



Sherman E. Burroughs High School

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

Bryan Auld, Principal

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www.burroughs.ssusd.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Sierra Sands Unified School District

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District Governing Board

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

District Administration

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

Principal's Message

Welcome to the 2016-2017 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 accolades.

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 College & Career. 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	392
Grade 10	370
Grade 11	316
Grade 12	325
Total Enrollment	1,403

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	1.1
Asian	2.3
Filipino	1.8
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	1.1
White	60.7
Two or More Races	1.4
Socioeconomically Disadvantaged	39.8
English Learners	5.1
Students with Disabilities	11
Foster Youth	0.3

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	14-15	15-16	16-17
With Full Credential	55	57	64
Without Full Credential	4	7	8
Teaching Outside Subject Area of Competence	8	8	10
Sierra Sands Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	229
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sherman E. Burroughs High	14-15	15-16	16-17
Teachers of English Learners	2	2	
Total Teacher Misassignments	6	0	
Vacant Teacher Positions	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

2015-16 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	83.2	16.8
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	92.8	7.2
Low-Poverty Schools	83.2	16.8

* 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 2016-17)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
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> <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 2016

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 2016

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 2016

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

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 is currently under 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 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: 10/6/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom D29A: Serious problem with the sewer plugging up. Classroom D29B: Serious problem with the sewer plugging up. D Wing Boy's Restroom: Serious problem with the sewer plugging up.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom PAC 5: Water leak in roof. / Drain line to sink damaged.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			Classroom PAC 4: Water leak in roof. Classroom PAC 5: Water leak in roof. / Drain line to sink damaged. Lecture Center: Water leak in roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/6/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
	X			Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	63	53	65	63	61	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.4	24.4	46.1

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	75	78	50	50	44	48
Math	37	35	34	34	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	347	329	94.8	53.2
Male	169	162	95.9	52.5
Female	178	167	93.8	53.9
Black or African American	21	19	90.5	31.6
Hispanic or Latino	90	84	93.3	36.9
White	203	196	96.6	60.2
Socioeconomically Disadvantaged	145	137	94.5	38.7
English Learners	24	23	95.8	8.7
Students with Disabilities	39	36	92.3	19.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	301	295	98.0	78.1
Male	11	159	155	97.5	74.5
Female	11	142	140	98.6	82.0
Black or African American	11	19	19	100.0	73.7
Asian	11	12	12	100.0	100.0
Hispanic or Latino	11	66	65	98.5	72.3
White	11	192	187	97.4	78.8
Socioeconomically Disadvantaged	11	109	107	98.2	68.9
English Learners	11	12	11	91.7	45.5
Students with Disabilities	11	30	30	100.0	

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 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.

**School Year 2015-16 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 Met or Exceeded
All Students	11	301	295	98.0	34.8
Male	11	159	154	96.9	38.3
Female	11	142	141	99.3	30.9

**School Year 2015-16 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 Met or Exceeded
Black or African American	11	19	19	100.0	26.3
Asian	11	12	12	100.0	75.0
Hispanic or Latino	11	66	65	98.5	18.5
White	11	192	187	97.4	38.4
Socioeconomically Disadvantaged	11	109	106	97.3	18.9
English Learners	11	12	12	100.0	8.3
Students with Disabilities	11	30	30	100.0	

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 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.

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 (School Year 2016-17)

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 presentations regarding areas of significant and specific academic relevance and are afforded the opportunity to engage in dialogue about those areas. 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. Many parents are heavily involved in the school community and contribute considerably to their child'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 our site for the majority of each school day. Our 64-camera surveillance system and campus wide 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 lock down drills. Our campus is closed except during lunch. In addition, the school is currently "under construction" having received a Department of Defense (DOD) grant. One component of the grant is "work force safety" which requires the architect to design modernization efforts such that safety is the primary concern. School administration meets weekly with construction leaders to ensure that safety procedures are followed and to discuss any emerging concerns.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	8.3	7.3
Expulsions Rate	8.3	0.2	0.7
District	2013-14	2014-15	2015-16
Suspensions Rate	7.7	6.7	5.9
Expulsions Rate	0.2	0.2	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 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

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	25	25	12	15	15	39	38	38	6	4	4
Mathematics	27	22	22	8	8	8	20	6	6	13	3	3
Science	25	25	25	9	10	10	32	29	29		3	3
Social Science	29	27	27	7	11	11	15	6	6	20	27	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.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,718	\$42,063
Mid-Range Teacher Salary	\$59,866	\$64,823
Highest Teacher Salary	\$80,940	\$84,821
Average Principal Salary (ES)	\$93,471	\$101,849
Average Principal Salary (MS)	\$99,479	\$107,678
Average Principal Salary (HS)	\$109,594	\$115,589
Superintendent Salary	\$136,000	\$169,152
Percent of District Budget		
Teacher Salaries	32%	35%
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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sherman E. Burroughs High School	2011-12	2013-14	2014-15
Dropout Rate	2.10	1.60	1.30
Graduation Rate	95.21	96.38	96.46
Sierra Sands Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.80	2.10	2.80
Graduation Rate	92.66	94.66	92.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	851
% 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	38%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.75
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.1

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6301.80	615.02	5535.04	51497.64
District	♦	♦	5248.53	\$61,647
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			5.5	-13.3
Percent Difference: School Site/ State			3.5	-21.1

* Cells with ♦ do not require data.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	91	86
Black or African American	88	74	78
American Indian or Alaska Native	100	50	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	100	97	83
Native Hawaiian/Pacific Islander	86	89	85
White	94	89	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	81	79	66
English Learners	89	71	54
Students with Disabilities	92	85	78

Career Technical Education Programs

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

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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