

Sherman E. Burroughs High School

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

Bryan Auld, Principal
bauld@ssusd.org
www.burroughs.ssusd.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Sierra Sands Unified School District

113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusd.org

District Governing Board

William Farris, President
Amy Castillo Covert, Member
Timothy Johnson, Member
Kurt Rockwell, Member
Michael Scott, Vice President

District Administration

Ernest M. Bell, Jr.
Superintendent
David Ostash
**Assistant Superintendent, Human
Resources**
Christina Giraldo
**Assistant Superintendent, Business
Services**
Shirley Kennedy
**Assistant Superintendent, Curriculum
and Instruction**
Elaine Littleton
Executive Director of SELPA

Principal's Message

Welcome to the 2015-2016 school year. I sincerely hope that you are as excited for the start of the school year as I am. In addition to being a graduate of Burroughs High School (Class of 1992), I have devoted my entire career to serving the school and community. Burroughs High School is "home" for me and, as such, I take great pride in promoting and maintaining the many programs and opportunities which have earned the school so many honors and distinctions.

Burroughs High School is unique, not just because of its isolated geographical location or unusual mascot, but because of the uncommon balance that exists between maintaining traditional high school experiences and instituting progressive programs and courses. We are proud to offer a comprehensive experience so that students have opportunities to enrich their time at BHS. Our highly qualified faculty will facilitate rigorous and relevant instructional programs which will prepare students for life after high school. In addition to a focus on college and career readiness, we offer courses and programs to assist students who need additional support. A vibrant and robust offering of co- and extra-curricular opportunities are available based on individual interests. In addition, student-athletes have access to competitive play in the California Interscholastic Federation and Mojave River League. And finally, students will have opportunity to become members of a spirited school community that values safety, support, and school pride.

Bryan Auld
Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (760) 499-1800 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	397
Grade 10	339
Grade 11	342
Grade 12	319
Total Enrollment	1,397

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	1.1
Asian	2.6
Filipino	1.8
Hispanic or Latino	24.6
Native Hawaiian or Pacific Islander	1.4
White	61.5
Two or More Races	1.5
Socioeconomically Disadvantaged	40.7
English Learners	4.4
Students with Disabilities	11.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Sherman E. Burroughs High School	13-14	14-15	15-16
With Full Credential	58	55	57
Without Full Credential	4	4	7
Teaching Outside Subject Area of Competence	6	8	8
Sierra Sands Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Sherman E. Burroughs High	13-14	14-15	15-16
Teachers of English Learners	1	2	2
Total Teacher Misassignments	6	6	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.1	7.9
Districtwide		
All Schools	93.7	6.3
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	92.1	7.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

**Textbooks and Instructional Materials
Year and month in which data were collected: April 2015**

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

Textbooks and Instructional Materials
Year and month in which data were collected: April 2015

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

Textbooks and Instructional Materials
Year and month in which data were collected: April 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>American Anthem: Modern American History (CP) (2007) Adopted in 2006</p> <p>American Government (AP) (2006) Adopted in 2006</p> <p>Economics (2003) Adopted in 2006</p> <p>Economics (AP) (2005) Adopted in 2006</p> <p>Modern World History: Patterns of Interaction (CP) (2006) Adopted in 2006</p> <p>Pacemaker: American Government (2005) Adopted in 2006</p> <p>Pacemaker: Economics (2001) Adopted in 2006</p> <p>Pacemaker: World Geography and Cultures (2002) Adopted in 2006</p> <p>Pacemaker: World History (2002) Adopted in 2006</p> <p>The American Pageant (AP) (2007) Adopted in 2006</p> <p>United States Government: Democracy in Action (2006) Adopted in 2006</p> <p>World Geography (2006) Adopted in 2006</p> <p>World History Modern Times (Honors) (2006) Adopted in 2006</p> <p>World History: The Modern World (2007) Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Ven conmigo! Holt, Rinehart, Winston Adopted in 2005</p> <p>Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health and Wellness Glencoe Adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: April 2015

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

A new \$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 will undergo \$32 million in modernization as well as new construction due to the award of a grant from the Department of Defense. All of the classroom wings will be modernized, a new administration building will be constructed at the front of the school, a new parking lot for students and guests will be constructed, new stadium lighting and a new ticket booth/snack bar will be built, and various improvements will be made to landscaping around campus.

Library

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11-13-15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			Tackable wall panels have outer layer peeling off in Room H1. Carpet separating at seam in Room J1. Work orders submitted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11-13-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				No apparent problems.
Electrical: Electrical	X				No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				A drain line to a sink was damaged. A work order was submitted to make the necessary repair.
Safety: Fire Safety, Hazardous Materials	X				No apparent problems.
Structural: Structural Damage, Roofs	X				The inspector found leaks in 9 classrooms. Work orders were submitted to make the necessary repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.90	25.90	44.20

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	75	50	44
Math	37	34	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	66	65	63	66	65	63	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	63
Male	65
Female	61
Black or African American	33
American Indian or Alaska Native	--
Asian	84
Filipino	--
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	--
White	70
Two or More Races	--
Socioeconomically Disadvantaged	21
English Learners	14
Students with Disabilities	51
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	324	313	96.6	10	15	40	35
Male	11	324	168	51.9	11	14	39	35
Female	11	324	145	44.8	8	16	40	36
Black or African American	11	324	14	4.3	7	36	43	14
American Indian or Alaska Native	11	324	2	0.6	--	--	--	--
Asian	11	324	3	0.9	--	--	--	--
Filipino	11	324	6	1.9	--	--	--	--
Hispanic or Latino	11	324	89	27.5	16	12	45	27
Native Hawaiian or Pacific Islander	11	324	3	0.9	--	--	--	--
White	11	324	191	59.0	7	16	37	39
Two or More Races	11	324	5	1.5	--	--	--	--
Socioeconomically Disadvantaged	11	324	115	35.5	17	18	43	22
Students with Disabilities	11	324	37	11.4	54	19	22	5
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	324	313	96.6	35	27	22	16
Male	11	324	169	52.2	35	27	20	18
Female	11	324	144	44.4	36	27	24	13
Black or African American	11	324	14	4.3	57	14	14	14
American Indian or Alaska Native	11	324	2	0.6	--	--	--	--
Asian	11	324	3	0.9	--	--	--	--
Filipino	11	324	6	1.9	--	--	--	--
Hispanic or Latino	11	324	89	27.5	43	33	18	7
Native Hawaiian or Pacific Islander	11	324	3	0.9	--	--	--	--
White	11	324	191	59.0	30	26	24	20
Two or More Races	11	324	5	1.5	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	324	116	35.8	48	31	18	3
Students with Disabilities	11	324	38	11.7	89	8	3	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Our PTO focuses on raising money for student scholarships and teacher recognition. Our School Site Council and English Language Advisory Committee include parents who play a vital role in developing and approving site plans which includes budget allocations. Mr. Auld hosts "Principal's Coffee" events where parent(s)/guardian(s) are invited to hear a presentation on areas of specific academic or school relevance and engage in dialogue about items of general concern. Booster organizations comprise parents who raise money and assist with school trips and at school competitions. Parents organize a Safe Graduation Party at the end of the year for all graduating seniors in our community. Our parents remain involved with their children's education and help with many of our campus programs. The contact person for parent involvement is Bryan Auld, our principal.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Three full-time campus supervisors monitor our campus beginning one hour before school begins and continuing until 30 minutes after dismissal. In addition, four part-time noon-duty supervisors are available to assist with supervision at lunch. Two school resource officers serve the district and one is on or site for the majority of each school day. Our 64-camera surveillance system and campuswide speaker system contribute to prevention efforts. All visitors must register with our office and wear a visitor's badge. Students and staff members are also required to carry name badges with them at all times. We revise our school safety plan every year and hold annual evacuation and lockdown drills. Our campus is closed except during lunch.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.53	8.28	8.32
Expulsions Rate	0.91	0.20	0.20
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	25	25	12	12	15	45	39	38	2	6	4
Math	27	27	22	7	8	8	18	20	6	15	13	3
Science	26	25	25	5	9	10	35	32	29			3
SS	29	29	27	7	7	11	9	15	6	26	20	27

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.75
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	5.0
Other	11.38
Average Number of Students per Staff Member	
Academic Counselor	356

* 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.

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

State and federal funds are used to support implementation of the eight state priorities. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6088	749	5339	60487.26
District	♦	♦	4935	\$59,420
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			8.2	1.7
Percent Difference: School Site/ State			13.8	-4.0

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	37	29	34	45	36	19
All Students at the School	36	29	35	43	37	19
Male	43	27	30	41	36	23
Female	28	31	40	46	38	15
Black or African American	47	26	26	68	16	16
Asian	8	17	75		58	42
Hispanic or Latino	55	28	17	65	27	8
White	31	30	39	38	41	21
Socioeconomically Disadvantaged	48	25	27	55	31	13
English Learners	93	7		80	20	
Students with Disabilities	90	7	3	87	10	3

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Sherman E. Burroughs High School	2012-13	2013-14	2014-15
English-Language Arts	60	59	64
Mathematics	60	59	57
Sierra Sands Unified School District	2012-13	2013-14	2014-15
English-Language Arts	58	58	63
Mathematics	58	57	55
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sherman E. Burroughs High School	2011-12	2012-13	2013-14
Dropout Rate	4.10	2.10	1.60
Graduation Rate	93.73	95.21	96.38
Sierra Sands Unified School District	2011-12	2012-13	2013-14
Dropout Rate	4.70	2.80	2.10
Graduation Rate	89.97	92.66	94.66
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	677
% of pupils completing a CTE program and earning a high school diploma	98.5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.75
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	19.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	94.01	86.58	84.6
Black or African American	96.15	89.66	76
American Indian or Alaska Native	100	100	78.07
Asian	100	100	92.62
Filipino	100	90.91	96.49
Hispanic or Latino	91.04	83.95	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	93.85	86.38	89.93
Two or More Races	100	66.67	82.8
Socioeconomically Disadvantaged	67.74	67.74	61.28
English Learners	80	83.33	50.76
Students with Disabilities	91.89	78.71	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	1	♦
Social Science	2	♦
All courses	8	.4

* Where there are student course enrollments.

Career Technical Education Programs

Automotive Careers
 Construction
 Wood I
 Wood II
 Wood III
 Principles of Engineering
 Introduction to Engineering Design
 Digital Electronics
 Civil Engineering and Architecture
 Health Careers
 Metal I
 Metal II
 Metal III
 Criminal Justice
 Restaurant Careers
 TV Video Production

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.