton Mifflin Harcourt) Adopted in 2020</p> <p>Environmental Science: Principles of Environmental Science: Inquiry and Application (McGraw-Hill) Adopted in 2020</p> <p>Forensic Science: Forensic Science for High School (3rd Edition) (Kendall Hunt) Adopted in 2020</p> <p>Zoology: Animal Diversity (McGraw-Hill) Adopted in 2020</p>		
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>	Yes	0

	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

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

December 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 J1 Stains on ceiling tiles Classroom K1 One ceiling tile is stained. Classroom K2 Light diffuser missing, stained ceiling tiles - possible roof leak. Classroom K3 One ceiling tile is stained. Classroom K4 Ceiling tiles are stained. Classroom N50 Carpet seams coming apart. Classroom N53 Carpet seams coming apart. Classroom N56 Carpet seams coming apart. Classroom N57 Carpet seams coming apart. Classroom P2 Carpet seams coming apart and torn. Band Room Two ceiling tiles stained. Multi Use Room needs paint, plaster patch needed in hallway, VCT damaged by door. Classroom E1 needs paint on lobby wall.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Classroom C15 sawdust on floor needs to be swept. Classroom C18 exhaust grills need to be cleaned. Classroom H1 paint needs to be cleaned from floor, walls, and sink area. Classroom PAC 5 Dressing room needs to be cleaned. Multi-Use walls need to be cleaned and painted.
Electrical	X		Classroom PAC5 Props blocking access to electrical panels.
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		Classroom K2 Possible roof leak. Portable Classroom P2 Ramp needs new plywood.
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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	67	41	39	47	46
Mathematics (grades 3-8 and 11)	28	31	25	25	33	34

2022-23 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	323	311	96.28	3.72	66.88
Female	172	164	95.35	4.65	69.51
Male	151	147	97.35	2.65	63.95
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	16	15	93.75	6.25	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	106	102	96.23	3.77	56.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	169	162	95.86	4.14	72.22
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	144	96.64	3.36	59.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	43	87.76	12.24	27.91

2022-23 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	323	311	96.28	3.72	30.87
Female	172	164	95.35	4.65	24.39
Male	151	147	97.35	2.65	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	16	15	93.75	6.25	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	106	102	96.23	3.77	17.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	169	162	95.86	4.14	35.19
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	144	96.64	3.36	19.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	43	87.76	12.24	4.65

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.93	32.17	25.40	28.48	29.47	30.29

2022-23 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	627	607	96.81	3.19	32.45
Female	334	322	96.41	3.59	32.30
Male	293	285	97.27	2.73	32.63
American Indian or Alaska Native	13	13	100.00	0.00	30.77
Asian	21	20	95.24	4.76	70.00
Black or African American	31	29	93.55	6.45	13.79
Filipino	15	15	100.00	0.00	53.33
Hispanic or Latino	184	178	96.74	3.26	21.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	33.33
White	341	330	96.77	3.23	36.36
English Learners	16	15	93.75	6.25	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	33.33
Socioeconomically Disadvantaged	242	236	97.52	2.48	21.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	76	88.37	11.63	11.84

2022-23 Career Technical Education Programs

Programs and Program Sequences Offered:

Automotive Careers
 Criminal Justice
 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 Ettlign-Boeing Field Rep.-Boeing China Lake
 Dail Fields-Boeing Site Manager-Boeing, China Lake
 Nicole Griffin-Dean of Career Technical Education-Cerro Coso Community College
 Terri Hack-ADT Counselor-Cerro Coso Community College
 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
 David Santiago-Employer Training Resources-America's Job Center
 Diana Sliva-STEM/Student-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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	488
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.95
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	31.1

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	82%	79%	84%	73%	85%

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.

2023-24 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 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.8	7.5	11.2	10.1	11.9	15.7	9.4	7.8	8.2
Graduation Rate	91.5	88.1	86.3	82.8	80.7	78.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	322	278	86.3
Female	161	147	91.3
Male	161	131	81.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	22	13	59.1
Filipino	--	--	--
Hispanic or Latino	84	72	85.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	177	158	89.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	16	10	62.5
Socioeconomically Disadvantaged	222	183	82.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	54	32	59.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1599	1545	341	22.1
Female	786	754	168	22.3
Male	809	787	171	21.7
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	26	26	9	34.6
Asian	43	42	4	9.5
Black or African American	99	92	32	34.8
Filipino	40	40	3	7.5
Hispanic or Latino	497	477	117	24.5
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	53	52	12	23.1
White	824	799	159	19.9
English Learners	77	75	23	30.7
Foster Youth	12	11	5	45.5
Homeless	52	46	26	56.5
Socioeconomically Disadvantaged	812	778	244	31.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	253	242	93	38.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.32	10.34	10.94	0.17	8.47	8.80	0.20	3.17	3.60
Expulsions	0.00	0.06	0.00	0.02	0.02	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.94	0
Female	7.25	0
Male	14.46	0
Non-Binary		
American Indian or Alaska Native	26.92	0
Asian	2.33	0
Black or African American	20.2	0
Filipino	5	0
Hispanic or Latino	11.87	0
Native Hawaiian or Pacific Islander	8.33	0
Two or More Races	7.55	0
White	9.71	0
English Learners	16.88	0
Foster Youth	25	0
Homeless	23.08	0
Socioeconomically Disadvantaged	16.01	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	17.39	0

2023-24 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, three 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 new Centegix security system was installed during the summer (2023). The system allows for a quicker response time when staff members need assistance for medical or safety issues. The system also provides notification of a situation to students, teachers, and staff through audio messaging, visual lighting around campus and in the classrooms, and a notification that is presented on teacher's computers.

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 October 2023. The safety plan was approved by the School Site Council in February 2024.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	28	42	1
Mathematics	19	29	34	0
Science	20	21	31	1
Social Science	23	16	27	10

2022-23 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	295.8

2022-23 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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7792.03	26.77	7765.26	60284.19
District	N/A	N/A	6715.45	\$70,139
Percent Difference - School Site and District	N/A	N/A	14.5	-15.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	2.1	-30.5

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$45,118	\$50,875
Mid-Range Teacher Salary	\$73,562	\$79,761
Highest Teacher Salary	\$103,106	\$103,045
Average Principal Salary (Elementary)	\$115,381	\$128,154
Average Principal Salary (Middle)	\$113,428	\$131,774
Average Principal Salary (High)	\$133,450	\$142,676
Superintendent Salary	\$175,000	\$211,462
Percent of Budget for Teacher Salaries	27.4%	30.11%
Percent of Budget for Administrative Salaries	4.86%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

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 2021-22 school year, 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2023-24 school year. The primary/major areas of focus for professional development include but are not limited to: social emotional learning programs such as Capturing Kids Hearts, 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,

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3