

Group D: Support for Student Personal and Academic Growth

Focus Group Leaders:

Beckerman, Fran, Counselor
Ennis, Susan, English Teacher

Focus Group Members:

Ames, Elizabeth, Student
Asaro, Helen, Child Development
Barth, Monica, Special Education Aide
Berumen, Jonathon, Student
Berumen, Rose, Secretary
Bleicher, Sydney, Guidance Clerk
Bryan, Charles, Maintenance
Box, Bev, Registrar
Carmichael, Deborah, Special Education Teacher
Chapleau, Richard, Science Teacher
Cline, Sue, Parent
Cohen, Jodi, History Teacher
Cox, Kaylee, Secretary
Dale, Jim, Student
Davis, Judy, Parent
DeVault, Carol, Health Teacher
Duisberg, David, English Teacher
Guenther, Mary, Secretary
Holland, Marques, Student
Hulcy, Steve, Probation Officer
Hykes, Marcel, Student
Kennedy, Elizabeth, Youth Employment Services Technician
Kopietz, Lora, English Teacher
Krueger, Sara, English Teacher
Martin, Doug, Science Teacher
Michaels, Dan, Physical Education Teacher
Nuuvali, Nuuvali, Security
Rossall, Regina, Parent

Schad, Liz, English Teacher
Stewart, Dan, Media Network Technician
Su, Larry, Math Teacher
Swift, John, Maintenance
Taylor, Pat, Secretary
Volkert, Ramon, Student
Wallace, Diana, County Special Education Teacher

Structure and Process

In the month of October of 1998, the focus group leaders were chosen and began work on gathering evidence for Focus on Learning. Focus group leaders and other members of the staff attended WASC training sessions to assist them in this process. On December 2nd, the first official Focus on Learning Group Leader meeting was held and the first group meeting was established for December 10th. Another group meeting was held on January 22nd, 1999, and another on February 18th. Throughout this process, work was conducted on ESLRs and evidence was gathered for the Focus on Learning self-study. In the 1999-2000 year, the focus groups met on September 10th, September 24th, October 8th, October 22nd, December 10th, January 14th, February 25th, and March 10th, prior to the visitation, and are scheduled to meet for follow up work on March 24th, April 28th, May 12th, May 26th, and June 10th for follow-up work after the visitation.

Criterion D1: To what extent do all students receive appropriate support to help ensure academic success?

Lancaster High School strives to support its students in a variety of ways. LnHS is particularly proud of its technological capabilities and its efforts to use them as educational tools for the benefit of its students.

A minimum of one computer is found in every classroom, most with presentation equipment for media use, such as PowerPoint presentations. These computers also feature schoolwide access to the Electric Library and Internet. The Dynacom system—available in 97% of all classrooms—includes access to two encyclopedias, two DVDs, ten VCRs, and six laserdisk players. The Discover career program is also available in many classrooms, the Career Center, and in most computer labs. *Social Issues Research Series (SIRS)*, *SIRS Government Reporter*, *Groliers Encyclopedia*, and Galenet services are available in the LnHS Library Media Center.

Computer labs offer a variety of programs for student use, many of which are designed to aid students in creating multimedia presentations:

- Adobe PhotoShop
- PageMaker
- Illustrator
- PageMill
- Premier
- Photo Deluxe and Premier
- Astound
- HyperStudio
- Digital Chisel
- Avid Videoshop
- Animation Master
- Microsoft Office (including Word, Excel, PowerPoint, and Access)
- FrontPage
- ClipArt (including 50,000 photos, Art Explosion, and PhotoDisc)

Research capabilities for students' use include the following resources:

- Internet Explorer
- Netscape Communicator
- Electric Library
- *Grolier's Encyclopedia*

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- *Microsoft Bookshelf*
- *Encarta Encyclopedia*
- *Cartopedia Atlas*

For students' test-taking success and honing of academic skills, LnHS offers the following programs:

- Inside the SAT and ACT
- Discover

Math software includes:

- Wordsearch Wizard
- Mega Math Blasters
- Fraction Munchers
- Math Munchers Deluxe
- Five-in-a-Row

Reading software includes:

- Read, Write, & Type
- Descriptive Reading
- Reading Blasters
- Reading Blasters Vocabulary
- The Rosetta Stone
- Puzzle Power

Personalized Learning Approaches

Lancaster High School recognizes that student learning is largely an individualized endeavor. Likewise, teaching is very much a matter of style, varying from teacher to teacher. LnHS therefore encourages department wide alternatives to this matter, as well as allowing teachers the flexibility to modify their lessons and behaviors to match the students' needs, while still paying respect to each teacher's style of instruction. LnHS has found that block scheduling, which allows teachers a full two hours worth of time to construct active lessons, greatly enhances the ability of teachers to personalize learning toward the students.

Practices found within the classrooms range from greeting students at the classroom door with a handshake—establishing a personal connection to the teacher—to walking about the class during class time and observing the work of individual students and collaborating with them on a one-on-one basis. Similarly, students are encouraged to ask questions by their teachers. The administration also encourages teachers to allow students to take responsibility for their grades and behavior by having at-risk students write out con-

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tracts for what they promise to do and strive toward within the boundaries of their individual classes.

An example of a more standardized approach to individualized learning can be found in the Physical Education department. The Physical Education department has a movement project that is assigned in two parts. All students are given the same format for the written section, while the presentation portion offers each individual a choice in how the presentation is done. The students can give a speech, sing a song, perform it as a dramatic scene, make a video, or use a technology-based program (PowerPoint, for instance) to convey their information. The students are able to decide how the information will be presented to the class. This allows the students to utilize their personal learning strengths, while also making the information more meaningful to them. This technique is often found in other departments, such as the English and Science departments. Very often, the presentation choices are centered around Howard Gardner’s theory of the seven types of intelligence.

At-risk students take responsibility for their grades and behavior by writing behavior contracts.

Alternative Instructional Options

Each student is a unique individual. As such, no single catch-all procedure can effectively educate all students in the same way. Bearing this in mind, Lancaster High School offers a variety of routes for each student to take in their journey toward educational success.

The more gifted or talented students on the LnHS campus have the option of taking several advanced classes. These classes include Honors English 9 and 10, Advanced Placement English 11 (Language and Composition), AP English 12 (Literature and Composition), AP Spanish, AP US History, AP Civics/Economics, AP Calculus AB, AP Chemistry, AP Biology, AP Psychology, AP studio art, and Honors Integrated Math Program 3.

Gifted or talented students have the option of taking advanced classes.

After-school programs include four Gifted and Talented Education programs (GATE) throughout the District. Lancaster High School is proud that half of these programs have been initiated by Lancaster High School staff and students; both of these programs are offered on the LnHS campus. These two GATE programs are focused on Art and Music, respectively.

Lancaster High School similarly assists at-risk students in their education. For this reason, several alternatives exist to aid students in reaching graduation. This has resulted in a campus dropout rate of only 1%.

After-school programs include four GATE classes throughout the District.

During the academic school year, the Credit Retrieval Program is available to second year students who have fallen behind in one or more classes within the four core areas of Math, English, Healthful Living, and Science. Students with family or work obligations may take both classes on the same night in order 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; credit is earned not from the filling out of packets, but through real class instruction. 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.

Lancaster High School’s expectation, in accordance with District policy, is that 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.

Adult Education Concurrent Enrollment is a sister program to Credit Retrieval, handled in precisely the same format, but geared toward at-risk seniors looking to graduate on schedule despite a lack of credits in their core classes. These same students may also make up elective courses through the Antelope Valley College, three semester college credits will earn them ten elective credits on this campus.

The Antelope Valley Union High School District also provides a number of alternative programs to assists its schools:

- A Community School is available for students who have been referred by the Student Attendance Review Board (SARB) for possible expulsion so that they may continue with their studies while awaiting the outcomes of their hearings.
- Desert Winds Continuation School allows first time drug offenders and students over sixteen to make up credits they are lacking for graduation. It is also possible for students to work at an accelerated pace at Desert Winds and graduate early.
- The Pregnant Minor Program is offered by Los Angeles County to students who are awaiting the birth of a child. Classes on parenting and child care are included in this program, and prenatal care is administered by a visiting nurse. Further information and social services are similarly made available to the expectant mothers.
- Students who are placed in long-term hospital care may receive instruction through the Hospital Program, which is administered by the Antelope Valley Hospital Mental Health Clinic. Similarly, students who are too ill to leave their homes due to long-term illness may be provided with instruction through AVUHSD’s Home Teaching program, in which teachers are sent into the student’s home for direct instruction.
- Home Schooling is another option. In this case, parents are provided with textbooks, curriculum, and assistance if

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they choose to educate their children themselves.

- The District's Work Experience and Regional Occupations Program allows students to receive hands-on training in career fields. Through this program, a student can get a job and receive pay in a field which interests them while also earning credits for graduation. These programs include classes which supplement the work day, and special class scheduling arrangements can be made to help accommodate the student's work schedule.
- The Migrant Program supplements the educational and health needs of migrant children. It is administered over and above core programs and other categorical aid programs. It provides assistance in the development of functional needs in reading, writing, listening, and speaking skills in English and the child's primary language. It also provides a Portable Assisted Study Sequence Program, which is designed to provide study courses toward graduation, thus helping to prevent student dropouts.

English Language Learners (ELL) classes are also available to the students. This class is run in conjunction with the Bilingual Advisory Committee, which is composed of parents and community members who assist with the development of the class, supplies used within it, and various extracurricular activities (such as field trips) provided to ELL students to assist them in their successful education.

Special Needs Access

Students with developmental, learning, or emotional disabilities are served through appropriate placement and identification procedures. As a high school district, AVUHSD lacks some of the smooth articulation services found between the intermediate grades and high school; however, Lancaster High School endeavors to make effective, appropriate placements based upon evaluations, recommendations, and assessments from feeder elementary school districts. To this end, LnHS has instituted two process to facilitate students' registration:

- Transitional IEPs and priority registration;
- Tagging cumulative files with red folders.

A solid example of how LnHS has worked to accommodate special needs students can be found in its physical education department. All Special Education students are completely mainstreamed into Physical Education. Students are monitored by case carriers and continual reference is made to the student's Individual Education Program. Modifications are made in assignments to adapt to the student's ability as determined in a student's IEP.

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The Physical Education department also is able to accommodate students with physical limitations which classify them as special needs students. The PE department offers an Adaptive Physical Education class for the severely handicapped and those with long-term disabilities. LnHS also has a system developed for in-class modification. If a situation arises where students have limitations which do not require them to be in Adaptive PE, then the student completes the proper paperwork and they are placed in the PE Modified class. This means that they remain in the regular PE class, but the teacher makes any modification to the student’s participation that is warranted; the student thus receives full credit for their work. An example might be a student with severe asthma who will run a mile (as assigned to all students), but the grading scale will be modified to accommodate their needs, such as the through the allowance of more time to perform the task. Thus, the department makes modifications to accommodate the special needs student while ensuring that they have the same access to the core curriculum that all other students are given.

In a Resource Specialist classroom (RSP), the students are given access to and exposed to the same core curriculum as is found in the mainstream classrooms. The same textbooks and standards are utilized; however, the presentations of the materials are modified for the students to aid their learning process.

Special Day Classes (SDC) also use the core curriculum, which is supplemented by the individual student’s Individualized Education Plan (IEP). A challenging learning environment is maintained for the student that is consistent with the individual student’s academic ability.

Some students are on a “monitor” status. This indicates that the student has been identified as a special needs student, but they have been mainstreamed into regular classes. These students maintain contact with the Special Education department for monitoring purposes while they access the standard curriculum in regular education classes. If the monitored student feels the need to use the Special Education resources as a support mechanism (such as for a modified testing environment), that student may utilize the Special Education facilities and personnel.

Resource Independent Study is also open to resource students who wish to make use of the Independent Study program. The Resource Independent Study program is maintained in the same fashion as the regular Independent Study program, yet the work is geared more toward the resource student’s academic ability, while still accessing the principles of the core curriculum.

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Criterion D2: To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Extracurricular Activities

Lancaster High School works to bring its staff and students together through a variety of means. Teachers and students obviously interact within the classroom on a daily basis. However, LnHS believes that there is more to the high school experience than just books and classrooms. As such, LnHS staff is highly involved with its students both in and outside of the classroom.

Currently, Lancaster High School sponsors twenty sports teams. These teams—serving approximately 500 students throughout the school year—are all either Co-Ed, or match a boys' team for every girls' team:

- Girls' and Boys' Cross Country Varsity and Junior Varsity
- Boys' Football Varsity, Junior Varsity, and Frosh
- Girls' and Boys' Tennis Varsity and Junior Varsity
- Girls' and Boys' Volleyball Varsity, Junior Varsity, and Frosh
- Girls' and Boys' Basketball Varsity, Junior Varsity, and Frosh
- Girls' and Boys Soccer Varsity and Junior Varsity
- Co-Ed Wrestling Varsity and Junior Varsity
- Baseball Varsity, Junior Varsity, and Frosh
- Softball Varsity and Junior Varsity
- Boys' and Girls' Track Varsity and Junior Varsity
- Boys' and Girls' Golf Varsity and Junior Varsity
- Boys' and Girls' Swimming Varsity and Junior Varsity

Other nonathletic teams—such as the Cheerleading (Varsity, Junior Varsity, and Frosh), Dance, and Drill teams, as well as the Marching Band—also support the sports teams. 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 recently adopted a Character Counts curriculum and trained most of its coaches at a one-day Character Counts Seminar. The goal is to provide information and training to coaches on what is desired of students when pursuing victory with honor. The Josephson Institute of Ethics led the training on the six pillars of character: trustworthiness, respect, responsibility, fairness, caring,

and good citizenship. This aligns with the Antelope Valley Business Consortium’s work ethics of Trustworthy, Responsible, Respectful, and Fair; it similarly supports several of Lancaster High School’s ESLRs, particularly in the areas of “life-long learners” and “responsible citizens.” Both the District and Lancaster High School feel it is the duty of sports leaders (coaches, administrators, and officials) to promote sportsmanship rather than gamesmanship, and to enhance the mental, social, and moral development of its athletes, as these are the pillars that lead to lifelong success.

LnHS also has class advisors for each grade level. These class advisors hold regular meetings with elected officers and lead their students through a variety of extracurricular activities:

- 9th grade advisors spend many hours fund-raising for their class
- 10th grade advisors continue fund-raising and select a prom site for the following year
- 11th grade advisors not only continue to raise money but sponsor the junior/senior prom
- 12th grade advisors are in charge of purchasing a senior gift and sponsoring activities that will ensure seniors a fulfilled final year of public school

Curriculum Inclusion

Lancaster High School works to bring a diverse learning experience to all of its students through a variety of classes and diverse means.

Most obviously, the English department strives to include as many cultures within its curriculum as possible. Whereas the old style of literature instruction focused on the “Dead White Males” of English past, Lancaster High School—with the support of the District—has chosen to undertake a curriculum which focuses on many cultures. A critical support to the curriculum was the selection of a new textbook series, produced by McDougall-Littell called *The Language of Literature* series. Only three of the District’s six comprehensive high schools chose to adopt the new, more inclusive literature series.

In a student’s freshman year of high school English, human rights, equality, and multicultural issues are covered with the study of *To Kill a Mockingbird*, which is also used by counselors in their Comprehensive Guidance Program lessons. The McDougall-Littell text for 10th grade includes writers of non-European decent, such as Pablo Nerudo and Gabriela Mistral of Chile, Zhang Jie and Tao Quian of China, and other writers from various nations. Junior English, by definition centered around American writers, includes selections by African-American writers and a section on slavery that is aligned with the 11th grade History curriculum. It also includes folk tales by Native American

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writers, who have long been under represented in this country. Despite senior English traditionally being known as British Literature, pieces from Greece, Italy, India, France, Persia, Japan, Germany, Russia, the Netherlands, Mexico, Poland, the United States, Chile, and Egypt are all included within this dynamic new text.

The concept of inclusion similarly extends beyond the English classes. For instance, one unit in Physical Science discusses simple machines. During this content area, there is mention of the fact that all societies use variations of the six simple machines. Examples are discussed and sometimes demonstrated. Chemistry discusses the particulars of explosions and study how China was the first to utilize gunpowder and study its chemical composition.

Furthermore, several clubs exist on the Lancaster High School campus which connect students of different backgrounds. The Asian Club, The Black Student Union, Color Me Human, The Latino Club, and the Leo Club (which is supported by the Lion’s Club) sponsor activities and events on campus which are inclusive of all students, bringing members of the community together.

Cross-curricular Teaching

The Physical Education department works very closely with the Athletic department, as there is a close correlation between PE and Athletics. The everyday training and conditioning in Physical Education helps to improve fitness for athletic competition.

One planned project involves PE and Healthful Living classes. The Physical Education department has obtained new heart rate monitors and hopes to do a project with the Healthful Living classes to illustrate the correlation between fitness levels and smoking.

The Physical Education department is similarly excited to work with the community outside of the school. A future project will involve the community in an after-school program to help keep students out of gangs and off drugs through rock climbing activities, though this project may still be a few years away.

Lancaster High School as a whole is also making strides toward bringing the community into each student’s education through its Senior Project. The Senior Project is designed to bring rigor and relevance to the senior curriculum and consists of three phases. The first phase is a research/reflection paper in which students select an area of interest to research and explore. Students are required to obtain a mentor to guide them and verify that they have spent at least 15 hours working on the project. Students then create a physical project (anything from video taping the student teaching a class for a day to

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a quilt the student has created) in the second phase of the project. The third phase consists of the students presenting their project to a panel of five adults (consisting of community members, faculty, and administration). There, students discuss what they have accomplished and learned from their project. Students also explore current careers in the area of interest they selected.

Psychological, Health, and Referral Services

Lancaster High School currently has four full-time and two part-time counselors. Duty day assignments amongst the counselors helps to assure that students are able to speak to a counselor whenever necessary during the school day.

Beyond the office, the Comprehensive Guidance Program (CGP) places counselors in the classrooms, providing lessons which integrate with the District’s English Standards. Personal and social issues are the focus of ninth and tenth grade classes, including lessons in self-esteem, communication, and goal setting. Eleventh and twelfth grade CGP lessons focus on career and job interests, incorporating activities including the collection and obtaining of information regarding future jobs. Seniors complete a senior transition plan, which allows them to set goals and make plans for their post high school years. In this way, students are provided with a reason to graduate and the strategies and goals to get them there. Programs such as this have helped the LnHS counseling department to win the H.B. McDaniel Award, given annually to the top guidance department or team in California. They have also received a nomination for The Planning for Life Award sponsored by The United States Army.

Support groups in anger and grief counseling are also available to students. The school’s crisis team handles major crises, such as schoolwide counseling following a student death.

A school psychologist does educational assessments of students. The school psychologist is also a member of the school’s Student Study Team, which is used to assist at-risk students.

Lancaster High School’s Career Center offers opportunities to meet with representatives from colleges and other post high school training programs. Advanced Placement testing in English Literature, Spanish and English Language Composition, and Calculus AB allow another path for students to receive college credits.

The concept of inclusion similarly extends beyond the English classes.

Several clubs exist on the Lancaster High School campus which connect students of different backgrounds.

S-D3: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?

Several opportunities exist for students to serve the community with the aid of Lancaster High School. Most obviously, the ROP and Work Experience classes allow students to maintain a job while earning high school credit. Several of the clubs on campus also offer work opportunities, such as the Leo Club and the Associated Student Body, each of which have ventured off campus and worked with homeless shelters, assisting with food drives and Thanksgiving baskets.

The community gives back to the school as well, such as with parent volunteers who serve on the Parent Advisory Committee, which meets once a month with the principal and assistant principal to discuss schoolwide issues such as curriculum standards, schoolwide programs, and other matters; they also serve as a sounding board for the principal regarding new policy issues which he feels would benefit from community input. With the implementation of the senior project, 500 members of the community will help LnHS to judge projects. The Bilingual Advisory Committee is used to involve students and parents in the ELL program within the school. The Careers in Arts and Multimedia Productions (CAMP) academy also uses community advisors on an advisory counsel to judge portfolios submitted to the academy by students hopeful of joining CAMP; members of this particular advisory council have included representatives from Jones Intercable (the local television station), Antelope Valley College, The Lancaster Fine Art's Gallery, The Valley Press (the local newspaper), California State University at Bakersfield, and parent volunteers.

While Lancaster High School does not receive School Improvement Program funds, and therefore does not need a SIP site council, LnHS does have a committee which operates in the same way as a SIP council. It involves parents and meets on an as-needed basis when a situation arises that requires the review of special funding issues.

For those parents not directly involved with the school, Lancaster High School works to keep them informed of events on campus. Two bi-monthly newsletters are published and distributed to the students for delivery to their parents; the Guidance Notes are distributed to freshman and sophomore students, while the Soaring Eagle Newsletter is designed for Juniors and Seniors. For a \$20.00 fee, this information can be mailed directly to the parents. The Daily Bulletin, which is read over the public address system every other day during class advisement time, is also made available to any parents who wish to receive it.

Beyond the office, the CGP places counselors in the classrooms, providing lessons which integrate with the District's English Standards.

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S-D4: To what extent are the human, materials, and financial resources as well as facilities available to the school?

Appearance of the Physical Plant

Lancaster High School is a new, modern facility that is well-maintained. In fact, the theater, sporting fields, gymnasiums, and cafeteria are often used by community organizations, college classes, and other local elementary and high schools.

The school's physical plant is constantly cleaned and maintained as a matter of school pride. During each instructional block and after school, the school's staff and students can be seen combing the campus with brooms and gum scrapers. Nearly every weekend, either a maintenance or security staff member hoses down the campus with a power washer. Whenever graffiti is found—and only two major instances have occurred since the school's opening—it is promptly dealt with and either removed or painted over within a day's time, after it has been documented for legal purposes.

The students have taken an active part in maintaining the appearance of the school, and indeed upgrading it. The Art GATE program, founded by and operated at LnHS, presented the school with a monument of its own design, which is now on display on the school's front lawn. This class raised funds and physically worked to build the monument under the tutelage of a visiting artist.

Materials, Space, and Equipment Availability

Lancaster High School's primary structure covers 196,247 square feet in a partial two-story design, with 39 single-level portables located at the rear of the school. The school itself is a modern structure with fiber optics designed into the facility so as to facilitate multimedia presentations, many of which can be created by teachers and students within the classrooms themselves, or within a state-of-the-art television production studio located on campus. A total of four other computer labs are available for student use before and after school, as well as during break and lunch; both Macintosh and PC based computers are available for student use, including such peripherals as laser printers and scanners, along with Internet access if the student has parent authorization for use. Nine science labs, a photo lab, a weather station, and a portable writing lab are also available to teachers and students. Similarly, the counseling department maintains a career center which utilizes both computer and electronic databases to keep students informed of college and job market opportunities.

The Lancaster High School Library Media Center is a similarly modern facility with four computer work stations to aid in student research, along with its expanding print collection. For the 1999-2000 school year, \$54,336 has been awarded to Lancaster High School by the California Public School Library Protection Fund so that LnHS can further expand its print collection,

The Career Center offers opportunities to meet with representatives from colleges and other post high school training programs.

and similar awards are expected to be won in subsequent years. Other means of expanding the library’s collection, such as through book sales and the acceptance of donations, are constantly being utilized.

The cafeteria offers seating for 282 students within the cafeteria itself, and a 10,000 square foot covered commons area provides additional seating during lunch and break, along with open-air seating throughout the rest of the campus. Three portable food stations and numerous soda vending machines are positioned throughout the campus to alleviate cafeteria overcrowding. Taco Bell snacks and an automatic pizza maker provide an additional amount of variety to the cafeteria’s menus, which are alternated daily.

The Physical Education fields cover almost twenty-four acres, including a regulation football field, running track, two baseball fields, and two softball fields. Paved PE areas cover 128,000 square feet, including basketball and handball courts. Two gymnasiums are on campus, as is a weight lifting room, and a new climbing wall.

Parking spaces for 450 students are available, as is ample parking for staff and visitors.

Staff Members and Professional Expertise

The school actively recruits new applicants by searching job pool databases and speaking with members of the community and staff, as well as by advertising its job openings. Administrators also attend out of state recruiting fairs, and the local Antelope Valley Job Fair attracts new applicants into the area.

Once qualified applicants are identified, an application is filed with all proper paperwork at the District Office. The applications are reviewed and interviews are scheduled. Once the applicants have been properly interviewed, the most qualified applicants are hired and assigned to the various schools in the District.

When credentialed teachers are hired and begin working at Lancaster High School, they are placed into the Beginning Teachers Support Academy program. This program offers support to beginning teachers in the form of group discussions where the sharing of ideas and information is disseminated. BTSA leaders provide new teachers with information, such as on educational laws, of which they may not otherwise be aware. Release time is also available through BTSA funds, allowing new teachers to observe other teachers, even on other sites; release time is also available to BTSA support providers to observe the new teachers in a cooperative fashion, providing suggestions and otherwise aiding them in their teaching. This program is available to teachers for their first two years of credentialed employment.

Campus clubs like the Leo Club and the Associated Student Body leadership program offer work opportunities.

The Parent Advisory Committee also serves as a sounding board for the principal regarding new policy issues which he feels would benefit from community input.

The Bilingual Advisory Committee involves students and parents in the ELL program; the CAMP academy uses community advisors on an advisory counsel.

Two bi-monthly newsletters are published and distributed to the students for delivery to their parents.

A mentorship program is similarly available to new teachers, regardless of whether they are currently credentialed or seeking their credentials. Through the mentor program, teachers are allowed release time to observe other teachers or to be observed themselves by their support providers, as well as to receive additional training. This program is currently being phased out in favor of the BTSA program.

Finally, all new teachers—regardless of their previous experience in the educational field—are provided with an Eagle Buddy for their first year of employment. The Eagle Buddy is a teacher who has experience on the Lancaster High School campus and can assist the new teacher in learning the procedures of the campus.

Nontenured teachers are evaluated every year with formal evaluations. Frequent informal observations are made of all teachers, as well as informal dialog. Student teaching opportunities exist for student teachers through California State University, Bakersfield, and Chapman College. The AVUHSD recruits also through other schools.

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.

Due to the clear correlation between strong teaching and student achievement, Lancaster High School has decided to address hiring and recruitment issues head-on within its Site Action Plan. LnHS' site administration has endeavored to find new ways to bolster its teacher recruitment plans so as to attract the best qualified applicants to Lancaster High School. Also, in an effort to retain these quality teachers, the site will investigate ways to support teachers who have been recruited from other states and are working towards earning their California state teaching credential.

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Physical Education fields cover almost twenty-four acres; two gymnasiums, a weight lifting room, and a new climbing wall are on campus.

When credentialed teachers are hired and begin working, they are placed into the Beginning Teachers Support Academy program.

A mentorship program is similarly available to new teachers, regardless of whether they are currently credentialed or seeking their credentials.