

Lancaster High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Lancaster High School
Street	44701 32nd St. West
City, State, Zip	Lancaster, CA 93536
Phone Number	(661) 726-7649
Principal	Dr. Kristen Tepper
Email Address	ktepper@avhsd.org
Website	www.lnhs.org
County-District-School (CDS) Code	19 64246 1995844

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	David J. Vierra, Ph.D.
Email Address	dvierra@avhsd.org
Website	www.avdistrict.org

School Description and Mission Statement (School Year 2020-2021)

This School Accountability Report Card is designed to give a snapshot of the school and its programs. It gives an indication of our efforts to offer quality educational experiences for all students. The mission of Lancaster High School is to prepare our students for college and careers through providing a safe and supportive culture that fosters creativity, collaboration, communication, and social responsibility.

Several academic programs are available at LnHS, including Air Force Junior Reserve Officer Training Corps (AFROTC), a Project Lead the Way (PLTW) BioMed program, Advancement Via Individual Determination (AVID), and the Multimedia and Engineering Pathway. Our Graduate Student Profile guides our work with students each step of the way. Students will become bold innovators who explore multiple creative and technological possibilities and persevere through challenges. Students will become skilled collaborators through working with diverse groups to achieve a shared goal. They will become dynamic communicators through clearly expressing and defending ideas using evidence. Lastly, they will become global and productive citizens through using cultural awareness when working towards solutions.

Lancaster High School provides opportunities for students to participate in multiple types of online supports for students. The Princeton Review, Khan Academy, and PSAT prep programs, as well as access to their College Board accounts, are available at all times in the Career Center and computer labs. Students may access the programs from school or at home. In addition, the Comprehensive Guidance Plan provides six yearly parent nights for all students to attend where college information is presented and questions are answered. The Curriculum provided for students at Lancaster High School meets all State and local guidelines. An emphasis is placed on aligning the curriculum and instruction with the Common Core State Standards and the Graduate Student Profile. Rigorous and relevant instruction continues to provide students with fundamental skills and extended learning opportunities. Students participate in the learning process by working in teams to problem-solve, taking responsibility for much of their own learning through active participation, discovery, investigation, research, and communication skills. At the same time, students prepare for assessments used by the State to determine a level of academic achievement.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	694
Grade 10	781
Grade 11	561
Grade 12	633
Total Enrollment	2,669

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	21.9
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	3
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.2
White	16.4
Two or More Races	5.9
Socioeconomically Disadvantaged	67
English Learners	5.3
Students with Disabilities	14.4
Foster Youth	2
Homeless	0.9

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	105	102	104	841
Without Full Credential	4	5	3	33
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	3
Total Teacher Misassignments*	0	2	3
Vacant Teacher Positions	2	5	1

Note: "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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2016 SpringBoard California English Language Arts Grade 10 Student Edition/2016 SpringBoard California English Language Arts Grade 11 Student Edition/2016 SpringBoard California English Language Arts Grade 12 Student Edition/2016 SpringBoard California English Language Development Grade 9 Student Edition/2016 SpringBoard California English Language Development Grade 10 Student Edition/2016 SpringBoard California English Language Development Grade 11 Student Edition/2016 SpringBoard California English Language Development Grade 12 Student Edition/2016	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
Science	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
History-Social Science	Economics: Principles of Economics & Principles of American Democracy/2019 Civics: Principles of American Democracy/2019 World History: Democracy/World History, Culture, & Geography: The Modern World/2019 US History: United States History & Geography: Continuity & Change/2019	Yes	0%
Foreign Language	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Lancaster High School maintenance, custodial, and grounds crews work year-round to ensure that the campus remains in top condition.

The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an educational environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit mandated for public schools in the state of California. The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters, painters, heating/ventilation/air conditioning personnel, and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus. In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	101: A/C NOT WORKING 324: A/C NOT WORKING Repairs to be rectified.

<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>108: ONE BAD LIGHT FIXTURE, MISSING FACE PLATE, CARPET SEAM, DIRTY VENT 112: MISSING FACE PLATES, WALL BOARD DAMAGE, WALL DAMAGE 113: MISSING CEILING TILES, I BAD LIGHT FIXTURE 122: BAD LIGHT SWITCH, WALL BOARD DAMAGE , CARPET SEAM 123: BAD LIGHT FIXTURE, WALL BOARD DAMAGE 135: BAD LIGHT FIXTURES, BROKEN DIFFUSER, BROKEN SOAP DISP., FLOORS DIRTY, MISSING FACE PLATE, WALL DAM. 152: MISSING CEILING TILES 157: SINK MISSING HANDLE, BROKEN SOAP DISP., DIRTY FLOORS 164: CARPET LIFTING 203: BAD LIGHT FIXTURES, BAD CEILING TILES, SINK DISABLED 205: PREP: MISSING DIFFUSER, DIRTY FLOORS, BAD CEILING TILES 214: LOOSE FAUCET, BAD LIGHT FIXTURE, BROKEN VCT 217: SMALL SINKS DON'T WORK, BAD LIGHT FIXTURES, WALL DAMAGE, BAD SOAP DISP. 221: WALL DAMAGE, MISSING FACE PLATE 235: DOOR HANGS UP, CARPET STAINS, WALL DAMAGE 243: WALL DAMAGE 300: STUDENT RESTROOMS: STALL DOOR BROKEN 301: BROKEN DOOR SWEEP, DOOR CLOSER FAILING, MISSING CEILING TILE 303: DOOR DAMAGE, MISSING CEILING TILE 304: MISSING CEILING TILE, CARPET DAMAGE 305: BAD CEILING TILE, SLIGHT WALL DAMAGE 306: ONE LIGHT OUT, CARPET DAMAGE 307: BAD CEILING TILE 317: DRYWALL DAMAGE 403: DAMAGED WALL BOARD, BAD BULBS, STAINED CEILING TILES 404: BULBS, STAINED CEILING TILES, DAMAGED WALL BOARD 405: BAD BULBS, MISSING FACE PLATE 406: BROKEN DIFFUSER, DAMAGED WALL BOARD 411: CARPET RIPPLED, MISSING/ BROKEN FACE PLATE, BAD BULBS 412: MISSING DIFFUSERS, DAMAGED WALL BOARD</p>
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System Inspected	Rating	Repair Needed and Action Taken or Planned
		415: STAINED CEILING TILE, BROKEN FACE PLATE 416: BULBS, CARPET STAINED 501/502: VINYL FLOOR LIFTING 505: RIPPLED CARPET 514: DAMAGED WALL BOARD 517: DAMAGED WALL BOARD CAFETERIA: TILE REPAIR Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	205: PREP: MISSING DIFFUSER, DIRTY FLOORS, BAD CEILING TILES 210: PREP: DIRTY FLOOR Repairs to be rectified.

<p>Electrical: Electrical</p>	<p>Poor</p>	<p>108: ONE BAD LIGHT FIXTURE, MISSING FACE PLATE, CARPET SEAM, DIRTY VENT 110: BAD DOOR STOP, DAISY CHAIN 112: MISSING FACE PLATES, WALL BOARD DAMAGE, WALL DAMAGE 113: MISSING CEILING TILES, I BAD LIGHT FIXTURE 118: BAD LIGHT FIXTURES 122: BAD LIGHT SWITCH, WALL BOARD DAMAGE , CARPET SEAM 123: BAD LIGHT FIXTURE, WALL BOARD DAMAGE 135: BAD LIGHT FIXTURES, BROKEN DIFFUSER, BROKEN SOAP DISP., FLOORS DIRTY, MISSING FACE PLATE, WALL DAM. 151: BAD LIGHT FIXTURES, DOOR CLOSER PROBLEM 165: ELECTRICAL BOX FALLING 200: SINKS DISABLED, BAD LIGHT FIXTURES 201: BAD LIGHT FIXTURES, SINKS DISABLED 203: BAD LIGHT FIXTURES, BAD CEILING TILES, SINK DISABLED 205: PREP: MISSING DIFFUSER, DIRTY FLOORS, BAD CEILING TILES 205: LIGHT SWITCH FAILING, BAD LIGHT FIXTURES 210: PHONE FALLING, MISSING FAUCET, BAD LIGHT FIXTURES, BAD SOAP DISP. 214: LOOSE FAUCET, BAD LIGHT FIXTURE, BROKEN VCT 221: WALL DAMAGE, MISSING FACE PLATE 232: MISSING LIGHT DIFFUSER 233: BAD LIGHT FIXTURE 238: SINK NOT FUNCTIONAL, DAISY CHAIN 307: BAD CEILING TILE 314: BLOCKED ELECTRICAL PANEL 401: BAD BALLESTS, BROKEN FACE PLATE 402: BAD BULBS 403: DAMAGED WALL BOARD, BAD BULBS, STAINED CEILING TILES 404: BULBS, STAINED CEILING TILES, DAMAGED WALL BOARD 405: BAD BULBS, MISSING FACE PLATE 411: CARPET RIPPLED, MISSING/ BROKEN FACE PLATE, BAD BULBS 413: BAD BULBS 414: BROKEN FACE PLATE, DAMAGED WALL BOARD 415: STAINED CEILING TILE, BROKEN FACE PLATE 416: BULBS, CARPET STAINED 503: BAD BALLEST THEATER: STAIR LIGHTS DON'T WORK</p>
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System Inspected	Rating	Repair Needed and Action Taken or Planned
		Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200: SINKS DISABLED, BAD LIGHT FIXTURES 201: BAD LIGHT FIXTURES, SINKS DISABLED 203: BAD LIGHT FIXTURES, BAD CEILING TILES, SINK DISABLED 210: PHONE FALLING, MISSING FAUCET, BAD LIGHT FIXTURES, BAD SOAP DISP. 214: LOOSE FAUCET, BAD LIGHT FIXTURE, BROKEN VCT 238: SINK NOT FUNTIONAL, DAISY CHAIN 533: BAD BALLAST Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	110: BAD DOOR STOP, DAISY CHAIN 151: BAD LIGHT FIXTURES, DOOR CLOSER PROBLEM 235: DOOR HANGS UP, CARPET STAINS, WALL DAMAGE 236: DOOR HANGS UP 301: BROKEN DOOR SWEEP, DOOR CLOSER FAILING, MISSING CEILING TILE 302: BAD WINDOW SEAL 303: DOOR DAMAGE, MISSING CEILING TILE Repairs to be rectified.
Overall Rating	Good	

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. 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); 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	13	N/A	12	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	12	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Lancaster High School offers a range of Career Technical Education (CTE) course options that provide a strong foundation for our students to pursue college and career opportunities within high-quality CTE courses and pathways. Course sequences from introductory to advanced options in the Arts, Media and Entertainment, Engineering, Health Sciences, and Information Technology industry sectors. Specialized programs within these sectors include the STEM Multimedia and Engineering Academy (MEA), one of the first 12 Linked Learning certified programs recognized in the state to address rigorous technical, academic, student support, and work-based learning opportunities at a high level. MEA provides small learning communities of student cohorts who learn content within integrated lessons. Students master the use of technology, find solutions to modern problems, take field trips to industry and higher education institutions, and hone their employability skills through a range of work-based learning opportunities. The CTE STEM programs use an industry-driven curriculum (Project Lead the Way) that addresses technical and career preparation content. The biomedical pathway courses offer interactive lessons that afford students a closeup into the world of CSI investigation to learn DNA code, assess symptoms, and recommend treatments. Students in the CTE classes have opportunities to receive value held industry certifications.

In addition to the support provided through categorical funding at the site, we work collaboratively with the Career Technical Education office to provide CTE opportunities for all of our students, including after-school programs that offer STEM activities and instruction.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for LnHS CTE students and progress in the College and Career Indicator for CTE pathways. Supplemental data provided in coordination with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, and attendance.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1159
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16.7

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	93.45
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	37.3

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Lancaster High School welcomes family involvement while maintaining Covid-19 health precautions. We rely on our Parent Volunteers for a number of projects and committees at the high school. A Parent Advisory Committee (PAC) meets with the principal to discuss the school's School Plan for Student Achievement, as well as other school-related topics. Similar advisory committees exist for our English Language Learner (ELL) program. The School Site Council provides parents with an avenue to have a direct voice in school governance, as well as to discuss school-wide issues such as curriculum standards, programs, and policy decisions that would benefit from community input. Parent Engagement Workshops are offered to parents on weekends in subjects such as college readiness, homework strategies, etc.

In the spirit of unity and mutual support, your participation is desired in the hope of offering students the most relevant and valuable experiences for continued growth. A sense of community is continually sought after and extends beyond the classroom. Parents and local businesses are encouraged to be an active part of our programs. Lancaster High School pays for fingerprinting fees for our volunteers. Please contact Melissa Baranowski, Parent Volunteer Coordinator, at (661) 726-7649 x-791 to obtain information on the Parent Volunteer Program, or to ask questions regarding school committees.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	4.3	5.1	11.4	11.5	10.9	11	9.1	9.6	9
Graduation Rate	87.4	88.1	87.3	73.7	77.5	78.9	82.7	83	84.5

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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.8	9.9	8.8	7.9	3.5	3.5
Expulsions	0.2	0.2	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.74	5.89	unavailable
Expulsions	0	.0014	unavailable

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

School Safety Plan (School Year 2020-2021)

School safety continues to remain a top priority. Issues that revolve around safety include, but are not limited to: school climate, violence on campus, crisis preparedness, school/law enforcement relations, and alcohol/drug use. Lancaster High School's Safety Action Plan is updated and reviewed annually. The LnHS School Safety Plan can be viewed in its entirety at <http://www.lnhs.org/SchoolSafetyPlan.pdf> (PDF Format) and copies can be obtained in the Administration Office. Our maintenance, custodial, and grounds crew work year-round to ensure that the campus remains in top condition. The campus has two lunch schedules and a snack to help alleviate overcrowding.

In addition to safety enhancements across the District (see below), Lancaster High School provides campus safety conversations for students in class and at lunch. Perimeter and gate checks are enforced, and administration and security are present in numbers before and after school, as well as during snack and lunch periods.

District Statement:

We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	47	28	37	22	50	20	46	20	68	26	41
Mathematics	23	29	38	26	25	31	26	36	22	44	39	27
Science	26	20	28	31	24	28	26	33	22	30	28	19
Social Science	24	26	11	39	23	35	9	36	21	44	19	35

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	381.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	1.7

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,985.64	\$2,972.37	\$6,013.27	\$84,396.17

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	195.7	2.2
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	194.9	-6.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Instructional Coaches have been hired to support teachers in improving instructional practices to most effectively implement AVID strategies, CCSS, Academic Language Development, AOL instructional model, digital literacy, data collection/analysis/utilization, and building positive relationships with students, to help ensure a highly effective instructional program for students. The AVID program is supported through hiring an AVID coordinator, paying for substitutes for professional development, collaboration time, professional development and conferences, additional collaboration hours, and AVID tutors. A College/Career Liaison is provided with an Advanced Placement Emphasis to monitor progress of AP students, pull performance data, provide AP-specific tutoring/workshops and parent workshops to improve student achievement in AP classes and on AP exams. Support is provided for the extending of the Biomedical Pathway and replacing consumed items or updating/replacing equipment as necessary, purchasing software and equipment to support digital literacy, and staff development through additional hours for Biomedical teachers in developing the pathway according to PLTW and Linked Learning concepts. After school tutoring is provided for students. Teachers are provided with opportunities to collaborate in developing common assessments, reviewing data, etc. Instructional Materials for Interactive Notebooks, Read 180, Arts, etc., are provided to teachers. A Freshman Focus is funded to ensure freshmen are supported in the following areas: Feeder School Outreach (Road Show & LINK Crew Activities), Academic Supports (Tutoring/Monitoring), Transition Activities (Freshman Conference), and Parent Outreach. Subs/conference periods are paid to support proctoring ELPAC, AP, SBAC, and SAT, as well as additional hours for a testing coordinator. Algebra I and Algebra 2 Teams align lesson plans, develop common assessments, review data on a consistent basis, and provide interventions. Student retention is supported in programs through holding parent conferences throughout the year to discuss academics, goals, etc. Supplemental Instruction and Grade Improvement (10th, 11th, and 12th) is provided to students. An AP Coordinator is funded to assist with program management and testing logistics. Science department collaboration is provided to assist with NGSS implementation.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$52,670
Mid-Range Teacher Salary	\$78,529	\$89,660
Highest Teacher Salary	\$111,273	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$136,590	\$158,074
Superintendent Salary	\$299,361	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	12	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	7	N/A
Social Science	21	N/A
All courses	51	29.4

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	50	49	40

Numerous days are dedicated during the school year to staff development where teachers and administrators analyze school data and learn educational best practices. Staff members are encouraged to attend conferences & workshops, participate in district and site professional development, and work collaboratively with colleagues.