Lancaster High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School 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
School Website	https://www.lancasterhs.org
County-District-School (CDS) Code	19 64246 1995844

2021-22 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2021-22 School Overview

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) BioMedical program, Advancement Via Individual Determination (AVID), Multimedia and Engineering Academy, and our Computer Science 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 for students to access at all times. 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	753
Grade 10	646
Grade 11	670
Grade 12	577
Total Enrollment	2,646

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	22
Filipino	3.6
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.9
White	14.7
English Learners	5.6
Foster Youth	2.2
Homeless	0.6
Socioeconomically Disadvantaged	63.7
Students with Disabilities	15.5

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.9	77.8	767.7	77.0	228366.1	83.1
Intern Credential Holders Properly Assigned	1.1	1.0	12.9	1.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.9	8.9	83.2	8.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.8	6.1	76.1	7.6	12115.8	4.4
Unknown	6.8	6.1	57.3	5.7	18854.3	6.9
Total Teaching Positions	111.6	100.0	997.3	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	8.9
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	9.9

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.6
Local Assignment Options	5.2
Total Out-of-Field Teachers	6.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021

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/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
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	Yes	0%

	Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000		
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials	Yes	0%

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. Recently our heating/ventilation/air conditioning systems have been upgraded and replaced.

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.

Year and month of the most recent FIT report	11/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		101: CARPET STAINED, DIRTY VENT 102: VENTS DIRTY, LIGHT DIFFUSER FALLING 109: DAISY CHAIN, STAINED CARPET 110: STAINED CARPET, DAISY CHAIN 111: BROKEN CEILING TILE 112: RIPPED WALL BOARD, STAINED CARPET 113: MISSING CEILING TILES, RIPPED WALL BOARD 119: DOOR DAMAGE, DAMAGED CEILING TILE 121: BAD BALLAST, WALL BOARD DAMAGE 122: WALL DAMAGE, CARPET SEAM LIFTING, S.G. OUTLET DAMAGED 164: COUNTER TOP FALLING 232: BAD BALLAST, BROKEN CEILING TILE, DIRTY VENT 233: CARPET STAINED/ ROLLING 235: STAINED CARPET 305: WALL BOARD PEELING 306: MISSING CEILING TILE 308: WALL BOARD PEELING 309: STAINED CARPET/ RIPPLED 310: MISSING CEILING TILE

School Facility Conditions and Planned Improvements

			321: BLOCKED ELECTRICAL PANEL, RIPPLED CARPET 324: STAINED CARPET 402: STAINED CARPET, BROKEN CEILING TILE 403: BLOCKED EMERGENCY EXIT, PEELING WALL BOARD 404: BLOCKED EMERGENCY EXIT, STAINED CEILING TILE 411: STAINED CARPET 502: VCT MISSING 505: CARPET RIPPLED 514: WALL BOARD RIPPED 517: WALL BOARD RIPPED 519: WALL BOARD RIPPED 531: STAFF RESTROOMS: FLOOR STARTING TO LIFT CAFETERIA: MISSING DIFFUSER GIRLS LOCKER ROOM: NEEDS PATCH AND PAINT LIBRARY: NEEDS PATCHED AND PAINT REPAIRS TO BE RECTIFIED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		167: DIRTY VENT, ELECTRICAL PANEL BLOCKED 200: SINK LEAKING, SINK CLOGGED, VERY DIRTY, BROKEN OUTLET BOX, EMERGANCY EXIT BLOCKED 220: DIRTY VENT 230: BAD BALLAST, SINK DIRTY 232: BAD BALLAST, BROKEN CEILING TILE, DIRTY VENT 300 STUDENT RESTROOMS: REPAIRS TO BE RECTIFIED.
Electrical		X	102: VENTS DIRTY, LIGHT DIFFUSER FALLING 108: DAISY CHAIN 109: DAISY CHAIN, STAINED CARPET 110: STAINED CARPET, DAISY CHAIN 117: BAD BALLAST 118: DAISY CHAIN, BAD BALLAST 121: BAD BALLAST, WALL BOARD DAMAGE 122: WALL DAMAGE, CARPET SEAM LIFTING, S.G. OUTLET DAMAGED 157: MISSING DIFFUSER, BAD BALLAST 167: DIRTY VENT, ELECTRICAL PANEL BLOCKED 169: MISSING DIFFUSER, BAD BALLAST 200: SINK LEAKING, SINK CLOGGED, VERY DIRTY, BROKEN OUTLET BOX, EMERGANCY EXIT BLOCKED

School Facility Conditions and Planned Improvements

			210: BAD BALLAST 212: BAD BALLAST 216: BAD BALLAST 217: BAD BALLAST, COLD NOT WORKING, GARABAGE DISP. NOT WORKING 219: MISSING DIFFUSER, BAD BALLAST 222: DAISY CHAIN 230: BAD BALLAST, SINK DIRTY 232: BAD BALLAST, BROKEN CEILING TILE, DIRTY VENT 236: NO HOT, BAD BALLAST 300 STAFF RESTROOMS: MISSING LIGHT DIFFUSER, EXHAUST FAN COVER MISSING, HOLE IN CEILING TILE 318: DAISY CHAIN 321: BLOCKED ELECTRICAL PANEL, RIPPLED CARPET 3RD QUAD DOWNSTAIRS RESTROOM: MISSING LIGHT DIFFUSER 416: BAD BALLASTS 503: BAD BALLAST 533: BAD BALLAST ATTENDANCE: DAISY CHAIN GIRLS LOCKER ROOM RESTROOMS: MISSSING LIGHT DIFFUSER THEATRE: STAIR LIGHTS DON'T WORK WEIGHT ROOM: BLOCKED ELECTRICAL PANELS REPAIRS TO BE RECIFIED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	165: SINK NOT WORKING 200: SINK LEAKING, SINK CLOGGED, VERY DIRTY, BROKEN OUTLET BOX, EMERGANCY EXIT BLOCKED 201: MISSING FAUCET 209: SINK LEAKS 217: BAD BALLAST, COLD NOT WORKING, GARABAGE DISP. NOT WORKING 236: NO HOT, BAD BALLAST 2ND QUAD UPSTAIRS RESTROOMS: ONE TOILET BAGGED 300: STUDENT RESTROOMS: 3RD QUAD UPSTAIRS RESTROOMS: ONE BAGGED URINAL COMMONS RESTROOMS: LOOSE FAUCETS, BROKEN VENT STUDENT STORE RESTROOMS: LOOSE SEAT, NOT HOT,

School Facility Conditions and Planned Improvements

				REPAIRS TO BE RECTIFIED.
Safety: Fire Safety, Hazardous Materials	X			200: SINK LEAKING, SINK CLOGGED, VERY DIRTY, BROKEN OUTLET BOX, EMERGANCY EXIT BLOCKED 401: EMERGENCY EXIT HANDLE MISSING 403: BLOCKED EMERGENCY EXIT, PEELING WALL BOARD 404: BLOCKED EMERGENCY EXIT, STAINED CEILING TILE 406: BLOCKED EMERGENCY EXIT REPAIRS TO BE RECTIFIED.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			119: DOOR DAMAGE, DAMAGED CEILING TILE 313: BACK WINDOW PANEL RUSTED OUT LARGE GYM: REAR DOOR ISSUES REPAIRS TO BE RECTIFIED.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	610	NT	NT	NT	NT
Female	326	NT	NT	NT	NT
Male	284	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	122	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	311	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	45	NT	NT	NT	NT
White	95	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	389	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	610	NT	NT	NT	NT
Female	326	NT	NT	NT	NT
Male	284	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	122	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	311	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	45	NT	NT	NT	NT
White	95	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	389	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	626	376	60%	40%	62%
Female	329	215	65%	35%	64%
Male	297	161	54%	46%	59%
American Indian or Alaska Native	2	1	50%	50%	100%

Asian	9	7	78%	22%	100%
Black or African American	128	61	48%	52%	61%
Filipino	24	19	79%	21%	79%
Hispanic or Latino	295	182	62%	38%	61%
Native Hawaiian or Pacific Islander	3	3	100%	0%	67%
Two or More Races	71	41	58%	42%	46%
White	94	62	66%	34%	65%
English Learners	29	14	48%	52%	0%
Foster Youth	15	9	60%	40%	33%
Homeless	5	0	0%	100%	NA
Military	9	8	89%	11%	50%
Socioeconomically Disadvantaged	389	230	59%	41%	59%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	110	56	51%	49%	21%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	626	381	61%	39%	46%
Female	329	215	65%	35%	44%
Male	297	166	56%	44%	49%
American Indian or Alaska Native	2	1	50%	50%	100%
Asian	9	7	78%	22%	71%
Black or African American	128	61	48%	52%	39%
Filipino	24	17	71%	29%	88%
Hispanic or Latino	295	194	66%	34%	38%
Native Hawaiian or Pacific Islander	3	3	100%	0%	67%
Two or More Races	71	38	54%	46%	45%
White	94	60	64%	36%	63%
English Learners	29	14	48%	52%	14%
Foster Youth	15	8	53%	47%	0%
Homeless	5	0	0%	100%	NA
Military	9	6	67%	33%	83%
Socioeconomically Disadvantaged	389	234	60%	40%	41%

Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	110	60	55%	45%	8%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	NT	NT	NT	NT
Female	24	NT	NT		
Male	30	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.7

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.37
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	40.15

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Lancaster High School welcomes family involvement while maintaining Covid-19 health precautions. We rely on our Parent Volunteers for a number of projects, celebrations 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	11.4	5.5	8.3	11.0	9.7	18.3	9.0	8.9	9.4
Graduation Rate	87.3	87.1	82.7	78.9	76.4	71.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	521	431	82.7
Female	243	214	88.1
Male	278	217	78.1
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	103	76	73.8
Filipino	23	21	91.3
Hispanic or Latino	262	222	84.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	33	28	84.8
White	91	76	83.5
English Learners	47	34	72.3
Foster Youth	20	9	45.0
Homeless	--	--	--
Socioeconomically Disadvantaged	397	320	80.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	78	39	50.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2879	2715	783	28.8
Female	1382	1310	328	25.0
Male	1497	1405	455	32.4
American Indian or Alaska Native	9	8	4	50.0
Asian	30	28	5	17.9
Black or African American	659	605	242	40.0
Filipino	97	97	16	16.5
Hispanic or Latino	1487	1418	363	25.6
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	171	161	48	29.8
White	421	393	104	26.5
English Learners	177	168	54	32.1
Foster Youth	73	67	29	43.3
Homeless	22	19	11	57.9
Socioeconomically Disadvantaged	1901	1791	588	32.8
Students Receiving Migrant Education Services	7	7	3	42.9
Students with Disabilities	462	425	177	41.6

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.91	0.00	7.95	0.07	3.47	0.20
Expulsions	0.21	0.00	0.24	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.19	5.43	2.45
Expulsions	0.00	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	50	20	46
Mathematics	25	31	26	36
Science	24	28	26	33
Social Science	23	35	9	36

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	68	26	41
Mathematics	22	44	39	27
Science	22	30	28	19
Social Science	21	44	19	35

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	74	42	26
Mathematics	21	45	40	26
Science	21	32	22	23
Social Science	19	51	17	30

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	378

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	0
Other	1.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,727.22	$2,908.57	$5,818.64	$120,066.98
District	N/A	N/A	$6,327.41	$82,536
Percent Difference - School Site and District	N/A	N/A	-8.4	37.0
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	-36.8	26.2

2020-21 Types of Services Funded

Instructional Partners have been hired to support teachers in improving instructional practices to most effectively implement rigor in our classrooms. 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 is a focus. 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 the 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 extension 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, SBA, 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) are 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,341	$54,687
Mid-Range Teacher Salary	$78,888	$92,222
Highest Teacher Salary	$111,782	$114,208
Average Principal Salary (Elementary)	$0	$143,647
Average Principal Salary (Middle)	$0	$145,785
Average Principal Salary (High)	$137,990	$162,322
Superintendent Salary	$308,342	$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.9

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

Subject	Number of AP Courses Offered
Computer Science	0
English	11
Fine and Performing Arts	1
Foreign Language	3
Mathematics	5
Science	4
Social Science	17
Total AP Courses Offered	44

Professional Development

Numerous days are dedicated during each 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	49	40	

Antelope Valley Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	805	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT	NT	NT
English Learners	398	NT	NT	NT	NT
Foster Youth	98	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	806	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3234	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT		NT
English Learners	398	NT	NT	NT	NT
Foster Youth	97	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT