

Lancaster High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Lancaster High School
Street	44701 North 32nd Street West
City, State, Zip	Lancaster, CA 93536
Phone Number	661-726-7649
Principal	Zach Mercier
Email Address	zmercier@avhsd.org
School Website	https://www.lancasterhs.org
County-District-School (CDS) Code	19 64246 1995398

2023-24 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	www.avdistrict.org

2023-24 School Description and Mission Statement

This School Accountability Report Card is designed to give a snapshot of the school and its programs. It indicates our efforts to offer quality educational experiences for all students. The mission of Lancaster High School is to prepare our students for college and career 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 Pathway, 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 ongoing afternoon and evening sessions throughout the year for parents and students 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	743
Grade 10	706
Grade 11	635
Grade 12	558
Total Enrollment	2,642

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	0.4%
Asian	1.3%
Black or African American	21.9%
Filipino	2.9%
Hispanic or Latino	56.4%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.6%
White	11.4%
English Learners	6.5%
Foster Youth	2.5%
Homeless	1.4%
Migrant	0.2%
Socioeconomically Disadvantaged	61.5%
Students with Disabilities	16.4%

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
Total Teaching Positions	111.60	100.00	997.30	100.00	274759.10	100.00

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)	88.10	78.21	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	3.10	2.75	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.30	5.61	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.50	4.93	73.00	7.34	11953.10	4.28
Unknown	9.50	8.48	66.40	6.68	15831.90	5.67
Total Teaching Positions	112.60	100.00	995.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.80
Misassignments	8.90	5.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.90	6.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.70
Local Assignment Options	5.20	4.80
Total Out-of-Field Teachers	6.80	5.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	Yes	0%

	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		
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	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022 CA Experience Physics 2022 Adopted 5/26/2022	Yes	0%
History-Social Science	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021	Yes	0%
Foreign Language	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%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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.

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

9/5/2023

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		108: DIRTY WALLS 109: DIRTY WALLS, LIGHT OUT 120: DIRTY WALLS 122: DIRTY WALLS 152: DIRTY WALLS 172: DIRTY WALLS 213: DIRTY WALLS 232: DIRTY WALLS 308: DIRTY WALLS 316: DIRTY WALLS 323: DIRTY WALLS 408: DIRTY WALLS 418: DIRTY WALLS, STAINED CT, 509: DIRTY WALLS 510: STAINED CT, 520: STAINED CT, LOFT: DIRTY WALLS
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			118:00:00 109: DIRTY WALLS, LIGHT OUT 110: LIGHT OUT 124: LIGHT OUT 159: LIGHT OUT 200: LIGHT OUT 212: LIGHT OUT 234: LIGHT OUT 311: LIGHT OUT 409: LIGHT OUT 514: LIGHT OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	34	33	34	47	46
Mathematics (grades 3-8 and 11)	7	10	8	10	33	34

2022-23 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
All Students	625	596	95.36	4.64	34.40
Female	303	287	94.72	5.28	39.02
Male	322	309	95.96	4.04	30.10
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	45.45
Black or African American	134	123	91.79	8.21	26.83
Filipino	26	26	100.00	0.00	69.23
Hispanic or Latino	345	332	96.23	3.77	35.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	34	97.14	2.86	38.24
White	71	68	95.77	4.23	26.47
English Learners	38	34	89.47	10.53	0.00
Foster Youth	15	14	93.33	6.67	7.14
Homeless	15	12	80.00	20.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	366	347	94.81	5.19	28.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	87	90.63	9.37	4.60

2022-23 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
All Students	621	592	95.33	4.67	9.97
Female	301	285	94.68	5.32	9.12
Male	320	307	95.94	4.06	10.75
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	--
Black or African American	133	122	91.73	8.27	4.10
Filipino	26	26	100.00	0.00	34.62
Hispanic or Latino	341	329	96.48	3.52	8.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	11.43
White	71	68	95.77	4.23	16.18
English Learners	38	34	89.47	10.53	0.00
Foster Youth	15	14	93.33	6.67	0.00
Homeless	14	11	78.57	21.43	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	365	345	94.52	5.48	6.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	95	86	90.53	9.47	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.92	11.00	12.35	12.35	29.47	30.29

2022-23 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
All Students	1194	1174	98.32	1.68	11.16
Female	583	577	98.97	1.03	8.67
Male	611	597	97.71	2.29	13.57
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	276	266	96.38	3.62	3.01
Filipino	32	32	100.00	0.00	15.63
Hispanic or Latino	665	659	99.10	0.90	11.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	60	95.24	4.76	20.00
White	138	137	99.28	0.72	18.98
English Learners	67	65	97.01	2.99	0.00
Foster Youth	28	28	100.00	0.00	3.57
Homeless	15	13	86.67	13.33	15.38
Military	22	21	95.45	4.55	19.05
Socioeconomically Disadvantaged	750	734	97.87	2.13	8.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	181	174	96.13	3.87	3.45

2022-23 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
 - o Multimedia Contemporary Design 1
 - o Visual Imagery
 - o Digital Media and Graphic Design
 - o Adv Digital Media Arts and Communication
 - o Studio Art: 2-D Design AP
 - o Intro to Film and Video Theory

- Engineering & Architecture
 - o Intro to Engineering Honors
 - o Principles of Engineering Honors
 - o Computer Integrated Manufacturing Honors
 - o Engineering Design Development Honors

- Health Science & Medical Technology
 - o Principles of Biomedical Sciences Honors
 - o Human Body Systems Honors
 - o Medical Interventions Honors
 - o Biomedical Innovation Honors

- Information and Communication Technologies
 - o Cybersecurity
 - o Computer Science A - AP
 - o 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1068
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.26
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	25.33

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	85.15	84.20	83.65	83.51	84.20

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.

2023-24 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

2023-24 Opportunities for Parental Involvement

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 offered monthly before school. 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 Kristina Tretamore, Parent Volunteer Coordinator, at (661) 726-7649 x-789 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	8.3	6.9	7	18.3	9.8	13.8	9.4	7.8	8.2
Graduation Rate	82.7	88.4	84	71.9	80.6	75.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	574	482	84.0
Female	283	242	85.5
Male	291	240	82.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	151	117	77.5
Filipino	17	17	100.0
Hispanic or Latino	306	270	88.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	16	76.2
White	67	55	82.1
English Learners	44	32	72.7
Foster Youth	23	15	65.2
Homeless	17	10	58.8
Socioeconomically Disadvantaged	466	380	81.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	94	57	60.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3007	2881	840	29.2
Female	1479	1405	443	31.5
Male	1528	1476	397	26.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	12	12	4	33.3
Asian	35	35	3	8.6
Black or African American	711	664	258	38.9
Filipino	80	80	8	10.0
Hispanic or Latino	1680	1617	442	27.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	158	153	48	31.4
White	326	315	76	24.1
English Learners	220	203	63	31.0
Foster Youth	118	101	43	42.6
Homeless	63	55	34	61.8
Socioeconomically Disadvantaged	1969	1868	649	34.7
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	521	494	223	45.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.19	7.98	0.07	7.19	8.27	0.20	3.17	3.60
Expulsions	0.00	0.13	0.33	0.00	0.17	0.21	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.98	0.33
Female	6.69	0.2
Male	9.23	0.46
Non-Binary		
American Indian or Alaska Native	33.33	0
Asian	2.86	0
Black or African American	13.08	0.84
Filipino	0	0
Hispanic or Latino	6.31	0.24
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.49	0
White	5.83	0
English Learners	10.91	0
Foster Youth	17.8	0.85
Homeless	19.05	4.76
Socioeconomically Disadvantaged	9.9	0.46
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.32	0.77

2023-24 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 to help alleviate overcrowding and a snack.

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

2023-24 School Safety Plan

websites have links to confidential student referral forms, where students and parents can submit safety concerns for the administration to address.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	71	43	24
Mathematics	21	48	39	21
Science	21	30	33	14
Social Science	20	40	24	23

2022-23 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	377.43

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	9.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$9,904.16	\$3,578.05	\$6,326.11	\$160,953.62
District	N/A	N/A	\$6,769.67	\$84,747
Percent Difference - School Site and District	N/A	N/A	-6.8	64.2
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-4.1	52.4

Fiscal Year 2022-23 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, CIM 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. Before-school tutoring is provided for students. Teachers are provided with opportunities to collaborate in developing common assessments, reviewing data, etc. 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 the IP of Assessments. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,858	\$57,234
Mid-Range Teacher Salary	\$78,508	\$95,467
Highest Teacher Salary	\$115,694	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$150,161	\$173,198
Superintendent Salary	\$280,000	\$277,572
Percent of Budget for Teacher Salaries	28.26%	31.17%
Percent of Budget for Administrative Salaries	4.38%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	41
--	----

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	1
English	8
Fine and Performing Arts	3
Foreign Language	3
Mathematics	5
Science	3
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	41

Professional Development

Several days are dedicated throughout 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40