

Chapter 1: School & Community Profile

Preface

On March 10, 1993, the formal ground-breaking ceremonies were held for Lancaster High School (LnHS). Two and a half years later, at a total cost of \$37,321,000, LnHS opened its doors to nearly 900 freshman students. Among those attending the ribbon cutting ceremony was a representative of Mr. Phil Wyman, whose California state assembly bill allowed dress codes in public schools. LnHS became the first high school to make use of the dress code concept that drove the Wyman bill, though it is a modified version. The use of a school dress code has since become one of the school's hallmarks.



With that opening, Lancaster High School became the sixth comprehensive high school in the Antelope Valley Union High School District (AVUHSD). LnHS also found itself in the company of three continuation schools, two community schools, one adult education school, and an ROP facility, along with Independent Study programs on each comprehensive site and a District Home Teaching Program, which is centralized on the LnHS campus. Altogether, the AVUHSD serves 17,000 students, with approximately 2,400 on the LnHS comprehensive campus.

Because of Lancaster High School's approach to education, from its traditional dress code policy to its forward-looking approach to technology as an educational tool, LnHS staff and students have grown considerably proud of their school, finding it to be a unique place to learn and to grow.

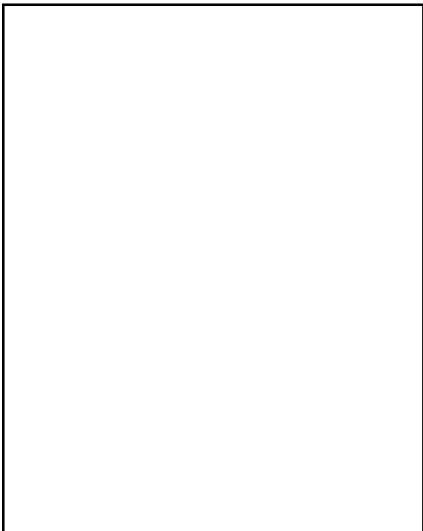
Community

Since opening its first school in 1916 to 575 students, the Antelope Valley community has grown proportionately to its school enrollment.

In the earlier part of this century, the Antelope Valley was a rich agricultural area. While farmland can still be spotted around and about the Mojave, the roar of diesel tractors has given way to the scream of jet engines. Edward's Air Force Base, the testing facility made famous by Chuck Yeager and his voyage through the sound barrier, was originally built in the Mojave Desert due to the area's vast stretches open space, providing both for secrecy and unlimited landing areas when test flights went wrong.

In the 1950's, the private aircraft industry affirmed these positive aspects that the Air Force had recognized in the Antelope Valley decades earlier—and was further attracted by the Air Force's infrastructure. With that, the cities of Lancaster and Palmdale have grown exponentially over the past few decades. Today, the aircraft industry alone comprises 23% of all jobs in the valley.

Further growth has been found in the inexpensive land values of the Antelope Valley. With the Los Angeles city limits an hour away, Lancaster has become a popular “bedroom community” for those whose jobs require them to work in an area in which they cannot afford to live. It is estimated that more than 60,000 people travel Highway 14 to and from Los Angeles on a daily basis, and the number is steadily increasing.

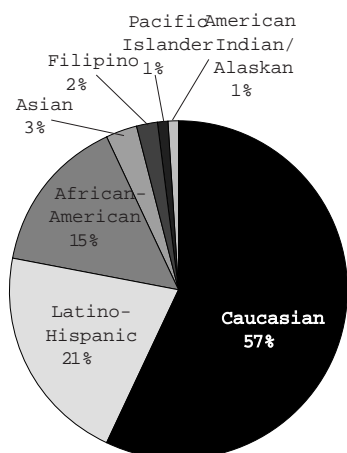


This has created an unfortunate situation for the children of the Antelope Valley, whose parents often leave home before the sun rises and return home after the sun sets, and they sometimes make the same trip on weekends. This results in countless children who are left unattended at home for numerous hours. In fact, in all too many cases on any given weekday, a child may spend more time with their individual teachers than with their own parents.

The impact of this situation on the school environment is tremendous. Beyond the obvious effect that a lack of parental contact has on the development of children, this situation raises major difficulties for teachers and administrators to contact parents to discuss their child's progress and needs at school. While some parents are receptive to phone calls made to their job site during regular school hours, oftentimes this is impossible due to either the physical placement of the job site or work rules which restrict personal calls made on company time. These same restrictions may make face-to-face meetings impossible, as a parent may not be able to take a lunch or single hour off from work to drive to and from the school. In fact, the majority or even all of their workday may be lost due to the extended commute between the Antelope Valley and Los Angeles. Sometimes, despite the best efforts of teachers and administrators, parent contact can only be had through postal mailings or phone messages. In an effort to address this problem, Lancaster High School has made parental outreach an important element of its Site Action Plan.

Demographic Data

While Lancaster High School has always maintained an ethnically diverse community, the changing population of this community has resulted in changing demographics within the school. The 1996-97 school year placed LnHS' ethnic population at 61% Caucasian, 19% Latino/Hispanic, 14% African-American, 3% Asian, 1% Filipino, and 1% each for Pacific Islander and American Indian/Alaskan students.



1999-2000 Lancaster High
Ethnic Distribution

Within the next few years, those figures would change to 57% Caucasian, 21% Latino/Hispanic, 15% African-American, and 2% Filipino, with all other groups remaining stable. This cultural change is apparent throughout the Antelope Valley; for instance, at LnHS' sister school, Antelope Valley High School, the percentage of ethnic minorities was only 32% in 1990, but grew to 57.9% by 1998. The male/female ratio at LnHS is 50/50.

- Lancaster High School has 547 students involved in Honors programs, AP programs, GATE programs, and special programs such as the Careers in Arts and Multimedia Productions (CAMP) academy and laptop. An additional 248 students are involved in Special Education classes, with 165 of them working under the Resource Special Program (RSP), 67 in Special Day Classes (SDC), and an additional 16 on Independent Study (CBEDS, 1999).

Although Lancaster High School has not been designated as a Title I school since the 1996-1997 school year, it does have several categorical programs at its disposal:

- Title II: Funds from the Eisenhower Grant are used by the science and math departments to pay the hourly rate for teachers to receive training, such as attendance at the California Math Counsel, the National Science Teacher Conference, and training for Interactive Math Program teachers. Similarly, this grant helps to fund release time for teachers to train their colleagues in need of assistance. These funds have also been used to purchase supplemental textbooks in the areas of Math and Science.
- Title IV: CASE and Tobacco Use Prevention Education (TUPE) programs are available at Lancaster High School. These programs discourage children from engaging in drug and alcohol use and acts of violence; students who are suspended for a first time alcohol offense must report to the TUPE case worker before returning to school. Tobacco cessation activities are also offered through these programs. TUPE grant funds have made it possible for the program coordinator to receive release time of one extra period to devote to these programs.
- Educational Improvement Act/Limited English Proficient (EIA/LEP): These funds are used to order materials which supplement the English Language Learners program.
- Title IX: Lancaster High School does not receive Title IX funds; however, it endeavors to remain within appropriate guidelines. In cases when LnHS finds itself out of compliance, such as in Math/Science and Computer Animation classes, it has extensive outreach (bulletins, counselors during registration, EagleVision, etc.) to encourage students to enroll. To aid in this endeavor, antidiscrimination statements are prominently posted throughout the school, starting at the switchboard.
- Carl Perkins: The two career-related programs found at Lancaster High School—the Careers in Multimedia Productions Academy and the developing Aviation Maintenance Technology pathway—both receive significant funds from Carl Perkins (the 99-00 grant amount is \$84,000 total).
- GATE: The following classes are supplemented by GATE



(Gifted And Talented Education) funding: Honors English 9, 10, AP English 11 (Language & Composition), and AP English 12 (Literature & Composition); AP Spanish; AP US History; AP Civics/Economics; AP Calculus AB; AP Chemistry and AP Biology; AP Psychology; AP Studio Art; Honors Interactive Mathematics Program (IMP) 3. The GATE program is an after school program run for gifted or talented students as identified by GATE qualifiers. There are four districtwide academies with two at LnHS, these being the Music and Art academies. Both of these programs were self-initiated by LnHS teachers and receive a districtwide attendance from other schools, but they are primarily filled with LnHS students.

- SB 1882: These funds are used for teacher training and professional growth hours.

Staff

Like all high schools, Lancaster High School strives to attract and retain quality, licensed teachers. The reality, however, is that in several curricular areas—notably Math, Science, and Special Education—the number of vacancies exceeds the number of qualified applicants. To meet the requirement of the California State Commission of Teacher Credentialing, the superintendent and site principal must certify annually that all teachers are properly assigned to classes for which they are credentialed and authorized to teach. Exceptions are granted for temporary positions and for classes taught outside the teaching credential area. The employees must meet the criteria of previous work experience, completed course work, teacher interest, and general teaching skills.

Of the one hundred teachers on staff, 77 hold credentials (three positions are still vacant as of this writing: 2 science, 1 computer animation). Of the twenty teachers presently under contract who do not hold full credentials, all hold temporary county certificates or waivers for their subject areas; the following is a listing of the expected completion dates for those employees to earn their credentials:

Within 6 Months	Within 1 Year	Within 2 Years	Unsure
3	7	4	6

Only three teachers are currently mis-assigned (one teaches two classes outside of their credentialed area, one teaches three classes outside of their area, and one teaches five classes outside of their area). Twelve teachers are teaching an extra class period. Six teachers are CLAD credentialed. In order to help insure proper teacher placement, hiring and recruiting modifications have been included as part of Lancaster High School’s Site Action Plan.

Several teachers are involved in special classes:

SDAIE	GATE/AP/Honors	ROP	ELL
(1 teacher)	(13 teachers)	(3 teachers on site)	(1 teacher)

Additional Campus Workers include:

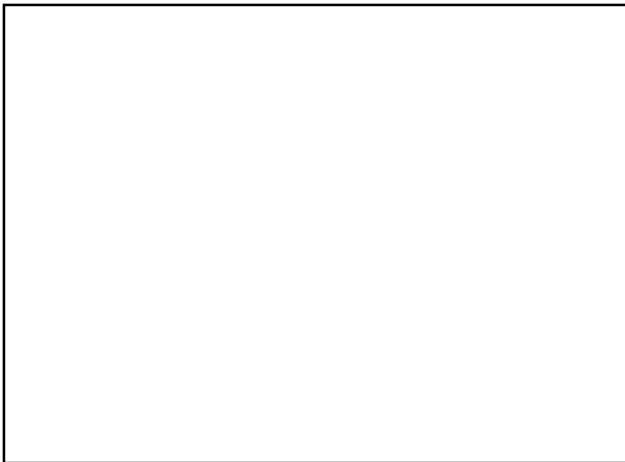
- 5 Administrators
- 5 Counselors
- A School Psychologist
- A District Librarian (shared among all the high schools)
- A School Library Technician and Textbook Clerk
- A District Nurse (shared among all the high schools), with a dedicated Health Office Technician on campus
- A Regional Occupation Program technician (shared with Quartz Hill High School)
- A Youth Employment Services worker
- A Community Attendance Worker
- A Sheriff’s Deputy and a Probation Officer
- A Work Experience Coordinator
- A Speech Therapist (shared throughout the district)
- 3 County Special Education teachers
- 4 Independent Study workers (2 teachers, a computer technician, and a clerk)
- 3 Home Study workers (2 teachers and a clerk)
- A Parent Volunteer Coordinator
- A Registrar



- A Bookkeeper
- An Associated Student Body Bookkeeper
- 13 additional Clerical Workers (including secretaries, clerks, etc.)
- 14 Special Education Instructional Aides
- An Instructional Technology Teacher
- 2 Computer Learning Center Technicians
- A Media Network Technician
- 7 Campus Security
- 2 Maintenance Staff
- 2 Groundskeepers
- 8 Custodians

School Focus

Lancaster High School’s first priority is—and always has been—improved student learning. This fact drives all site decisions, whether it concerns the exactitude of an individual’s class schedule, to the broader choices involved in teacher class scheduling and beyond. Even the matter of campus cleanliness is maintained to the utmost standard in the belief that a clean campus is



safer for students and provides a positive model for their personal behavior. At Lancaster High School, children come first through a variety of strategies, including integrated classes, comprehensive student programs, technology, and rigorous curricula.

“Steps for Success” is the first unique program that Lancaster High School stu-

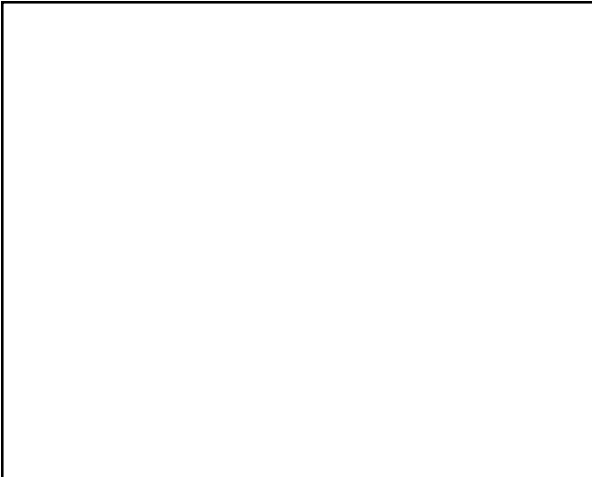
dents find available to them, illustrating how LnHS strives to improve students’ transition to, and performance in, high school. During the summer prior to their high school entry, freshmen are provided with the option of a three-week, 5 unit program which gives them a head start on high school, training them in the use of technologies, offering them study skill aids, and building their self-confidence for the upcoming rigors of higher education.

Club Eaglet further assists all freshmen with their high school transition. Learning solid communication skills is a vital element of this freshman intro-

duction. Also important to these students is their understanding of available technology to assist them in their high school career. Thus, one week in three different core classes is spent in computer labs where students learn research techniques and ways in which these skills can be applied to their education. This initial school-within-a-school concept helps students to establish pride, ownership, and accountability for their own educational process.

This extra attention is further maintained throughout the year as each freshman is assigned to one of four Houses. Each “House” is composed of a team of core subject teachers who meet with the same group of students both in and outside of their classrooms to help freshmen with their academic and social needs. Integrated projects are part of the House concept. Thus, students experience relevance and interaction within their subjects.

Added opportunity is not limited to the freshman class, however. As the newest school in the district, Lancaster High School finds itself in the enviable position of being a technology rich school. With a computer in every classroom, along with Internet and printer access, LnHS teachers have in-



class access to technology that is largely unavailable to many other educators. Furthermore, 97% of the school’s classrooms have Dynacom hookups, which include a 27 inch television that is patched into a centralized audiovisual room in the school’s library. This audiovisual room has ten VCRs, two DVDs, and six Laserdisk players available to teachers for use in the classroom, along with a multimedia

library from which lesson plans can be supported or built. This TV is also patched directly to the teacher’s computer so that multimedia presentations can be integrated into lesson plans, using popular programs such as Microsoft PowerPoint. The school also maintains an on-site Instructional Technology Teacher to assist teachers with their technology needs. LnHS will further enhance its technologies in the 2001-2002 school year when it receives Digital High School funding.

Additionally, the technology aspect of Lancaster High School is extended directly into the hands of students through two computer labs which are available for student use for one half hour before school, during breaks and lunch, and for two hours after school, with an additional two computer labs available for student overflow; the fifth computer lab is used by business classes.

Each lab is composed of approximately thirty computers per lab, split between three labs of Macintosh computers and two labs of PC based computers. Each lab has at least one laser printer and scanner available for student use, and one of the computer labs also has Internet capability available to students whose parents have signed release forms allowing for the privilege. Multimedia programs are similarly available within the computer labs, allowing students to create multimedia presentations on diskette that can then be taken to their classes and presented on the teacher's computer and Dynacom hookups.

The Antelope Valley Union High School District vision for educational technology builds upon Lancaster High School's technological infrastructure. The AVUHSD supports two robust laptop computer programs— one for teachers and one for students.

The teacher laptop program is two years old and has 385 participants

districtwide, including over half of the AVUHSD's teaching staff, each of whom received a District laptop computer for their participation. All staff members were invited to join the program in exchange for 60 hours of unpaid professional development training time, the creation of two curricular projects which integrate technology into the curriculum, the use of the laptop as an instructional tool in the classroom, and the acceptance of students with laptops into their classrooms.

The student laptop program is four years old and has over 600 participants throughout the six comprehensive high schools involved in the program. This program involves the family purchasing their child's laptop and class scheduling within laptop-ready classrooms. For a nominal monthly fee, the District rents 120 laptops to students who qualify for Title I or the Free and Reduced Lunch Program. All laptop students were encouraged to take a free summer session training course to acquaint them with their laptop, Windows Operating System, MS Office, and the use of the Internet. Currently, Lancaster High School has over one hundred students enrolled in the student laptop program.

Laptop students are grouped into several academic areas which focus on student centered projects, self-directed learning, higher-level thinking skills,

problem solving skills, research skills, and techniques involving the use of technology as a tool, with an emphasis on real world applications. All of this is done with the use of laptop computers as learning platforms, aiding students with advanced research tools such as the Internet, state-of-the-art presentation opportunities, and links between students, teachers, and the world via electronic communications, both in and outside of the classroom setting.

Within the classrooms, new curriculum standards have been developed by district teams and are based on content standards developed through the Antelope Valley Unified High School District's involvement with the International Center of Educational Leadership (ICEL). The subject areas of English, Math, Social Science, and Science have created and implemented these District-approved curricular standards. These standards, in addition to educational reform documents and the Daggett Application Model drive Lancaster High School's curriculum. To ensure that students are offered the best opportunity possible in this changing face of education, teachers are given significant training on the new standards, both to assist in their understanding of the new principles and requirements, and to assure that these standards are properly applied within the classroom setting.



Other departments than those listed above use District-adopted curriculum guides which align with state frameworks to provide challenging learning experiences for students. With the encouragement of Lancaster High School's administration, staff members attend inservices and conferences to stay abreast of curricular changes and learn new methods of incorporating the curriculum into student learning experiences.

Student Services

Specialized and advanced training has been a goal of the Lancaster High School administration since the school's inception. One career academy has since taken root at LnHS. The Careers in Art and Multimedia Productions (CAMP) Academy is currently in place and growing. This school-to-career program gives students extensive hands-on and practical experience in fields

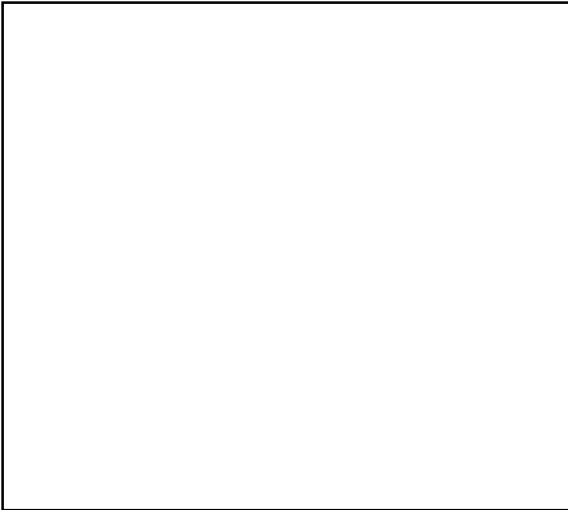
which emphasize art and multimedia applications, preparing them for success in the world of work.

CAMP also features career training and exploration utilizing field trips, guest speakers, and portfolio review. Students from a variety of backgrounds are served through CAMP, such as Special Education, English Language Learners (ELL), Special Day Class (SDC), and Honors students. Career training and the art or multimedia interest are combined with core class curricula to produce a variety of projects. Besides this varied integration, CAMP students benefit from a cross-curricular approach which allows their progress to be studied so that interventions can be coordinated between their common teachers.

Honors and Advanced Placement classes also prepare Lancaster High School’s higher achieving students for advanced education in a University environment.

A Regional Occupational Program supplements the school’s regular class load. Retail Merchandising, Careers in Fashion, Principles of Marketing, Child Development, and Careers With Children complement core courses for those students who wish to pursue careers in those areas. Students may also attend ROP classes offered at other campuses, such as the Health Academy classes at Palmdale High School or auto shop classes at Antelope Valley and Quartz Hill high schools.

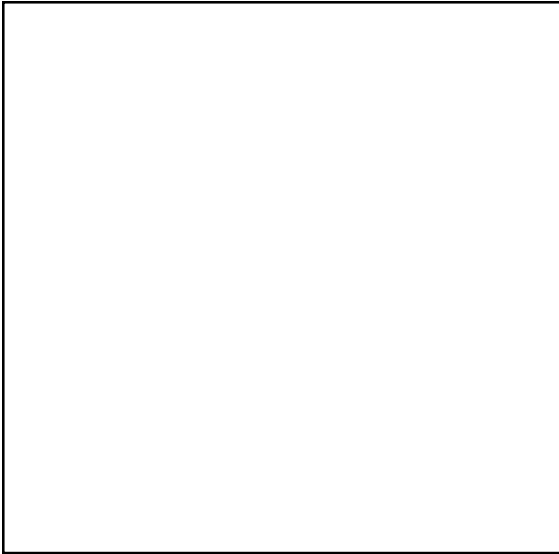
The newest program to have entered the Lancaster fold is an Industrial Technology offering in Aviation Maintenance. This program is centered around a developing partnership between LnHS, Antelope Valley College, and the Industry’s Aerospace Alliance.



In an effort to continually improve and build upon these academies and pathways which prepare students for post-secondary school placement, a major portion of the school’s Site Action Plan has been devoted to these types of career-oriented programs.

Student Support Programs

The student graduation rate is a paramount concern among Lancaster High



School teachers and administrators. With a countywide dropout rate of 3.4%, LnHS has striven to curb this trend. Programs have been implemented at Lancaster High School to help students achieve their full academic potential. These programs have certainly contributed to LnHS' minuscule dropout rate of 1%, and LnHS maintains an optimistic hope that it can further reduce its number of student dropouts.

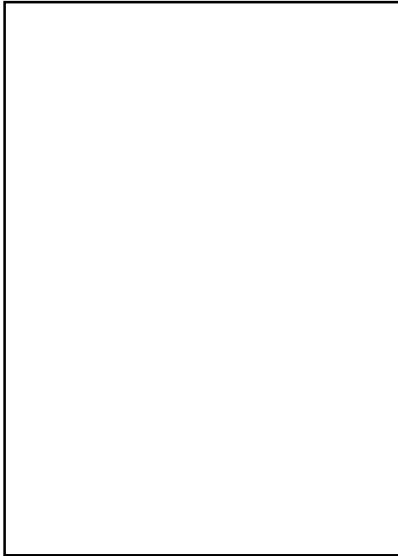
To encourage student attendance, the school implements student activities to promote a positive environment. Parents also play an important role in student attendance by providing firm support for the attendance policy. In addition, the following programs encourage students to be in school every day:

- Period-by-period attendance accounting
- An active attendance office which verifies student absences
- A districtwide policy limiting absences to 15 hours per block
- House interventions/parent meetings
- A community attendance worker
- A district liaison
- Creation of a Student Attendance Review Team
- Use of Saturday School for truant students

Another helpful program is Lancaster High School's Comprehensive Guidance Program (CGP), which places counselors directly into the classroom, providing self-esteem, career preparation, and career planning lessons that integrate with the District's English Standards. Ninth and tenth grade classes focus on personal and social issues, including self-esteem, communication, and goal setting. Later, eleventh and twelfth grade CGP lessons focus on career and job interests, along with activities which require students to collect and obtain information about their future jobs. Students are thus provided not only with a reason to graduate, but also strategies and goals to get there. Programs such as this helped LnHS' counseling department to win the H.B. McDaniel Award, given annually to the top guidance department or team in California, as well as to receive a nomination for The Planning for

Life Award sponsored by The United States Army.

Lancaster High School’s Credit Retrieval Program is a campus mainstay. The program is available to freshmen and sophomores who have fallen behind in one or more classes within the four core areas of Math, English, Healthful Living, and Science. Two evenings per week for 2½ hours per night (for a total of 5 hours), students attend classes after school to make up credits for their previously failed classes. Students with family or work obligations may take both classes in the same night, so as to best address their scheduling needs. Special Education students are included within this program as well. Furthermore, the instruction provided to students in the Credit Retrieval program is subject specific and active.



Summer Credit Retrieval is similarly open to all students for the make up of failed core classes in the areas of English, History, Science, Physical Education, and Healthful Living. Each student may take a maximum of two classes for a total of 10 credits per summer.

According to District policy, all students will be on target to graduate at the beginning of their junior year. Students who are having difficulty achieving this goal are placed into an alternative setting prior to the start of their third year

to help them in achieving their graduation goals.

Seniors have several additional programs available to them. Adult Education Concurrent Enrollment is a sister program to Credit Retrieval, handled in precisely the same format, but geared towards at-risk seniors looking to graduate on schedule but lacking credits in their core classes. These same students may also make up elective courses through a partnership program LnHS has established with Antelope Valley College, in which three semester college credits will earn them ten elective credits on this campus.

A tutoring program and remedial reading classes are also made available to students.

Achievement Data

Lancaster High School strives to provide its students with a rigorous, relevant, and reality-based learning experience. As such, it tests students through a variety of means. This ranges from basic tests of learning that are common to all schools, to activity based learning projects which encapsulate concepts spanning whole units, to long-term analysis through work portfolios main-

tained over a period of years in their English and Math classes. Lancaster High School is even leading the district in the implementation of a Senior Project which puts to use a sequence of standards that LnHS students are required to learn from year to year until graduation. This program is part of the District Bridge program which requires students to research work ethics, career pathways, job preparation, and career planning. All students participate in this program.

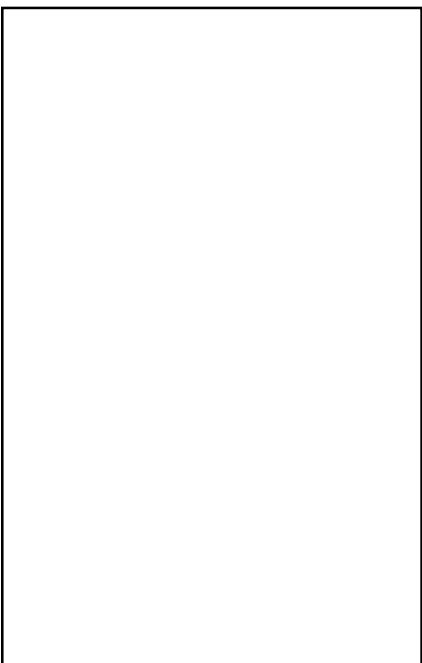
Nonetheless, because Lancaster High School is such a new facility, having graduated only one senior class to date, it is difficult to predict trends from the limited amount of testing data at hand. While LnHS strives to make use of all available information when making policy decisions, the information presented below should be accepted as a limited sampling until more classes are graduated and trends can be sufficiently established.

Out of 545 graduates from Lancaster High School’s 1999 school year, 161 completed the A-F requirements as established by the University of California and California State University systems.

The 1999 SAT test was the first to be taken by a full complement of students at LnHS. The mean score for students who took the SAT I was 489 Verbal and 482 Math. Students who took both the SAT I and SAT II tests scored 562 Verbal and 546 Math.

Historical data related to grade-point average (GPA—on a four-point scale) is very limited due to the small sampling of classes, with only one class having graduated thus far. However, scrutinizing the data for the classes as they progress from year to year provides some positive growth trends. For the first graduating class, real growth was seen from beginning to end; their 95-96 GPA stood at 2.49 and grew steadily to 3.12 by their graduating year. The next class’ GPA took a slight dip in their sophomore year, but is growing overall from 2.51 (96-97) to 2.79 (98-99). The next freshman class earned a 2.17 GPA and grew to 2.61 the following year, with no further information available to date.

A number of Lancaster High School’s students have received recognition and honors on the Golden State Exam (GSE):



1996-97	1997-98
School Recognition / Percentage	

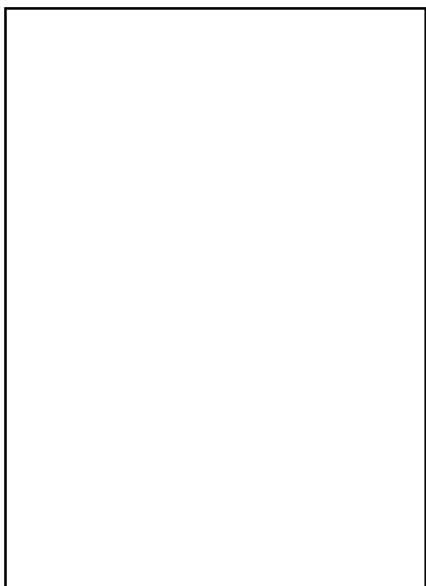
75 / 14.8%	125 / 9%
Honors Recognition / Percentage	18 / 3.5% 55 / 5%
High Honors Recognition / Percentage	8 / 1.5% 21 / 1.5%

For the first two years of the school’s existence, all students enrolled in the applicable courses took the then-mandatory tests. For the last two years, all students have the option of taking the GSE. Although it is not a required examination, all students are highly encouraged to take this exam.

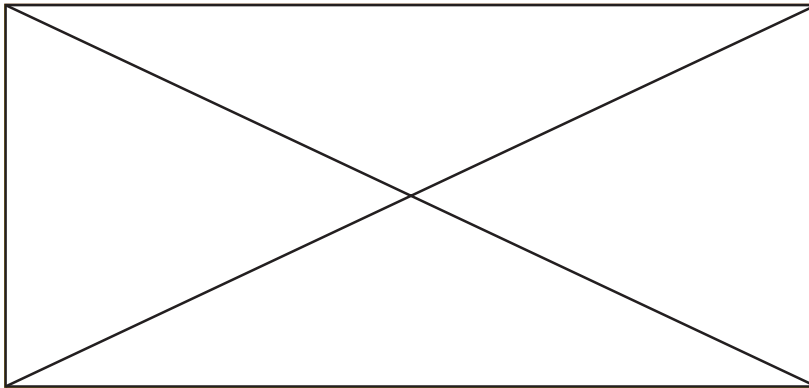
Another testing opportunity for LnHS students can be found in the form of the College Board Sponsored Advanced Placement (AP) test. LnHS currently offers eleven AP courses with plans to integrate another four classes within the next three years. During the 1999 AP test administration, 162 tests were taken by 98 students. Sixty-four percent of those students were recognized as qualified, well qualified, or highly qualified (scores of 3 or higher). The school is proud to note that sixteen of its seniors were designated “Scholars” by the College Board. Nine students received designations of “AP Scholar;” this title is granted to students who receive grades of 3 or higher on three or more AP Exams on full-year courses (or the equivalent). Four students received designations of “AP Scholar with Honor;” this title is granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams on full-year courses (or their equivalent). Three students were named “AP Scholar with Distinction;” this title is granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams on full-year courses (or the equivalent). Thus, Lancaster High School has achieved the distinction of becoming an AP Scholar School.

Perhaps the most representative indicator of student achievement available at this point is the STAR/Stanford 9 testing battery, as grade-specific exams are given to all students in grades 9-11 every year.

Districtwide, these test scores are below the national average. Both Lancaster High School and the District have acknowledged this problem and are seeking to find a solution to it; Lancaster High School is requiring more reading and writing prompts across the curriculum to address this need. Indeed, addressing this issue is LnHS’ first priority in its Site



Action Plan.



More immediately, however, LnHS students are above both the district average and Los Angeles County average in virtually all categories. In fact, the separation between LnHS scores and district scores steadily increases as students progress through their years at LnHS, indicating a measurable student growth. This trend is indicated in the following two charts, which lists the 1999 District vs. LnHS Mean National NCE scores and percentile ranking scores in six major categories (district numbers are unavailable for 12th grade):

Mean National NCE	Dist/LnHS 9th	Dist/LnHS 10th	Dist/LnHS 11th
Total Reading 42.9/48.3		41.7/41.9	39.5/41.3
Mathematics	47.5/46.6	43.6/45.0	45.9/51.6
Language	48.1/48.3	42.2/45.4	47.9/53.6
Spelling	42.0/43.9	42.2/45.9	46.9/52.6
Science	46.2/44.5	46.5/50.0	47.3/51.0
Social Science	43.1/42.6	40.3/41.3	49.5/53.6
Average Scores	44.8/44.6	42.4/44.8	46.7/51.8
Average Separation:	-.14	+2.44	+5.05

Percentile Ranking	Dist/LnHS 9th	Dist/LnHS 10th	Dist/LnHS 11th
Total Reading 37/47		35/35	31/34
Mathematics	45/44	38/41	42/53
Language	46/47	35/41	44/57
Spelling	35/39	35/42	44/55

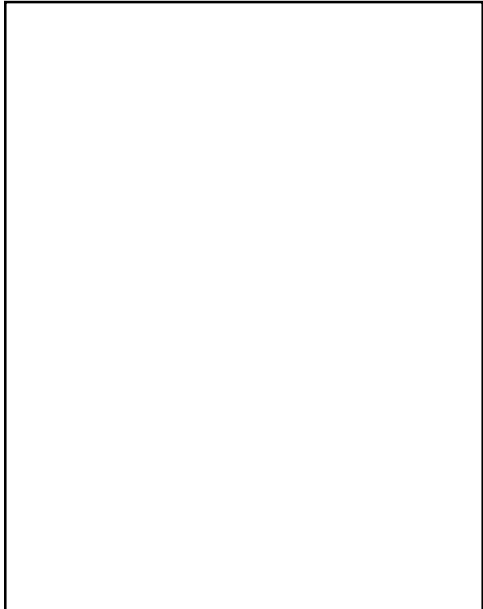
Science	43/40	43/50	45/52
Social Science	37/36	32/34	49/57
Average Scores	40.1/40.1	35.6/40.3	43.5/53.5
Average Separation:	0.0	+4.7	+10.0

The District conducted an additional test on the same dates as the STAR test, consisting of a timed writing proficiency that required students to write a coherent essay based off a standard prompt. A selection of teachers from across the district gave the tests multiple readings and used a standard 6 point grading rubric, based off the Golden State Exam criteria, so as to ensure consistency throughout the grading process. All students were graded using the same rubric, regardless of the student’s grade level. Lancaster High School received the highest average score in the district on the writing assessment, with an average score of 3.37, while the average district score was 2.97.

School Discipline Policies

Lancaster High School maintains high behavioral expectations for students. Students are expected to present themselves in a manner which reflects self-discipline, citizenship, courtesy, and an eagerness to learn.

To ensure a safe and controlled environment on campus, it is essential that Lancaster High School has the cooperation of all students, yet LnHS acknowledges that penalties alone do not deter disruptive behavior. Therefore, LnHS promotes a series of four work ethics, as developed by the Antelope Valley Bridge document and the Antelope Valley Business Consortium, which apply workplace values in terms familiar to students:



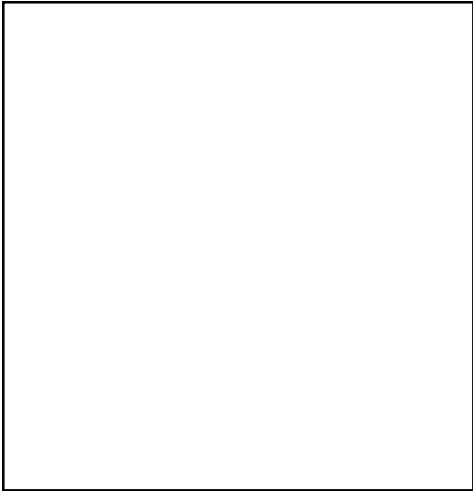
Trustworthy

- Do your own work
- Be self-disciplined
- Know right from wrong and have the courage to do right

Responsible

- Get to school on time
- Complete homework and assignments on time
- Accept consequences

Respectful



- Be courteous and polite
- Listen to teachers and other students as appropriate
- Accept individual differences
- Exercise personal control

Fair

- Do your share
- Treat each other with respect
- Be a team player
- Be open-minded

- Listen to others

It is important that students understand their responsibility to conduct themselves in ways which will not disrupt the educational environment and that they must behave in a positive manner.

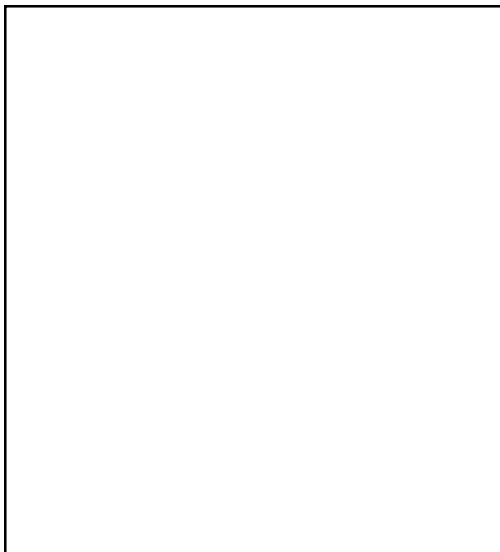
The educational climate at the school is maintained through a progressive discipline plan that provides a variety of intervention strategies to correct misbehaviors which impede student educational progress. Students who choose to violate school rules and procedures face consequences ranging from simple warnings and parental contact to School-Board-approved expulsions. These penalties fall within the guidelines set by the Antelope Valley Union High School District regulation 5114.3 (based upon recommendation of the Lancaster High School Discipline Policy Committee comprised of parents, students, and staff) and California Education Code section 48900 and 48915. Proper documentation is maintained for each student offense, and appropriate consequences are assigned for each infraction. Parent contact is made early in the progression of events in order to involve the family in the school’s discipline plan.

The following chart shows the number of Lancaster High School suspensions and expulsions for the last three years. Based on the increasing number of students enrolled each year (one grade level has been added every year), the ratio of suspensions and expulsions per number of overall students is showing a positive trend.

Year	Total Students	Suspensions	Expulsions
96/97	1318	348	23
97/98	1870	327	25
98/99	2559	379	46

It should be noted that the above chart represents the number of suspensions in a given year, not the number of students suspended. Most students who are suspended are repeat offenders, therefore the total number of students who are suspended represent only about 10% of the LnHS student population.

Lancaster High School also offers Personal and Social Responsibility classes as an elective course to students who appear to be following an undesirable life path. Students learn to take responsibility for their actions and to gain control of their lives by learning how to evaluate the consequences for their actions. By taking control of their thoughts, vocabulary, and attitudes, students gain personal power and learn to display the hallmarks of caring citizens.



Extracurricular Activities

Lancaster High School sponsors twenty athletics teams serving approximately 500 students throughout the school year. All sports teams are either Co-Ed, or they match a boys' team for every girls' team, including the sports of cross country, football, tennis, volleyball, basketball, soccer, wrestling, baseball, softball, track, golf, and swimming. All sports have varsity and junior varsity teams, and the sports of football, volleyball, basketball, and baseball also incorporate a frosh (freshman and sophomore) team. The sports teams are also supported by nonathletic "activities" teams. These include Cheerleading (Varsity, Junior Varsity, and Frosh), Dance, and Drill teams, as well as the Marching Band.

A total of 45 coaches support these teams, with over half of them being staff members. All of Lancaster High School's coaches must obtain CPR and first aid certification, sign a document indicating that they understand the Lancaster High School code of ethics and the California Interscholastic Federation's code of ethics, and they also sign a document indicating an understanding of Title V. The District also recently adopted a Character Counts curriculum and trained most of its coaches at a one-day Character Counts Seminar.

A total of forty-four clubs are also found on campus, ranging from sports related clubs to academic and special interest clubs. All clubs are advised by faculty members and are registered with the Associated Student Body with a

