

# Lancaster High School (Lancaster High)

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Lancaster High School (Lancaster High)
<b>Street</b>	44701 32nd St. West
<b>City, State, Zip</b>	Lancaster, CA 93536
<b>Phone Number</b>	(661) 726-7649
<b>Principal</b>	Zach Mercier
<b>Email Address</b>	zmercier@avhsd.org
<b>School Website</b>	<a href="https://www.lancasterhs.org">https://www.lancasterhs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1995844

## 2022-23 District Contact Information

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

## 2022-23 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 by 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 by working with diverse groups to achieve a shared goal. They will become dynamic communicators by clearly expressing and defending ideas using evidence. Lastly, they will become global and productive citizens by using cultural awareness when working towards solutions.

Lancaster High School provides opportunities for students to participate in multiple types of online support 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	757
Grade 10	736
Grade 11	565
Grade 12	668
Total Enrollment	2,726

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	21.5
Filipino	2.9
Hispanic or Latino	55.0
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.2
White	12.6
English Learners	6.2
Foster Youth	2.4
Homeless	1.0
Migrant	0.1
Socioeconomically Disadvantaged	58.0
Students with Disabilities	15.9

#### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.90	77.84	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	0.99	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.90	8.90	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.80	6.12	76.10	7.63	12115.80	4.41
Unknown	6.80	6.14	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	<b>111.60</b>	<b>100.00</b>	<b>997.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	8.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>9.90</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	
Local Assignment Options	5.20	
<b>Total Out-of-Field Teachers</b>	<b>6.80</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.40	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
<b>History-Social Science</b>	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021 IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021	Yes	0%
<b>Foreign Language</b>	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	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

9/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		100 RESTROOMS: DIRTY, TAGGING 101: carpet stain 102: dirty vent 109: daisy chain, stained carpet 110: stained carpet, daisy chain 112: ripped wall board, stained carpet 113: ripped wall board 119: DOOR DAMAGE, BAD CEILING TILE 121: WALL BOARD DAMAGE 122: WALL BOARD DAMAGE, S.G. OUTLET PLATE BROKE, CARPET SEEM LIFTING 164: COUNTER TOP PEELING 232: DIRY VENT, BAD BALLAST 233: CARPET STAINED, ROLLING 235: STAINED CARPET 300 STUDENT RESTROOM: TAGGING, DIRTY, HOLE IN WALL 305: WALL BOARD PEELING 309: STAINED CARPET/ RIPPED 321: BLOCKED ELECTRICAL PANEL, RIPPLED CARPET 324: STAINED CARPET 402: STAINED CARPET, BROKEN CEILING TILES 403: BLOCKED EMERGENCY EXIT, PEELING WALL BOARD 411: STAINED CARPET 505: RIPPED CARPET 514: WALL BOARD PEELING 517: WALL BOARD RIPPED 519: WALL BOARD RIPPED BOYS LOCKER ROOM: LOCKERS ARE BROKEN LOFT: DUSTY STAFF LOUNGE: BROKEN CEILING TILE, BROKEN DIFFUSER Repairs to be rectified.

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>:</p> <p>300 STUDENT RESTROOM: TAGGING, DIRTY, HOLE IN WALL            506 STUDENT RESTROOMS: DIRTY            531 STUDENT RESTROOMS: DIRTY            BOYS LOCKER ROOM RESTROOMS: DIRTY            COMMONS RESTROOMS: DIRTY            GIRLS LOCKER ROOM RESTROOMS: DIRTY            Repairs to be rectified.</p>
<p><b>Electrical</b></p>	X		<p>108: daisy chain            109: daisy chain, stained carpet            110: stained carpet, daisy chain            117: BAD BALLAST            118: DAISY CHAIN, BAD BALLAST            122: WALL BOARD DAMAGE, S.G. OUTLET PLATE BROKE, CARPET SEEM LIFTING            157: MISSING DEFFUSER, BAD BALAST            169: MISSING DIFFUSER, BAD BALLAST            219: MISSING DIFFUSER            232: DIRY VENT, BAD BALLAST            236: NO HOT, BAD BALLAST            416: BAD BALLAST            503: BAD BALLAST            533: BAD BALLAST            THEATER: STAIR LIGHTS DON'T WORK            Repairs to be rectified.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>160: SINK WATER SHUT OFF            200: MULTIPLE SINK NOT WORKING PER TEACHER REQUEST            201: MISSING FAUCET            209: SINK LEAKS            217: COLD WATER NOT WORKING, GARBAGE DISP NOT WORKING            236: NO HOT, BAD BALLAST            Repairs to be rectified.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>118: DAISY CHAIN, BAD BALLAST            167: BLOCKED ELECTRICAL PANEL            222: DAISY CHAIN            318: DAISY CHAIN            321: BLOCKED ELECTRICAL PANEL, RIPPLED CARPET            403: BLOCKED EMERGENCY EXIT, PEELING WALL BOARD            404: BLOCKED EMERGENCY EXIT            406: BLOCKED EMERGENCY EXIT            Repairs to be rectified.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b></p>	X		<p>119: DOOR DAMAGE, BAD CEILING TILE</p>



**School Facility Conditions and Planned Improvements**

Playground/School Grounds, Windows/ Doors/Gates/Fences				Repairs to be rectified.
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**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X		

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

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	37	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	7	N/A	8	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	548	516	94.16	5.84	36.82
<b>Female</b>	276	260	94.20	5.80	41.15
<b>Male</b>	272	256	94.12	5.88	32.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	134	124	92.54	7.46	22.58
<b>Filipino</b>	16	16	100.00	0.00	37.50
<b>Hispanic or Latino</b>	299	287	95.99	4.01	43.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	23	95.83	4.17	30.43
<b>White</b>	66	58	87.88	12.12	34.48
<b>English Learners</b>	27	27	100.00	0.00	7.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	36.36
<b>Socioeconomically Disadvantaged</b>	335	315	94.03	5.97	32.06
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	85	78	91.76	8.24	3.85

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	548	515	93.98	6.02	6.60
<b>Female</b>	276	260	94.20	5.80	5.77
<b>Male</b>	272	255	93.75	6.25	7.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	134	124	92.54	7.46	2.42
<b>Filipino</b>	16	16	100.00	0.00	12.50
<b>Hispanic or Latino</b>	299	286	95.65	4.35	7.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	23	95.83	4.17	8.70
<b>White</b>	66	58	87.88	12.12	6.90
<b>English Learners</b>	27	26	96.30	3.70	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	335	314	93.73	6.27	4.14
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	85	78	91.76	8.24	1.28

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	15.92	NT	12.35	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1280	1206	94.22	5.78	15.92
<b>Female</b>	651	613	94.16	5.84	13.38
<b>Male</b>	629	593	94.28	5.72	18.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100	0	43.75
<b>Black or African American</b>	253	231	91.3	8.7	6.93
<b>Filipino</b>	46	45	97.83	2.17	40
<b>Hispanic or Latino</b>	702	668	95.16	4.84	14.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	90	81	90	10	16.05
<b>White</b>	164	157	95.73	4.27	26.75
<b>English Learners</b>	74	69	93.24	6.76	0
<b>Foster Youth</b>	24	23	95.83	4.17	8.7
<b>Homeless</b>	13	11	84.62	15.38	9.09
<b>Military</b>	14	14	100	0	7.14
<b>Socioeconomically Disadvantaged</b>	833	776	93.16	6.84	11.6
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	159	153	96.23	3.77	4.58

## 2021-22 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 are available in the following sectors:

- Arts, Media, and Entertainment
  - Multimedia Contemporary Design 1
  - Visual Imagery
  - Digital Media and Graphic Design
  - Adv Digital Media Arts and Communication
  - Studio Art: 2-D Design AP
  - Intro to Film and Video Theory
- Engineering & Architecture
  - Intro to Engineering Honors
  - Principles of Engineering Honors
  - Computer Integrated Manufacturing Honors
  - Engineering Design Development Honors
- Health Science & Medical Technology
  - Principles of Biomedical Sciences Honors
  - Human Body Systems Honors
  - Medical Interventions Honors
  - Biomedical Innovation Honors
- Information and Communication Technologies
  - Cybersecurity
  - Computer Science A - AP
  - Computer Science Principles AP

Specialized programs 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.

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

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, attendance, and post-graduation follow-up.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.40
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	42.48

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	75.38%	69.46%	77.58%	74.97%	78.27%

## 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.

## 2022-23 Opportunities for Parental Involvement

Lancaster High School welcomes family involvement. 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



## 2022-23 Opportunities for Parental Involvement

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 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	5.5	8.3	6.9	9.7	18.3	9.8	8.9	9.4	7.8
Graduation Rate	87.1	82.7	88.4	76.4	71.9	80.6	84.2	83.6	87.0

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	665	588	88.4
<b>Female</b>	348	318	91.4
<b>Male</b>	317	270	85.2
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	135	110	81.5
<b>Filipino</b>	22	20	90.9
<b>Hispanic or Latino</b>	350	318	90.9
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	47	43	91.5
<b>White</b>	96	82	85.4
<b>English Learners</b>	46	39	84.8
<b>Foster Youth</b>	12	12	100.0
<b>Homeless</b>	11	7	63.6
<b>Socioeconomically Disadvantaged</b>	532	463	87.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	107	74	69.2

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2992	2861	1049	36.7
Female	1474	1408	530	37.6
Male	1518	1453	519	35.7
American Indian or Alaska Native	10	10	4	40.0
Asian	34	32	9	28.1
Black or African American	675	634	303	47.8
Filipino	78	78	12	15.4
Hispanic or Latino	1635	1569	524	33.4
Native Hawaiian or Pacific Islander	10	10	3	30.0
Two or More Races	188	181	77	42.5
White	357	347	117	33.7
English Learners	192	183	52	28.4
Foster Youth	102	85	35	41.2
Homeless	36	31	18	58.1
Socioeconomically Disadvantaged	1976	1887	796	42.2
Students Receiving Migrant Education Services	7	6	0	0.0
Students with Disabilities	505	476	214	45.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	9.19	0.07	7.19	0.20	3.17
Expulsions	0.00	0.13	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.19	0.13
Female	5.29	0.14
Male	12.98	0.13
American Indian or Alaska Native	0.00	0.00
Asian	2.94	0.00
Black or African American	17.19	0.44
Filipino	2.56	0.00
Hispanic or Latino	6.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.77	0.53
White	6.72	0.00
English Learners	6.77	0.00
Foster Youth	19.61	0.00
Homeless	19.44	0.00
Socioeconomically Disadvantaged	10.98	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.62	0.40

## 2022-23 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 <https://www.lancasterhs.org/about/safety-message> (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.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	83	40	26
Mathematics	20	50	44	20
Science	20	35	30	15
Social Science	18	51	24	28

## 2021-22 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	454.33

## 2021-22 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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	9.4

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,036.65	\$3,765.04	\$2,271.61	\$117,975.79
District	N/A	N/A	\$2,490.03	\$82,765
Percent Difference - School Site and District	N/A	N/A	-9.2	35.1
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-97.5	22.5

## 2021-22 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 by 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, and 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 by 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 IP of Assessments is funded to assist with program management and testing logistics. Science department collaboration is provided to assist with NGSS implementation.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$43,341	\$55,947
<b>Mid-Range Teacher Salary</b>	\$75,853	\$90,080
<b>Highest Teacher Salary</b>	\$111,782	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$146,364
<b>Average Principal Salary (High)</b>	\$143,196	\$164,633
<b>Superintendent Salary</b>	\$308,342	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	27%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%



## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	21
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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	9
Fine and Performing Arts	2
Foreign Language	3
Mathematics	6
Science	4
Social Science	13
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	39

## 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	40		40