

**Western Association of Schools and Colleges
California Department of Education**

Focus on Learning Self-Study

For

Lancaster High School



**44701 32nd Street West
Lancaster, CA 93536**

Antelope Valley Union High School District

Dr. David Vierra
Superintendent

Steve Radford
Principal

Elisa Frias
Self-Study Coordinator

March 4-7, 2012

Lancaster High School
44701 32nd Street West
Lancaster, CA 93536

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Principal

Newbury Park High School

Newbury Park, CA

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Principal

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Mrs. McKenzie Tarango

History Teacher

Hesperia, CA

Mr. Peter Haws

Assistant Principal

Santa Maria High School

Santa Maria, CA



Lancaster High School 2012 Self-Study

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CHAPTER 1

Demographic Data

Lancaster High School Student/Community Profile

The Antelope Valley

Lancaster High School serves the community of Lancaster, California. Located in the northernmost section of Los Angeles County, Lancaster once was a rich agricultural area. Since the 1950's however, the larger community of the Antelope Valley has grown exponentially as the aerospace industry has found a home here. With the convenience of being close to Edwards Air Force Base, companies such as Lockheed Martin and Northrup-Grumman are among the top employers.

Another defining characteristic of the Antelope Valley is its status as a “bedroom community.” With Los Angeles city limits only an hour away, Lancaster is home to many who travel Highway 14 to and from areas in Los Angeles County on a daily basis. In the past, this has caused a Lancaster's population to steadily rise, as people found affordable housing here, even while many maintained employment in Los Angeles. More recently, Lancaster has been affected by an overall declining economy and the related downturn in the housing market. With people moving out of the local community, enrollment numbers and related funding are both impacted.

Lancaster High School

In the 1995-1996 school year Lancaster High School (LnHS) opened its doors to nearly 900 freshman students. With its opening, Lancaster High School became the sixth comprehensive high school in the Antelope Valley Union High School District (AVUHSD). Today AVUHSD has eight comprehensive high schools with the expectation of building at least two more over the next 15-20 years. LnHS also finds itself in the company of two continuation schools, two community schools, one adult education school, an ROP facility, Independent Study programs on each comprehensive site, and a District Home Teaching Program, which is centralized on the LnHS campus. The AVUHSD currently serves over 26,000 students with approximately 2,500 on the LnHS comprehensive campus. These numbers mark a decline from the enrollment of the recent past. Over the last several years, more and more local properties have gone into foreclosure, resulting in many families leaving the area.

While Lancaster High School has always been ethnically diverse, the changing population of the Antelope Valley community has significantly altered the demographics of the school. The 2010-2011 school year reveals the ethnic population percentage as 26% Caucasian, 43% Latino/Hispanic, 24% African-American, 3% Asian, and 3% Filipino students. The male/female ratio at LnHS is 50/50.

Community Relations

Lancaster High School maintains many positive partnerships with local businesses and organizations. In 2011, the Air Force Research Lab (located at Edwards Air Force Base) donated Promethean Boards for use in most of our Math and Science classrooms, enabling teachers to access much more sophisticated technology during instruction.

On Tuesdays and Thursday, Central Christian Church located at the end of the block from the school, opens up its doors as an after school “Teen Center” welcoming Lancaster students to come do homework, play games, and participate in sports.

We have also partnered with the City of Lancaster and two local churches as part of “Neighborhood Impact” – a program in which the city of Lancaster purchases a house and then rents it out to a community organization that then uses it to provide necessary services such as administering vaccinations, providing food and clothing, and tutoring local neighborhood children and families. LnHS is providing student tutors for the Trend Community House (sponsored by Central Christian Church) and the Indian Sage Community House (sponsored by Grace Chapel).

In addition, our student-run TV and radio stations have partnered with local businesses. Students produce and air advertising for Robeks and Subway, and in return Lancaster High School students receive discounts when they visit these businesses.

WASC Accreditation History

Lancaster High School opened in the 1995-1996 school year, and the Initial WASC visit in 1997 awarded the school an interim accreditation for three years. In 2000, WASC awarded the school a six year accreditation through 2006 with a three year revisit in 2003.

The WASC visit in 2006 resulted in a 6 year term with a three year revisit. The 2006 full visit found the following school-wide areas of strength and critical areas for growth:

Schoolwide Areas of Strength

1. Governing board and central administration support the school’s efforts.
2. Extensive technology is available and utilized by students, staff, and parents.
3. Recognition of the need for common assessments and initiation of the implementation of benchmark exams in an effort to improve English/Language Arts and Math achievement.
4. A wide variety of academic interventions and proactive guidance programs.
5. An effective program to help English Language Learners to succeed.
6. A wide variety of programs and extracurricular activities that reflect the REAL EAGLES Expected School-wide Learning Results.

Schoolwide Critical Areas for Follow-up

1. A need to improve classroom application of the concepts and practices presented in professional development trainings.
2. A recognized need to more fully implement collaborative efforts and cross curricular instruction among and within departments.
3. Increased effort to utilize a vehicle to deliver accurate assessment of standards-based instruction in the classroom.
4. Provide increased inclusion of all stakeholders in site-based decision making processes.
5. A need to instill increased academic rigor in the curriculum.

The 2009 revisit found that Lancaster High School has sustained many of the previously identified strengths while it continued to improve on the critical areas for follow up and had implemented and maintained much of what was outlined in the 2006 action plan.

School Purpose

The vision, mission and ESLRs of LnHS were all revisited by the entire staff, students, and parents during the fall of 2011 and were rewritten to reflect the current values and beliefs of all LnHS stakeholders.

Vision

The vision of Lancaster High School is to empower our students to become personally and socially responsible members of society who are equipped for post-secondary education, the workforce, and all challenges of the twenty-first century.

Mission

Working in partnership with all stakeholders, Lancaster High School will use the best instructional practices and curriculum to provide a safe environment and ensure all students grow towards academic achievement, emotional maturity, physical well-being, and social responsibility.

Expected School-Wide Learning Results



The poster features the Lancaster Eagles logo at the top left, which includes a stylized eagle head and the text "LANCASTER EAGLES". To the right of the logo is the text "Real Eagles" in a large, red, cursive font. Below this, the poster lists four categories of learning results, each with a list of specific abilities. The background is a light blue gradient with a faint, large-scale eagle graphic.

Responsible Citizens with the ability to:

- Respect the diversity of people as well as differing viewpoints and reasoning processes
- Contribute to the improvement of their school and community
- Demonstrate a global perspective and respect for human rights
- Accept responsibility for their actions and how they affect the community
- Exhibit open-mindedness and ethical responsibility

Effective Communicators with the ability to:

- Speak clearly
- Read critically
- Write effectively
- Listen attentively
- Advocate for self and others

Analytical Thinkers with the ability to:

- Distinguish fact from opinion
- Solve problems logically
- Discern information from a variety of sources
- Use technology as a tool

Life-long Learners with the ability to:

- Practice self-directed learning
- Competitively pursue post-secondary goals
- Work both collaboratively and individually
- Make connections between curriculum and real world applications

Status of LnHS Based on Student Performance

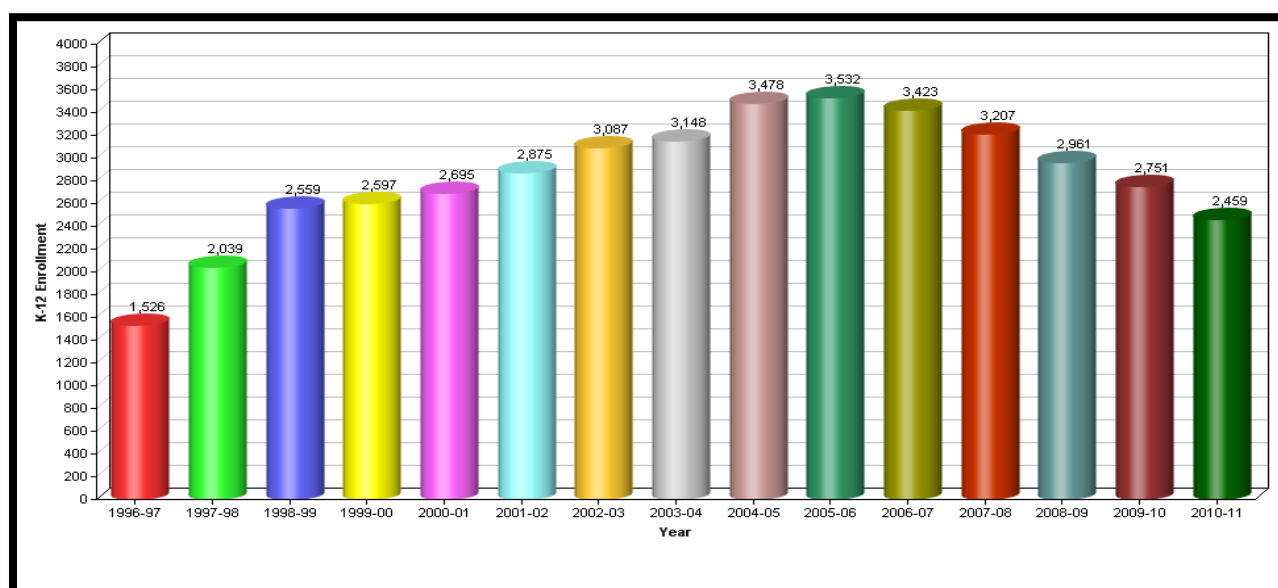
Lancaster High School is a School-wide Title One school with approximately 50% of the student population qualifying for Title I services. We receive approximately \$250,000 in Title I funding each year. That money has been used to increase student use of technology on campus, increase support resources such as Read180 and Algebra Support, and fund the Instructional Coaching program that supports teachers as they work with low performing students.

LnHS is a Program Improvement School Year 5. We entered Program Improvement in the 2006-07 school year because we did not meet our AYP growth in participation rate for English Learners and Special Education Students. For the next four years, we met 22 of 24 Annual Measurable Outcomes (AMO's), but continued to stay in Program Improvement status. During this same time, we have seen a 73 point growth in API, but we have not been able to meet all AMO's for two consecutive years so that we can exit Program Improvement status. Though we are in Program Improvement status, Lancaster High School has not participated in the Academic Program Survey in at least three years.

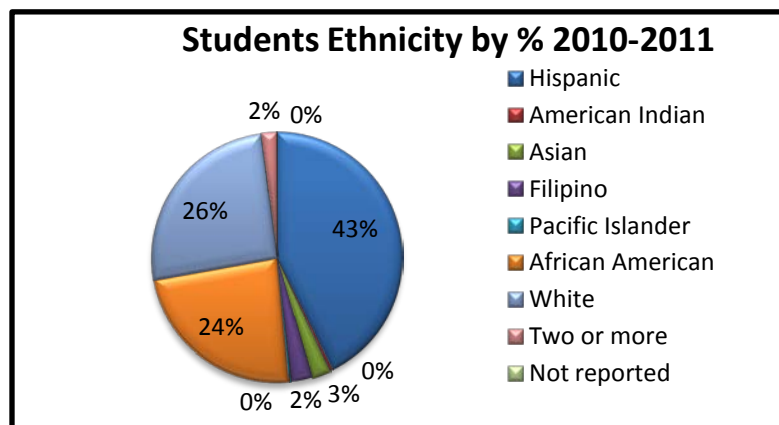
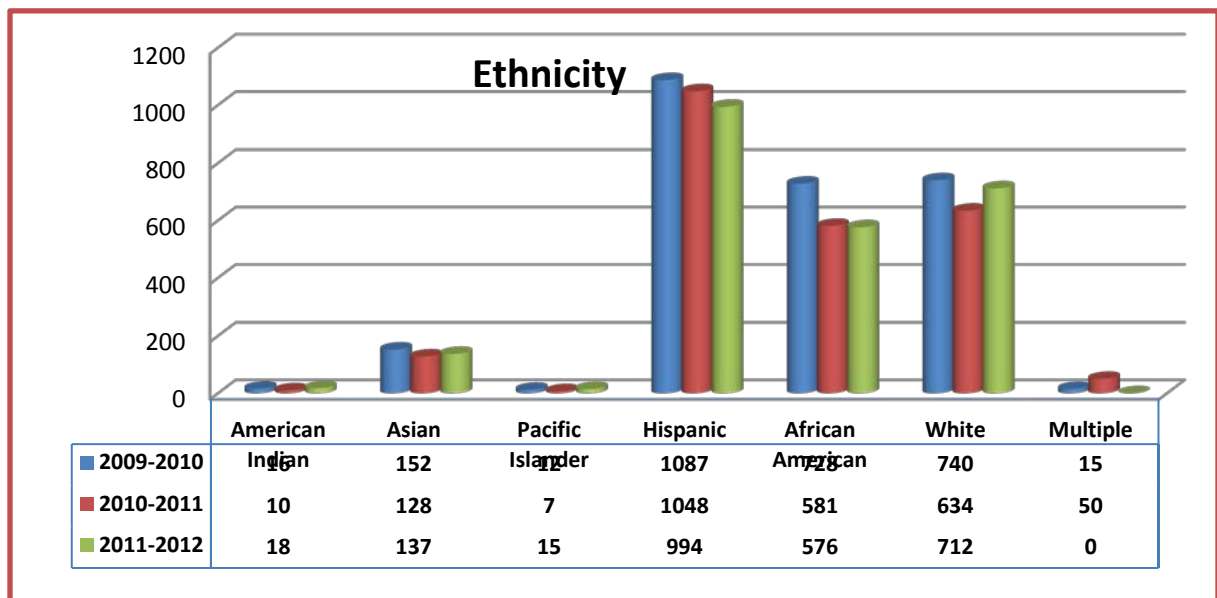
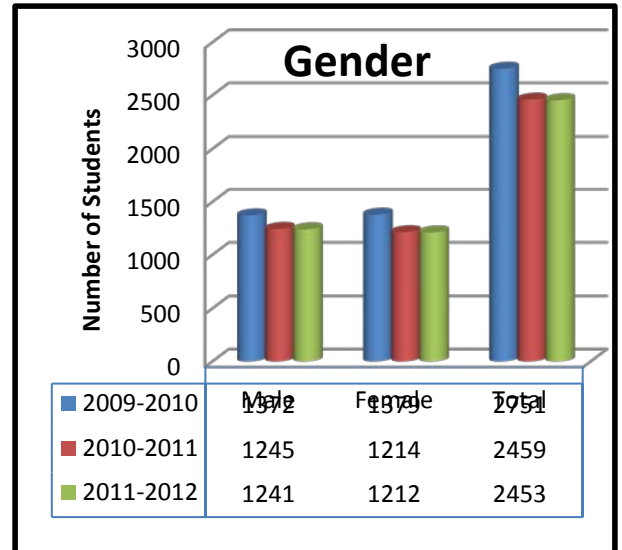
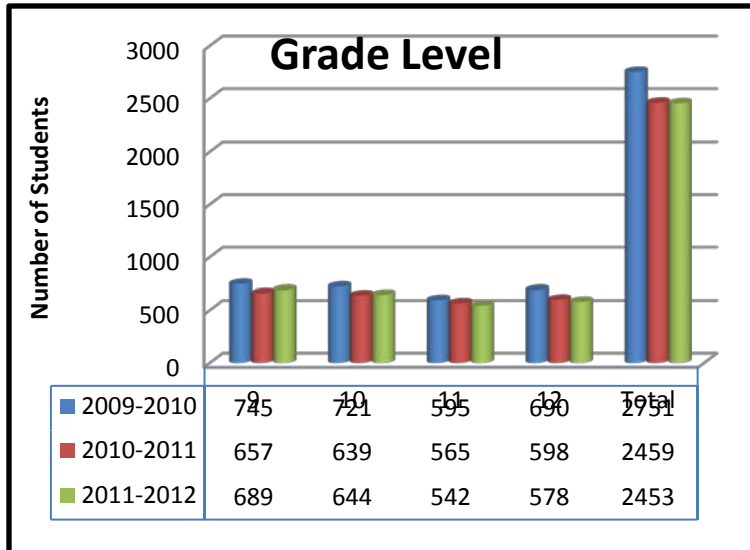
With regard to AYP, Lancaster High School has not met AYP for the past two years. In 2010, we met all criterion areas for participation, but were not proficient in the following areas: Schoolwide – Math; Black or African American – ELA and Math; Hispanic or Latino – ELA and Math; SPED – ELA and Math; EL – ELA and Math. In 2011, we met all criterion areas for participation, but were not proficient in the following areas: Schoolwide – Math; Black or African American – ELA and Math; Hispanic or Latino – Math; SPED – ELA and Math; EL – Math.

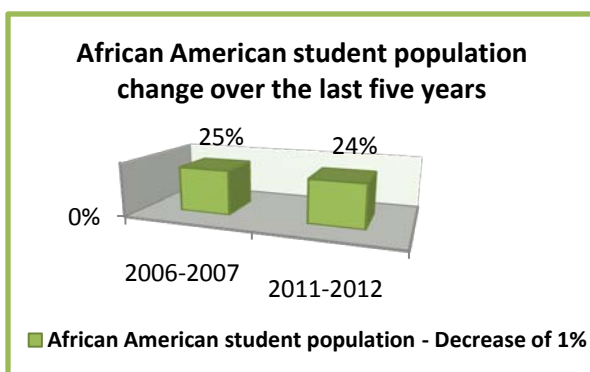
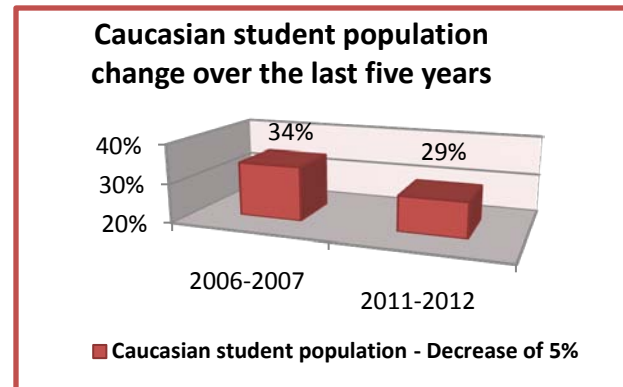
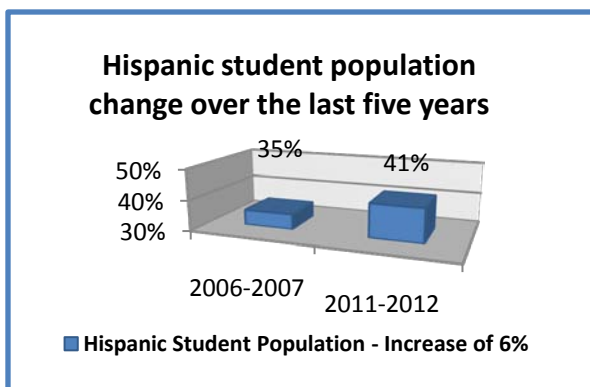
Lancaster High School worked with the UCLA/SMP school improvement consultants for four years, from 2006 to 2010. We currently do not have an external support provider working with us nor do we have a corrective action plan or joint intervention agreement. Because we have continued to raise our API and student achievement, we are not under any type of State or Federal imposed deadlines for student achievement.

Lancaster High School Student Enrollment



The last six years have seen a marked decrease in student enrollment that has leveled off in 2011 and 2012, holding at approximately 2500 students. For the 2011-2012 year, freshmen and sophomore classes are the largest at 689 and 644 respectively. The male and female enrollment is split fairly evenly with 1241 males and 1212 females. Over the past three years, the Hispanic population has averaged approximately 41% of student enrollment. The African-American population has averaged 24% and the White population 27%.





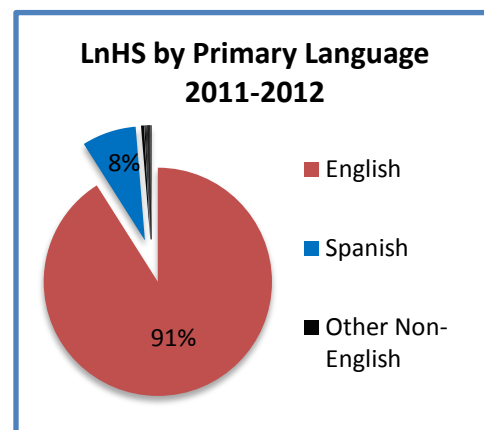
At Lancaster High School (LnHS), the Hispanic or Latino demographic has been a significant portion of the population over the past five years. In the 2011-2012 school year the Hispanic/Latino population accounted for 41% of the ethnic population, an increase of 6% over the last five years. Conversely, in the 2011-2012 school year, Lancaster High School's white population accounted for 29% of the population, which represents a decrease of 5% over the last five years.

The African American population has fluctuated over the past five years, rising from 25% during the 2006-2007 school year to 27% during the 2008-2009 school year, but then decreased to 24% during the 2011-2012 school year.

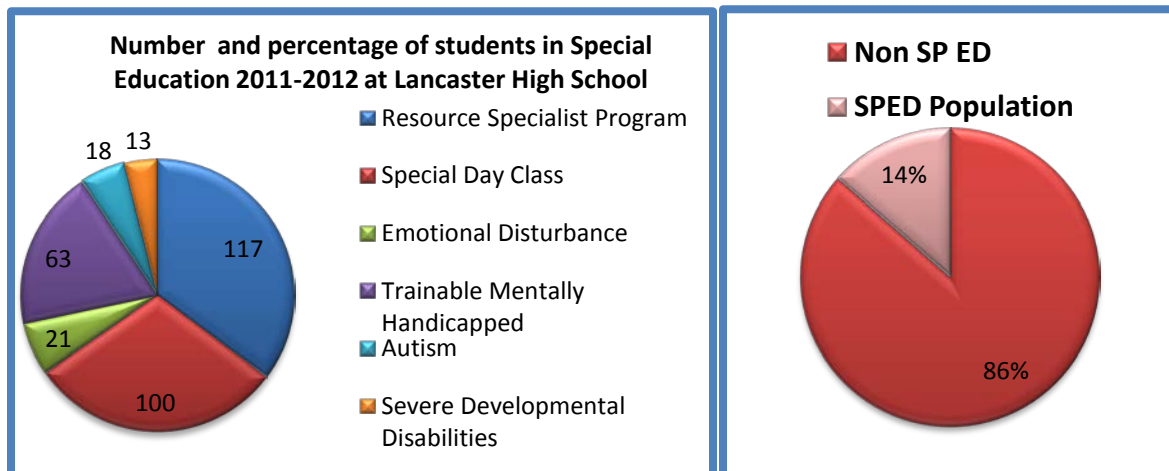
The Filipino population is another significant group that has gradually decreased in number over the last five years but has sustained 3% of Lancaster High School's population due to an overall enrollment decrease.

The Asian population at Lancaster high has fluctuated between three and two percent over the last five years.

The category of students who report belonging to two or more ethnicities is becoming more apparent, also accounting for 2% of the population in the 2010-2011 school year, up from 1% during the 2009-2010 school year.



Special Education:



Lancaster High School Special Education (SPED) students make up approximately 14% percent of the student body. There are 332 students designated under special education. One hundred seventeen students are designated under the Resource Specialist Program (RSP); one hundred students are designated under Special Day Class (SDC); sixty-three are designated under Trainable Mentally Handicapped (TMH); twenty-one students are designated under Emotional Disturbance (ED); eighteen students are designated under the Autism class; and thirteen students are designated under Severe Developmental Disabilities (SDD).

Lancaster High School has twenty-two SPED teachers. One of those is a TSA Teacher on Special Assignment, who is a case carrier and oversees Individual Educational Plan meetings. Six teachers are designated under the Educational Support Services (ESS), which serves the RSP and SDC students. Three teachers are assigned under RSP; three teachers are assigned to ED classes; eight teachers are assigned to pre-vocational classes (which may include autism, TMH, and SDD students or a combination of that population). Finally, there is one teacher assigned to an SDD class.

Title I:

	2008/09	2009/10	2010/11	2011/12
Enrollment	3,066	2,962	2,770	2,472
Number of Low Income Students	1,544	1,553	1,546	1,347
Percent of Low Income Students	50.4%	52.4%	55.8%	54.5%

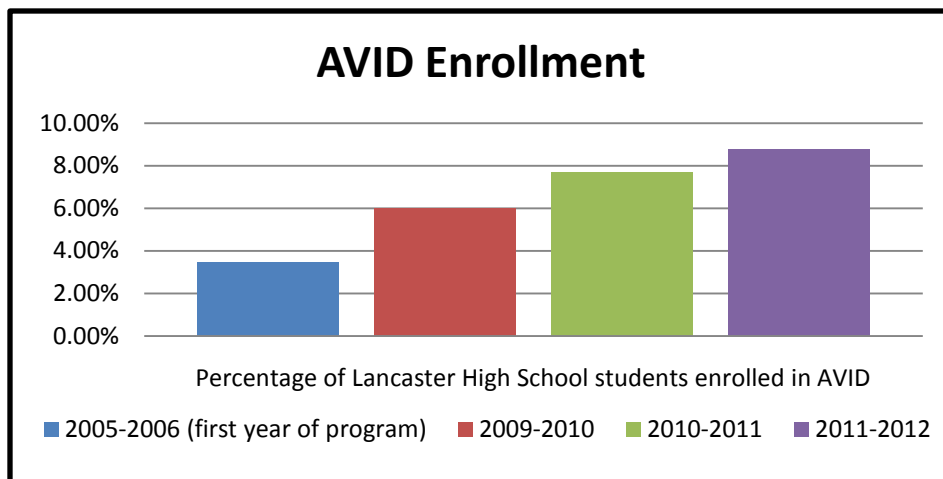
The percentage of Title I enrollment has actually slightly increased even as the entire student population has decreased in the last four years. With over 3000 students in 2008/09, the Title I percentage was at 50.4%. Three years later, the enrollment has dropped to 2472 but the percentage of Title I students has increased by 4%.

AVID:

Lancaster High School first implemented an AVID (Advancement Via Individual

Determination) program in the 2005-2006 school year. The goal of the program is to assist motivated students from the “academic middle” (2.0-3.5 GPA) in obtaining admission to a four-year university. With only two freshman

and two sophomore classes in the inaugural year, the program laid the foundation for further growth. AVID actively recruits interested and qualified students both from feeder schools and from within Lancaster High School. Currently, there are two-hundred sixteen students in AVID, and the program continues to grow. In addition to the growing AVID Elective enrollment, AVID strategies and philosophies continue to increasingly permeate the overall culture of Lancaster High School. With a schoolwide emphasis on AVID now written in to the SPSA, more teachers and students than ever before are aware of the program and what it offers.



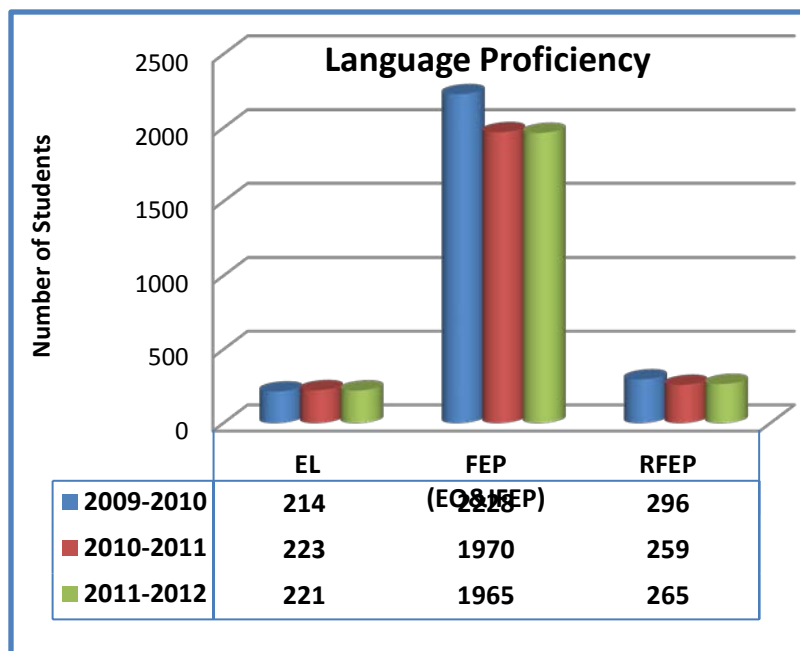
AP and Honors Enrollment for 2011/12:

AP/HONORS COURSE	Total Sections Offered	Number of Students Enrolled
English 9 Honors	5	175
Biology AP	1	19
Biology Honors	4	138
Calculus AB (AP)	2	50
Chemistry AP	1	30
English 10 Honors	5	172
English Language & Composition AP	4	132
English Literature & Composition AP	2	78
Environmental Science AP	2	67
Government and Politics U. S. AP	1	40
Physics B - AP	1	16
Psychology AP	1	39
Spanish Language AP	1	25
Statistics AP	1	34
Studio Art: 2-D Design AP	1	6
U.S. History AP	2	66
World History AP	4	146
Total	38	1233

There are over 1200 students taking an Honors or AP level course this year (2011/12). We adhere to the College Board suggested policy of open enrollment for student admission into AP and Honors classes. Any student with the desire and willingness to take on the rigorous work load of these courses can and are encouraged to enroll. Students are encouraged to discuss course selection with their current teacher in order to ensure they can realistically meet the requirements of the class, sometimes including summer work.

Language Proficiency

Lancaster High School currently has 221 students identified as English Learners (EL). EL students come from homes in which a language other than English is spoken. The students are identified through registration materials and information from previous schools. Each EL student is given the California English Language Development Test (CELDT) and remains classified as EL in high school until he or she scores a minimum of Early Advanced on the CELDT, passes both English and Math portions of the California High School Exit Exam (CAHSEE), earns at least a 2.0 in core classes (English, Math, Science, and Social Studies), and passes Algebra I.



There has been a slight increase in the number of students classified as EL since 2010 but overall, that number has remained steady. Our number of RFEP, Re-designated Fluent English Proficient, students has decreased from 296 to 265 in the past three years.

Lancaster High School offers a variety of English Learner Services for students and parents. Students who have been in the country less than 5 years and who test Beginning through Intermediate on the CELDT test are placed in two periods of ELD (English Language Development) classes. The Beginning and Early Intermediate students use System 44 to learn phonics, and use a basic English textbook series called Edge. Students at the Intermediate level participate in the same Read 180/Lit. Support class that is offered to any Lancaster High ninth and tenth student with a low lexile/reading level.

Along with other subject-area tutoring, we offer after school EL tutoring which is supervised by the bi-lingual aide. Freshmen students who earn failing grades at the quarter mark participate in an intervention and motivational meeting arranged with upperclassmen from Link Crew. All sophomore EL students participate in CAHSEE chats and additional meetings with LnHS counselors during first and second semesters. The EL Coordinator, Instructional Coaches, and the EL Counselor also meet individually with EL students during the first semester to prepare for upcoming tests.

Last year, Instructional Coaches led a two week pull-out session for English Learner and Reclassified English Learner students. We targeted students who scored Below Basic and Basic on the 9th grade ELA California Standards Test. We were successful in assisting a majority of the students to pass the CAHSEE, and in aiding many of them in "leveling up" to Proficient.

To keep parents and stakeholders informed, the EL program hosts quarterly English Learner Advisory Committee meetings. To keep parents informed about student progress, parents receive PowerSchool training at the quarterly ELAC meetings, and the parent account set-up materials have been translated into Spanish. We also have offered a Saturday morning "Mini-Conference" for the last two years during which parents can attend specialized sessions which focus on student achievement and parent awareness. Other forms of communication include teleparent messages which are offered in both English and Spanish and monthly parent-teacher conference opportunities which are held with available interpreters.

Nearly every teacher on staff has either CLAD or CTEL authorization to work with English Learners. Therefore, it is common across campus to see teachers scaffold material and use visuals to help deliver content. Two years ago, 12 document cameras were purchased with EL funds to assist teachers in content delivery and increase student learning. This purchase was in addition to a previous school-wide distribution of document cameras to Math teachers.

The EL Coordinator is trained by the district to help the students at each school site. The ELD teacher is a fully credentialed teacher that received his degree in English. The Bilingual Aides are required to have at least 45 semester units to be an Aide. They must also pass a proficiency exam to show their abilities in math, English, and tutoring skills. In the fall of 2009, LnHS EL staff attended a 5-day training entitled EL Leadership Series.

Attendance

Transiency Rate:

In 2010-11, the transiency rate was calculated at approximately 25.34%.

Average Daily Rate of Attendance:

	Total	Average	ADA
2010-2011	400,434	2250	93.52%
2009-2010	442,115	2456	93.06%

Expulsion, Suspension, and Truancy Data for 2006-2011

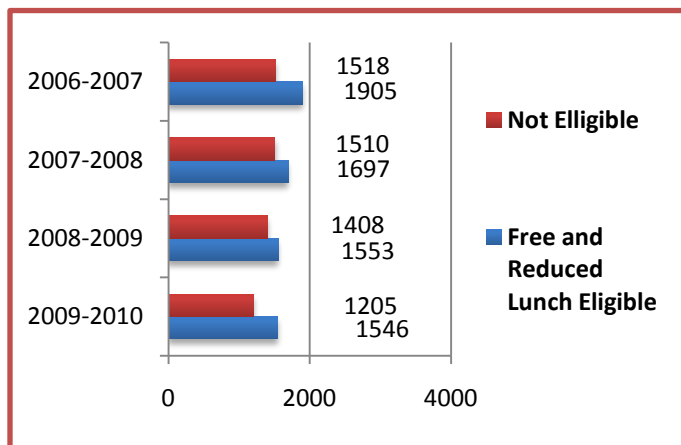
	Enrollment*	Truants (# of Students w/ Unexcused Absence or Tardy on 3 or More Days)	Truancy Rate	Violence/ Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
				Expulsions	Suspensions			Expulsions	Suspensions
2010-11	2,459	2,204	89.63%	26	148	5	0	28	371
2009-10	2,751	1,353	49.18%	25	226	3	0	28	483
2008-09	2,962	1,355	45.75%	26	194	4	0	38	487
2007-08	3,210	1,102	34.33%	33	188		0	37	469
2006-07	3,423	1,428	41.72%	47	221	17	0	64	515

As expected, the number of suspensions and expulsions has seen a decrease as the population of the school has decreased over the past few years. During the 2010-11 school year, only 28 students of 2,459 were expelled. That's 1% of the total student population. It is important to note that the 371 suspensions does not mean 371 students. That number includes

students who were suspended on multiple occasions. As the data suggests, Lancaster High School is a safe and student-friendly school. There is a marked difference in the truancy rate for the 2010-11 school year and this is due to the implementation of the online attendance and grading system called PowerSchool. With this tool, teachers were able to keep much more accurate digital records of absences and tardies. Again, the number given represents the number of truants in the system, not the number of students who were truant.

Socioeconomic Status

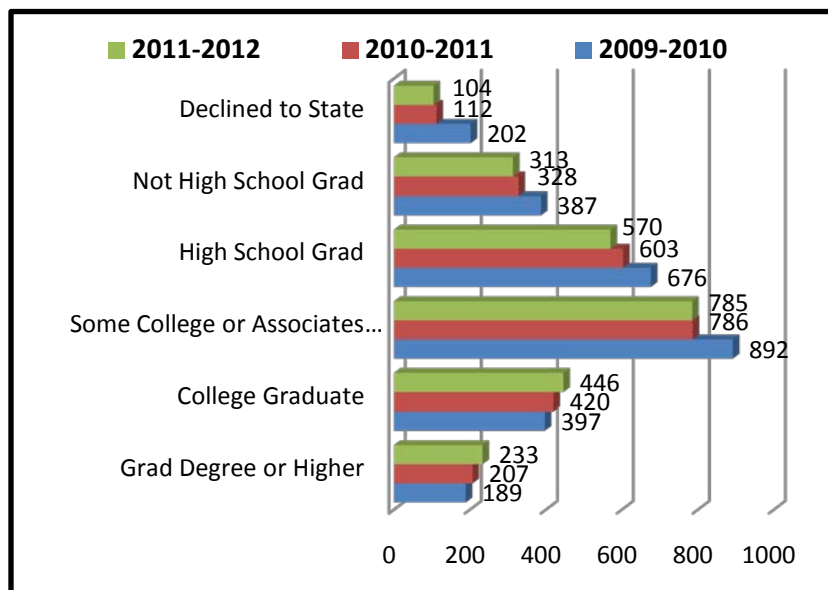
Free and Reduced Lunch:



More than half the students who attend LnHS are eligible for the Free and Reduced Lunch Program. The number of LnHS students eligible for free or reduced lunch has outweighed the number of students not eligible from the 2006-2007 school year to the 2009-2010 school year. In the 2006-2008 Economic Characteristics of Lancaster, the median household income was \$49,494; the median family income was \$55,569, and the per capita income was \$19,273. During the 2006-

2008 U.S. Census, the percentage of families below the poverty level was 17.9%, and the percentage of individuals below the poverty level was 20.4%.

Parent Education Level:



Parent Education Level has remained somewhat stable over the past few years with a few exceptions. For the 2011-12 school year, approximately 13% of parents reported that they are not high school graduates, with 23% stating that their highest level of education completed is a high school diploma. 32% of parents have some college or an Associate's degree while 18% are college graduates, and 9% have a graduate degree.

School Safety and Facility Conditions

FACILITY INSPECTION: School Facility Condition Evaluation 03/04/2011																
CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/ FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL		
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	
	Number of "✓"s:	126	126	126	119	124	126	121	125	124	124	126	126	0	125	
	Total Percent	99.00%				98.00%		85.00%	98.00%		91.00%		100.00%		100.00%	
	OVERALL RATING:				DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE			95.00%		SCHOOL RATING**		good				
PERCENTAGE	DESCRIPTION														RATING	
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.														EXEMPLARY	
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.														GOOD	
COMMENTS AND RATING EXPLANATION: Electrical deficiencies due to lights, fire safety due to fire extinguishers being moved by staff																

Lancaster High School employs 10 staff members dedicated to overall school cleanliness and maintenance. Two of these individuals focus on grounds, 1 works as the day custodian, 5 are night custodians, and 2 focus on general school maintenance. We employ 10 security guards that monitor the campus throughout the day, and we have 2 additional day employees that have duties split between security and custodial work. These staff members work together to ensure the cleanliness and safety of our campus each day.

Faculty and Staff

Lancaster High School currently has 216 people on staff, 104 of which are Classified and 112 are certificated. There are 6 full-time counselors and five administrators.

Classified:

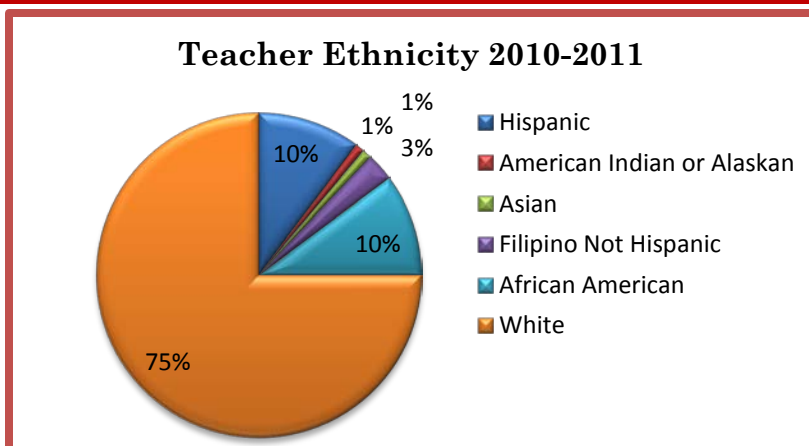
Description	Female							Male					Grand Total
	American Indian	Asian	Hispanic or Latino	African American	White	Two or More Races	Total	Hispanic or Latino	African American	White	Two or More Races	Total	
2010-2011													
Full time Paraprof	1	0	4	6	18	1	30 (88.2%)	1	1	2	0	4 (11.8%)	34
Full time Office/ Clerical Staff	0	1	4	0	18	0	23 (100.0%)	0	0	0	0	0 (0.0%)	23
Full time Other Staff	0	0	0	3	1	0	4 (20.0%)	3	2	11	0	16 (80.0%)	20
Part time Other Staff	0	0	5	3	9	0	17 (94.4%)	0	1	0	0	1 (5.6%)	18
TOTAL	1	1	13	12	46	1	74 (77.9%)	4	4	13	0	21 (22.1%)	95
2009-2010													
Full time Paraprof	1	1	4	6	16	0	28 (84.8%)	1	2	2	0	5 (15.2%)	33
Part time Paraprof	0	0	0	0	1	0	1 (100.0%)	0	0	0	0	0 (0.0%)	1
Full time Office/ Clerical Staff	0	1	4	0	19	0	24 (92.3%)	0	0	2	0	2 (7.7%)	26
Full time Other Staff	0	0	1	2	2	0	5 (27.8%)	2	2	9	0	13 (72.2%)	18
Part time Other Staff	1	0	5	1	7	0	14 (93.3%)	0	1	0	0	1 (6.7%)	15
TOTAL	2	2	14	9	45	0	72 (77.4%)	3	5	13	0	21 (22.6%)	93

Certificated:

Teacher Ethnicity 2010-2011

Hispanic	American Indian	Asian	Filipino Not Hispanic	African American	White	Total
11	1	1	3	11	81	108

Gender 2011-2012	Male = 59 (53%)	Female = 53 (47%)	Total = 112
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Currently, approximately 99% of the teachers at Lancaster High School meet the Highly Qualified requirements for NCLB.

We have only one full-time teacher who is teaching outside

of his credential area. The Opportunity class covers all four core areas allowing students to make up missing credits. The teacher in that class is not credentialed in all of those areas and so he is being Housed by the Assistant Principal in order to meet credentialing requirements.

There are no teachers on campus who are National Board Certified. Conversely, there are no teachers with emergency permits and no interns. We have one teacher who is taking part in the BTSA (Beginning Teacher Support and Assessment) program.

Of the 112 Certificated employees, 52 of them have advanced degrees. Collectively, there are 1,731 years of experience in education between all of the teachers on campus which equals about 15 years on average. In addition, there is a total of 1,344 years in the Antelope Valley Union High School district between all of the teachers, which is an average of 12 years in the district. Some interesting notes:

- Our most experienced teacher has 42 years in education, 20 of which have been in the AVUHSD.
- Seven teachers have over 30 years of experience in education.
- Fourteen teachers have worked over 20 years in the district.
- We only have five teachers with less than five years of teaching experience, four of which are in their second year.

Professional Development

Professional development at Lancaster High School usually happens on two levels: the district level and the site level. Instructional Coaches district-wide meet quarterly to collaborate and discuss new technology and data and to share strategies for working with and supporting teachers at each site. On the site level, Instructional Coaches meet regularly to plan professional development, share progress, problem solve, and support district and state testing.

Professional development has shifted emphasis over the last several years. In the 2007-2008 school year, the AV Union HS District implemented the “five-focus areas,” a way to focus on areas of success and areas of needed growth. It was determined that AVID, Literacy Support, Math Support, Special Education, and English Language were programs that would be increasingly emphasized and invested in. With funding received from the American Recovery and Reinvestment Act (ARRA), Lancaster High School created several additional Instructional Coaching positions. Although ARRA funds are now gone, we continue to maintain emphasis on the “five focus areas” and provide professional development and instructional support to teachers in the various strategies of each focus area. Some site-based trainings and collaborations (related to the five focus areas) that we have hosted are: EL Strategies, SPED Strategies, Cornell Note-Taking, Socratic Seminars, Critical Reading, and Higher Level Questioning. The two highest attended of those trainings were the Cornell Note-Taking and Higher Level Questioning trainings, with the majority of LnHS teachers attending both trainings.

As always, BTSA (Beginning Teacher Support and Assessment) supports new teachers. However, in the last three years, the number of new teachers has declined from five in the 2009-2010 school year to one in the current year. Because most teachers on our campus are experienced teachers and because our emphasis on the “five focus areas” has remained

consistent for several years, we are currently shifting from training to implementation. We believe our teachers have a wealth of knowledge and expertise, and when given the proper support, can use the strategies and resources they have with great success. At this point, the use of Cornell Notes and Higher Level Questions is inconsistent from classroom to classroom, but the goal is campus-wide implementation.

While much professional development is now moving towards implementation of strategies, at both the district and site level, the need for training regarding cultural proficiency has become apparent. In the process of reviewing testing data, staff and faculty have observed discrepancies in student performance based on ethnic sub-populations. Specifically, AVID has offered several trainings regarding cultural proficiency but these trainings are typically attended by AVID elective teachers only, and therefore have not reached many teachers campus wide. The Instructional Coaches at Lancaster High School have begun incorporating discussions regarding cultural proficiency in to site-based professional development, but there is need for more comprehensive training.

In addition to professional development that centers around the “five focus areas,” teachers are supported with training that assists them in the use of technology. We have hosted on-campus and district-level trainings in the use of Promethean boards, PowerSchools (data system for tracking attendance, grades, and other student information), and OARS (district-wide assessment system). Technology trainings are usually well-attended by teachers who have access to technology. Most math and science teachers use Promethean boards and have been trained in using their features. All Lancaster High School teachers have been trained in the use of PowerSchools and OARS, and have varying levels of mastery in those programs.

Finally, a regular component of professional development is soliciting teacher feedback. In professional development meetings and focus group meetings, teachers have begun asking for time to collaborate both within departments and with other departments. This request comes at the culmination of years of introducing many new trainings. Teachers want time to discuss how these trainings apply to their classrooms, create lessons together, and review student work. While one paid inter-departmental collaboration was offered in the 2010-2011 school year, it was not well attended. When asked, teachers reported that the after-school time slot was not convenient or feasible. We are currently working to find scheduling solutions that will make collaboration more available to all interested teachers.

Student Participation in Extra and Co-Curricular Activities

Student Clubs and Sports Teams

There are over 50 active student clubs at LnHS with approximately 4000 student participants (some students are in more than one club). Students may choose to exercise their math knowledge as a Mathlete, hone their debate skills as a member of the Mock Trial Team, or discover their creative side in the Speech and Poetry Club. There is a plethora of sports teams for students to choose from as well, such as golf, volleyball, track, soccer, basketball, and more. There really is something for everyone at LnHS!

AVID Program

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID students learn organization and study skills, apply critical thinking, receive academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable. LnHS became an AVID School in 2005-06 with the introduction of four AVID elective classes. Currently, we serve over 200 students and approximately 90% of AVID Seniors in last year's graduating class are now attending an institution of higher education.

Robotics

The LnHS Robotics Team has had amazing success not only in the competition arena, but also in the community. Comprised of over 60 members, the team hosts several blood drives throughout the year in addition to serving as mentors to elementary and middle school students as they learn about building robots. The competition team has traveled all over the United States, bringing home many prestigious trophies and titles. Due to their contribution to the school and community, the Lancaster High School Robotics Team has emerged as one of the premier student programs in the Antelope Valley and has garnered national attention as one of the top ten teams in the world!

Not In Our School!

Students who wish to join the Not In Our School! club will become a part of a movement to eradicate bullying from the LnHS campus. The NIOS club offers numerous school-wide activities throughout the year designed to showcase the devastating impact of bullying and encourage students to do their part to speak up for victims and stand up to bullies. Lancaster High School's NIOS program will soon be featured in a PBS documentary about how to combat the problem of school bullying.

AFJROTC Program

Lancaster High School's Air Force Junior ROTC Program, consisting of over 250 students, focuses on exposing students to a diverse curriculum, developing students' life skills, and preparing them for college. Every year since the beginning of the AFJROTC program, it has been awarded the honor of "Distinguished Unit."

VAPA

The Visual and Performing Arts department offers a wide variety of classes in which students can hone and showcase their skills and talents. Drama students give performances several times a year and the art classes display student work in school halls and occasionally in local galleries. The choir and band give performances year round both in the school and in the local community.

Link Leaders

The LnHS Link Crew Leader Program consists of over 60 juniors and seniors who serve as guides and mentors to freshmen students during their first year as high school students. The Link Program has grown exponentially and has found great success in the last few years through academic and social activities. Link Crew Leaders host a large and innovative Freshman Orientation during the summer, complete with activities to establish positive relationships and positive working habits. Link Leaders then continue to mentor a small group of freshmen periodically throughout the year to ensure their transition to high school is successful. Link Crew aims to ease the freshman transition into high school and promote a positive school culture.

School Financial Support

Lancaster High School receives funding from two main sources. The first is from the district's general fund. This money comes to us in the form of a principal's allocation. The principal's allocation is broken into three categories: Unrestricted, Restricted Lottery, and Restricted Maintenance. The second form of funding for the school comes from categorical dollars. The total for categorical comes from the following three sources: SCA/EIA – state funding, Title 1 and Title 3 – federal funding.

Principal's Allocation for 2011/12 = \$250,000
Categorical Funding = \$300 per student
General Funding/Principal's Allocation = \$150 per student

Lancaster High School received the following Categorical and State funding for 2011/12

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$ 297,154
Title I Part A: School-wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 427,952
Title III Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 32,704
Total amount of state and federal categorical funds allocated to LnHS 2011/12	\$ 757,810



Student Performance Data

Academic Performance Index (API) Progress:

While there has been steady API growth school-wide over the past three years, the ethnic sub-populations have not seen the growth expected to meet the API targets. As a result, it has become clear that there is a need to focus on improving instruction and learning within these sub-populations.

Met Growth Targets	API	School-wide	All Subgroups	All Targets
2011	722	Yes	No	No
2010	696	No	No	No
2009	700	Yes	No	No

API Progress 2009-2011		# of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	10-11 Growth	Met Student Groups Growth Target
2011	School-wide	1583		722	699	5	23	
	African American	353	Yes	653	649	8	4	No
	Hispanic or Latino	719	Yes	719	685	6	34	Yes
	White	413	Yes	768	743	5	25	Yes
	Socioeconomically Disadvantaged	545	Yes	697	661	7	36	Yes
	English Learners	315	Yes	698	666	7	32	Yes
	Students w/ Disabilities	186	Yes	504	427	19	77	Yes
		# of Students Included in 2010 API	Numerically Significant in Both Years	2010 Growth	2009 Base	2009-10 Growth Target	09-10 Growth	Met Student Groups Growth Target
2010	School-wide	1709		696	700	5	-4	
	African American	399	Yes	642	635	8	7	No
	Hispanic or Latino	711	Yes	683	684	6	-1	No
	White	460	Yes	740	767	5	-27	No
	Socioeconomically Disadvantaged	571	Yes	655	660	7	-5	No
	English Learners	333	Yes	664	623	9	41	Yes
	Students w/ Disabilities	181	Yes	421	456	17	-35	No
		# of Students Included in 2009 API	Numerically Significant in Both Years	2009 Growth	2008 Base	2008-09 Growth Target	08-09 Growth	Met Student Groups Growth Target
2009	School-wide	1892		700	685	6	15	
	African American	526	Yes	637	626	9	11	Yes
	Hispanic or Latino	717	Yes	684	664	7	20	Yes
	White	515	Yes	765	745	5	20	Yes
	Socioeconomically Disadvantaged	864	Yes	660	631	8	29	Yes
	English Learners	193	Yes	624	614	9	10	Yes
	Students w/ Disabilities	190	Yes	458	474	16	-16	No

California Standards Tests:

CST English-Language Arts				2010			2009		
Result Type	9	10	11	9	10	11	9	10	11
Students Tested	578	516	475	648	632	531	745	658	627
Mean Scale Score	350	339	341.6	335.5	329.9	331.9	337.4	331.9	324.8
% Advanced	20%	14%	16%	15%	15%	19%	14%	19%	14%
% Proficient	31%	28%	30%	29%	25%	20%	30%	22%	23%
% Basic	31%	34%	31%	27%	29%	28%	26%	29%	25%
% Below Basic	9%	16%	12%	18%	14%	15%	19%	13%	19%
% Far Below Basic	9%	8%	11%	12%	17%	17%	10%	18%	19%

CST Algebra I					2010				2009			
Result Type	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Students Tested	448	108	32	588	543	128	48	719	663	181	90	934
Mean Scale Score	301	284	271	296	297	268	270	290	297	283	264	291
% Advanced	1%	0%	0%	1%	1%	0%	2%	1%	1%	1%	0%	1%
% Proficient	15%	6%	0%	13%	15%	7%	4%	13%	15%	7%	3%	13%
% Basic	30%	19%	19%	27%	24%	11%	4%	21%	24%	23%	8%	22%
% Below Basic	41%	51%	47%	43%	38%	41%	54%	40%	36%	44%	47%	39%
% Far Below Basic	13%	24%	34%	16%	21%	41%	35%	26%	24%	26%	42%	26%

CST Geometry					2010				2009			
Result Type	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Students Tested	98	311	85	494	85	412	91	588	76	376	77	529
Mean Scale Score	332	279	263	286	320	279	263	282	360	286	267	294
% Advanced	0%	0%	0%	0%	0%	0%	1%	0%	11%	0%	0%	2%
% Proficient	36%	3%	5%	10%	24%	3%	3%	6%	49%	11%	3%	15%
% Basic	48%	26%	13%	28%	48%	25%	11% 49	26%	30%	22%	13%	22%
% Below Basic	16%	47%	48%	41%	25%	52%	35% 49	47%	8%	50%	55%	45%
% Far Below Basic	0%	23%	35%	21%	4%	20%	35% 49	20%	3%	16%	30%	16%

CST Algebra II					2010				2009			
Result Type	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Students Tested	35	71	286	392	21	80	287	388	1	86	382	469
Mean Scale Score	362	311	276	290	360	325	277	291	*	343	273	286
% Advanced	9%	3%	0%	1%	29%	6%	0%	3%	*	7%	1%	2%
% Proficient	54%	19%	5%	12%	24%	25%	4%	10%	*	36%	4%	10%
% Basic	26%	41%	25%	28%	38%	40%	23%	27%	*	35%	18%	21%
% Below Basic	9%	24%	36%	31%	10%	16%	37%	31%	*	19%	39%	35%
% Far Below Basic	3%	13%	35%	28%	0%	13%	36%	29%	*	3%	38%	31%

CST World History				2010			2009		
Result Type	10	11	EOC	10	11	EOC	10	11	EOC
Students Tested	559	13	577	624	7	634	651	28	684
Mean Scale Score	326	344	326	321	*	321	323	235	322
% Advanced	13%	38%	13%	12%	*	12%	12%	0%	12%
% Proficient	20%	13%	20%	20%	*	20%	22%	0%	21%
% Basic	31%	0%	31%	28%	*	28%	28%	14%	27%
% Below Basic	15%	25%	15%	12%	*	12%	15%	14%	15%
% Far Below Basic	21%	25%	21%	28%	*	28%	24%	71%	24%

CST U.S. History				Grade 10 Life Science			
	2011	2010	2009		2011	2010	2009
Result Type	11	11	11	Result Type	10	10	10
Students Tested	510	525	622	Students Tested	513	622	658
Mean Scale Score	341	339	334	Mean Scale Score	333	322	324
% Advanced	17%	15%	16%	% Advanced	12%	9%	13%
% Proficient	32%	30%	27%	% Proficient	24%	24%	19%
% Basic	25%	26%	26%	% Basic	35%	29%	31%
% Below Basic	12%	13%	12%	% Below Basic	13%	17%	18%
% Far Below Basic	14%	16%	19%	% Far Below Basic	15%	20%	20%

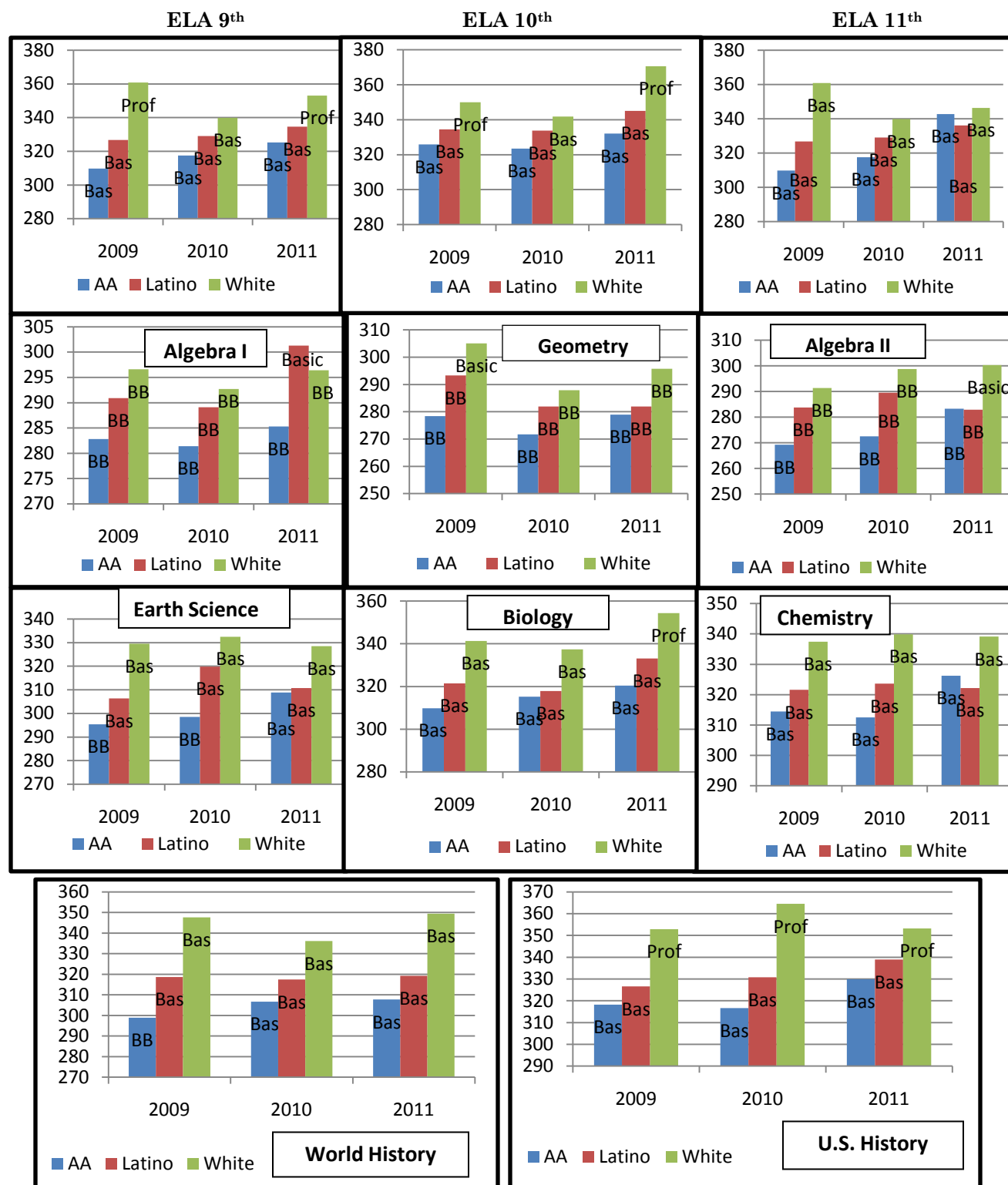
CST Biology					2010				2009			
	2011				9	10	11	EOC	9	10	11	EOC
Result Type	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Students Tested	536	108	123	767	607	227	127	961	502	224	140	866
Mean Scale Score	338	316	352	337	326	303	354	325	331	307	330	325
% Advanced	15%	7%	21%	15%	9%	5%	27%	10%	9%	4%	11%	8%
% Proficient	25%	20%	26%	24%	22%	11%	22%	19%	23%	14%	27%	22%
% Basic	37%	26%	37%	36%	38%	31%	32%	36%	39%	33%	30%	36%
% Below Basic	14%	24%	6%	14%	17%	25%	7%	17%	16%	20%	16%	17%
% Far Below Basic	10%	22%	10%	11%	15%	28%	12%	17%	13%	30%	16%	18%

CST Chemistry				2010			2009		
	2011			10	11	EOC	10	11	EOC
Result Type	10	11	EOC	10	11	EOC	10	11	EOC
Students Tested	225	37	262	262	74	336	250	87	337
Mean Scale Score	331	326	330	327	335	329	329	319	326
% Advanced	5%	5%	5%	5%	14%	7%	8%	8%	8%
% Proficient	23%	14%	21%	23%	28%	24%	24%	20%	23%
% Basic	51%	54%	52%	45%	26%	41%	40%	38%	39%
% Below Basic	13%	16%	14%	18%	18%	18%	16%	15%	16%
% Far Below Basic	8%	11%	8%	8%	15%	10%	12%	20%	14%

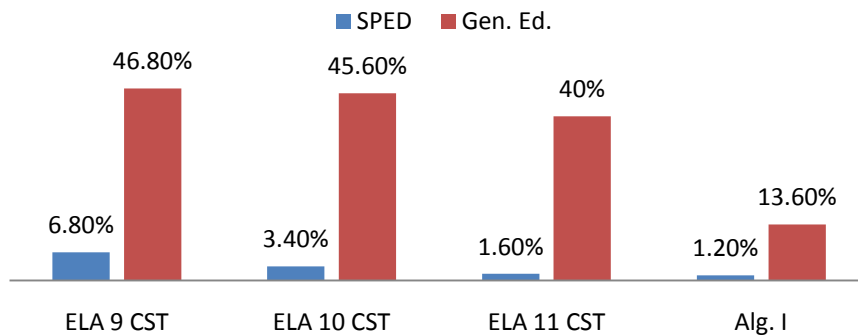
CST Earth Science					2010				2009			
	2011				9	10	11	EOC	9	10	11	EOC
Result Type	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Students Tested	74	186	340	600	44	125	304	473	236	154	382	772
% of Enrollment	11%	32%	64%		7%	19%	55%		31%	23%	59%	
Students with Scores	74	186	338	598	43	124	304	471	236	154	382	772
Mean Scale Score	287	315	322	316	293	307	325	317	297	312	317	310
% Advanced	3%	4%	7%	6%	0%	2%	7%	5%	2%	5%	3%	3%
% Proficient	3%	13%	21%	16%	9%	16%	25%	21%	6%	14%	19%	14%
% Basic	23%	44%	38%	38%	28%	35%	34%	34%	33%	40%	42%	39%
% Below Basic	30%	18%	18%	20%	21%	20%	15%	17%	26%	18%	16%	20%
% Far Below Basic	42%	20%	16%	21%	42%	27%	18%	23%	33%	25%	20%	25%

In 2011, approximately 18% of freshmen students who took the ELA CST fell into the Below Basic or Far Below Basic performance band. On the 2011 Alg. I CST, 54% of freshmen scored in the Below Basic or Far Below Basic band. Students who score in the FBB range in ELA are placed in our READ 180 program; and students who score FBB in Alg. I are placed in an Algebra I Intervention class.

CST by Significant Ethnic Sub-Populations:



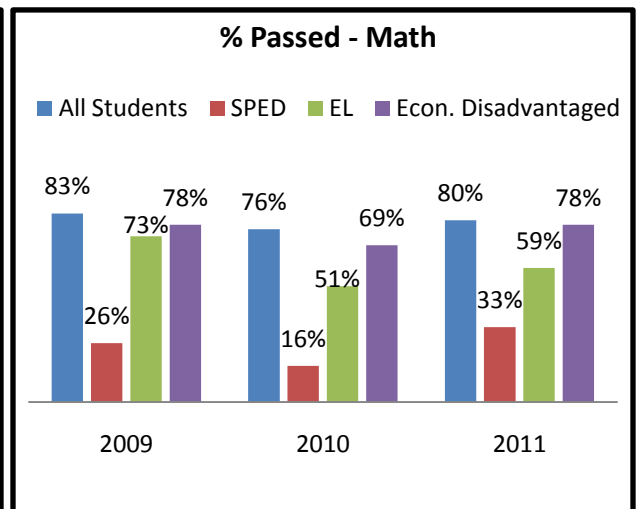
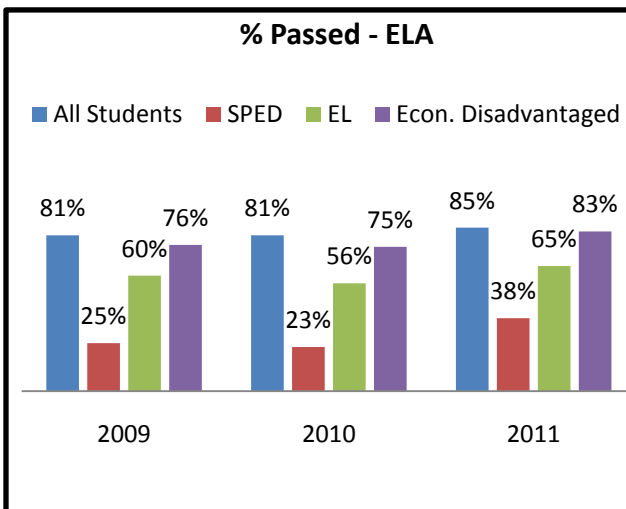
**CST - Average % of students
Prof or Adv
SPED & Gen. Ed. 2006-2010**

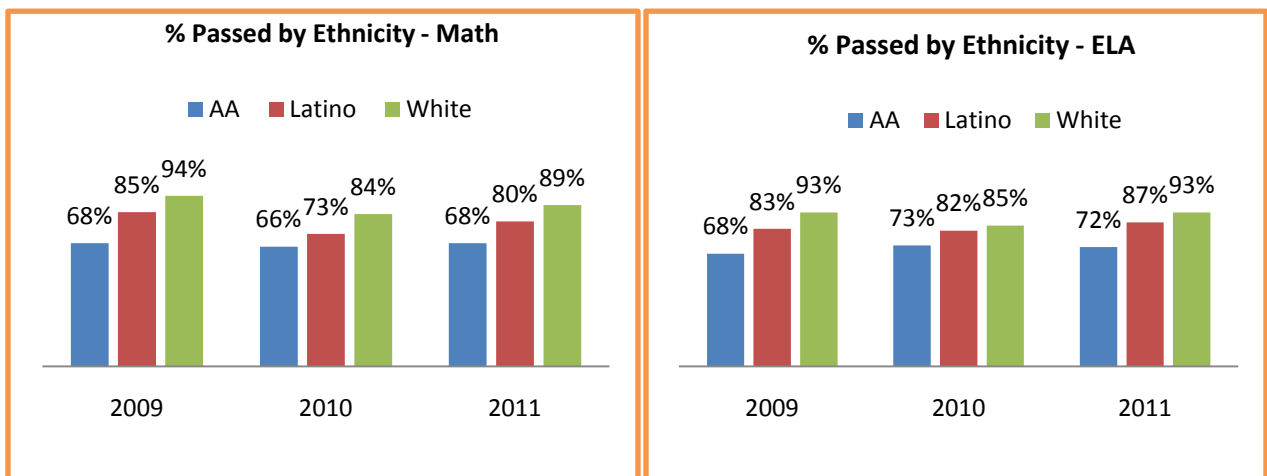


Students who qualify for Special Education services consistently do not score in the Proficient or Advanced performance bands at the same rate as those in the General Education population.

One of the Critical Areas of Need that we identified is to improve the performance of sub-populations by implementing more culturally proficient curriculum and instructional practice. By analyzing the data from the STAR and CAHSEE results, it is clear to see why that is an important area for focus. According to the last three years of data, the white student population has outperformed all other ethnicities, with the exception of Latinos on the Algebra I test in 2011. While all populations are growing in performance from year to year, the rate of growth is much faster with white students. In fact, there are several content areas, such as Geometry and Algebra II, in which the African American and Latino student performance declined.

CAHSEE:





LnHS consistently has over 80% of our students pass the CAHSEE their 10th grade year. However, just as with the CST data, it is clear to see that there is a discrepancy between the pass rates of the ethnic sub-populations, with African-Americans performing at least 15-20% below that of white students.

Adequate Yearly Progress (AYP):

To “meet” AYP” criteria, Lancaster High School must also show an improved graduation rate of at least 0.1% annually based on a “synthetic graduation rate” based on the National Center for Educational Statistics (NCES) 4-year completion rate. This includes the number of students completing high school in Year 4 as calculated by HS completers in Yr. 4 divided by (Gr. 9 dropouts in Yr. 1 + Gr. 10 dropouts in Yr. 2 + Gr. 11 dropouts in Yr. 3 + Gr. 12 dropouts in Yr. 4)

2010/11 Subgroups	E/LA 95% Participation Rate	Met E/LA Criteria for Participation Rate	E/LA % Proficiency Rate	Met E/LA Criteria for Proficiency Rate	Math 95% Participation Rate	Met Math Criteria for Participation Rate	Math % Proficiency Rate	Met Math Criteria for Proficiency Rate
SCHOOLWIDE	98	YES/NO Yes	61.2	YES/NO Yes	98	YES/NO Yes	52.4	YES/NO No
African-Am.	97	Yes	42.6	No	98	Yes	34.8	No
Am.	-	-	-	-	-	-	-	-
Ind./Alaskan	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-
Hispanic or Latino	99	Yes	60.6	Yes	98	Yes	51.2	No
Pac. Islander	-	-	-	-	-	-	-	-
White	99	Yes	73.7	Yes	99	Yes	63.9	Yes
Socio-Econ. Disad.	99	Yes	55.8	No	99	Yes	44	No
EL	96	Yes	53.3	Yes	96	Yes	44.6	NO
Stud. w/ disabilities	-	-	-	-	-	-	-	-

API - Additional Indicator for AYP 2010 & 11

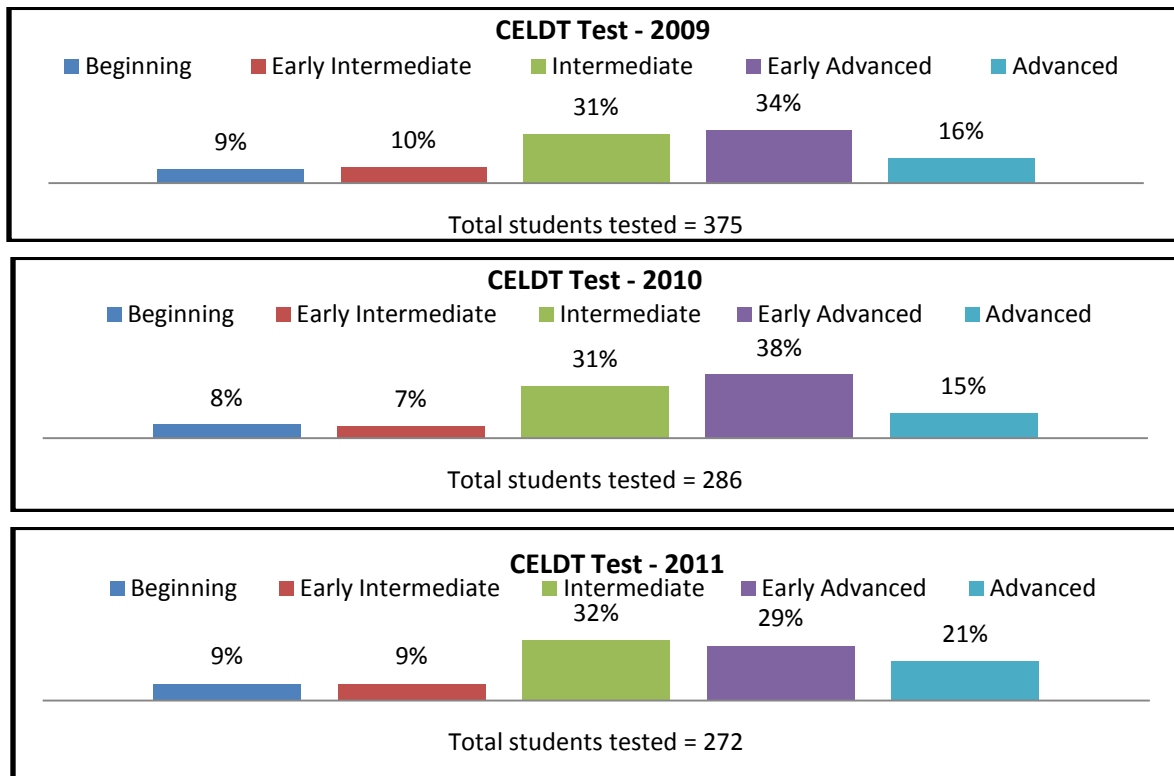
2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria
699	722	23	Yes
2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria
700	696	-4	Yes

Graduation Rate Results 2010 & 2011

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met
80.13	88.41	81.23	Yes
2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met
87.61	80.13	87.85	No

Graduation Rate Goal: 90 Percent

CELDT:



The majority of students taking the CELDT test score in the Intermediate to Early Advanced range. In 2011, 21% of students who took the CELDT scored Advanced. This represents a higher percentage of scores in the Advanced range than in the previous two years.

Local Assessments:

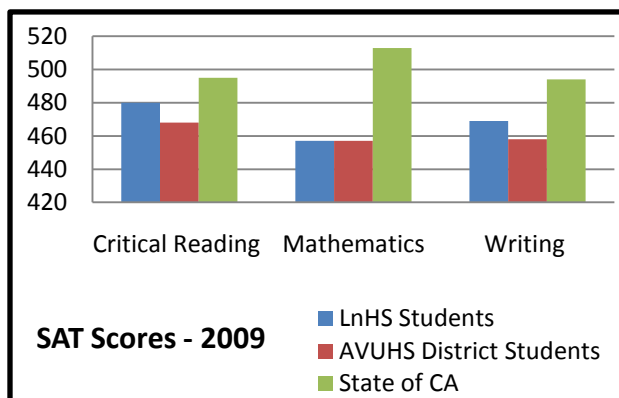
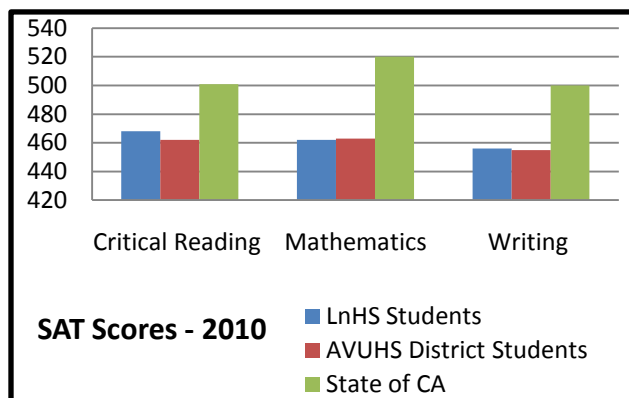
Common Benchmark Exams

The Antelope Valley Union High School District implemented common quarterly district-wide benchmark assessments approximately six years ago in all four core subject areas. In that time, it has become routine for teachers to administer the benchmarks at the end of each quarter, participate in a benchmark debrief with their department, and use the data to adjust instruction so that students can learn what they need to know for the STAR exam in the spring. Instructional Coaches have been instrumental in the successful implementation and subsequent staff development using the benchmark exam data. In looking at several years' worth of benchmark results, it has become apparent that the quarterly benchmarks are a good indicator of how well students will perform on the STAR test. Lancaster High School has consistently performed well in relation to the other seven comprehensive high schools in the district.

Scholastic Reading Inventory and Algebra Readiness Exams

All incoming freshmen are tested using the Scholastic Reading Inventory and an Algebra Readiness Exam in order to determine their English and Math course placement. The SRI measures a student's reading comprehension level in a 20 minute, computer-generated test that adapts to the student responses. Students may then be placed in a regular English 9 class; or, if they scored two or more years below grade level and there is a history of poor performance in their Language Arts class and on state exams, they are placed in the READ 180 Intervention Class designed to improve their reading skills. Likewise, students who perform poorly on the Algebra Readiness Exam and have a low success rate in their previous math courses and state exams are placed in the Algebra Support class for extra help.

SAT/ACT:

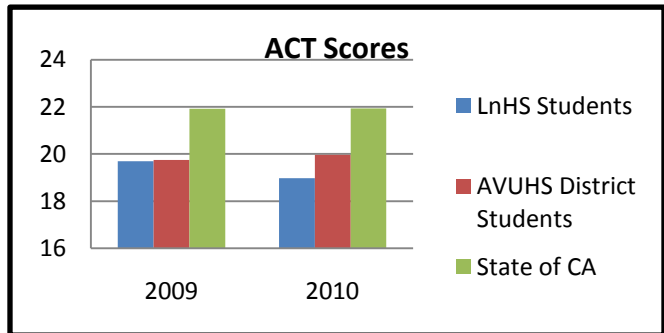


The most current years of SAT testing data (from the CDE DataQuest site) are the 2008-2009 and 2009-2010 school years. Lancaster High School's SAT scores tend to align with the AV Union HS District's average, but both the school and district averages are lower than the state's. An interesting occurrence is the disparity between the

SAT Exam	School	Percent Tested	Critical Reading Average	Math Average	Writing Average
2010	Lancaster High	24.35	468	462	456
	AVUHSD	21.60	462	463	455
	Statewide	33.36	501	520	500
2009	Lancaster High	35.80	480	457	469
	AVUHSD	23.40	468	457	458
	Statewide:	34.68	495	513	494

percentage of Lancaster High School students tested and district students tested. Lancaster High School students take the SAT test with higher frequency. We feel that this is a positive sign in that it most likely represents that Lancaster High School encourages a college-going culture. However, the disparity between our performance and the performance of students across the state is also a clear indication of the progress yet to be made.

ACT Exam	School	Percent Tested	Average Score
2010	Lancaster High	7.54	18.98
	AVUHSD	7.36	19.97
	Statewide	15.63	21.93
2009	Lancaster High	9.6	19.69
	AVUHSD	8.17	19.75
	Statewide:	14.0	21.92



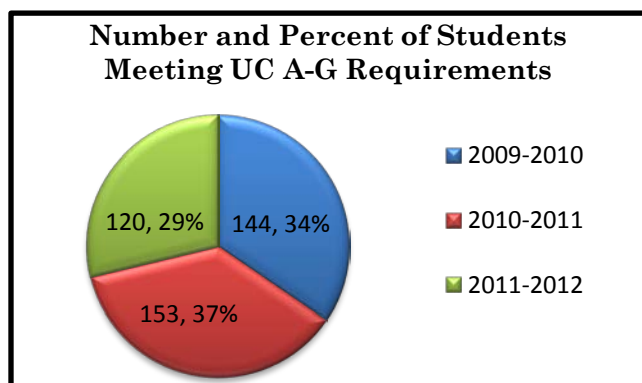
The most current years of ACT testing data (from the CDE DataQuest site) are the 2008-2009 and 2009-2010 school years. Lancaster High School's ACT scores are close to the AV Union HS District's average, although the 2009-2010 school year data reveal that Lancaster High School's ACT scores were, on average, approximately a point lower than the district's. Both the school and district averages are lower than the state's. It bears mention that both the SAT and ACT test-taking rates at Lancaster High School dropped from 2009 to 2010. While we cannot be sure why this decline occurred, a possible reason is the downturn in the local economy. The declining rate of test-taking and the disparity between our performance and the performance of students across the state are indications of the need for improvement.

Advanced Placement:

School	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
2009-2010	690	1,285	247	175	127	98	48	16
2008-2009	500	1,208	224	125	132	87	49	22
2008-2007	777	1,480	259	177	147	116	37	23

On average, approximately 19% of the 11th and 12th graders at Lancaster High School take at least one AP exam every year. A little over half of the students who take the exams score a 3 or higher.

UC/CSU Requirements:



For the past three years, the number of students who meet the UC/CSU A-G admission requirements have held steady at between 30% to 40%, which translates to an average of 139 seniors who qualify for entrance into a California public university. While this number is lower than what we would like to see, it is worth noting that our AVID program continues to grow each year. Currently, over 90% of the AVID graduating seniors meet these UC/CSU requirements.

Algebra:

This chart lists the number of students enrolled in Algebra by grade level. The 9th graders are broken down by the number and percentage of students enrolled in a course below the Algebra I level (i.e. Algebra Ia or Ib offered in the Special Education SDC classes). Almost all of the freshmen class takes Algebra I unless they took it in the 8th grade. In that case, they are enrolled in Geometry their 9th grade year.

Year	9 th Grade	9 th - Below Alg / All Students Taking Math	% 9 th in a Course Below Alg	10	11	12	Total
2009-10	554	32/694	0.46%	144	43	35	776
2010-11	479	39/644	0.61%	175	59	25	738
2011-12	482	31/661	0.47%	130	77	34	723

Report Card Analysis of Ds and Fs:

2010-11 Semester 2				
Grade Level	D	F	Grand Total	% D&F
9	546	759	1305	34%
10	584	619	1203	32%
11	421	501	922	29%
12	410	85	495	14%
Grand Total	1062	1964	3925	27%

2010-11 Semester 1			
D	F	Grand Total	% D&F
580	657	1237	31%
595	736	1331	35%
468	539	1007	29%
346	156	502	15%
1073	2088	4077	28%

2009-10 Semester 2			
D	F	Grand Total	% D&F
536	805	1341	33%
510	784	1294	34%
416	398	814	25%
474	169	643	16%
1164	2156	4092	27%

According to the last three semesters of grade reports, approximately one-third of freshmen and sophomore students struggle to pass their classes. Juniors are not far behind, but seniors make significant improvements in their pass rates. LnHS recognizes the struggles of the underclassmen and has put several interventions in place such as tutoring and routinely scheduled parent/teacher conferences to help failing students find success. Parents have access to Power School to view their students' grades and assignments and contact teachers through email. Additionally, 9th and 10th grade students who struggle with math and English are placed in Intervention classes such as READ 180 and Algebra Support, to help students in acquiring needed skills and earning passing grades.

High School Completion Data:

Graduation and Drop-Out Rates

With the graduation rate hovering in the mid 80% range and the drop-out rate averaging between 12% and 15%, it is apparent that the majority of students who come to Lancaster High School are able to graduate on time. However, there is discussion regarding the rate at which students leave the school and what can be done to prevent drop-outs. It is worth mentioning that the Antelope Valley has a high mobility rate in that many families move back and forth between the LA area and the High Desert for a variety of reasons. This is likely a large contributor to these statistics.

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met
80.13	88.41	81.23	Yes
2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met
87.61	80.13	87.85	No

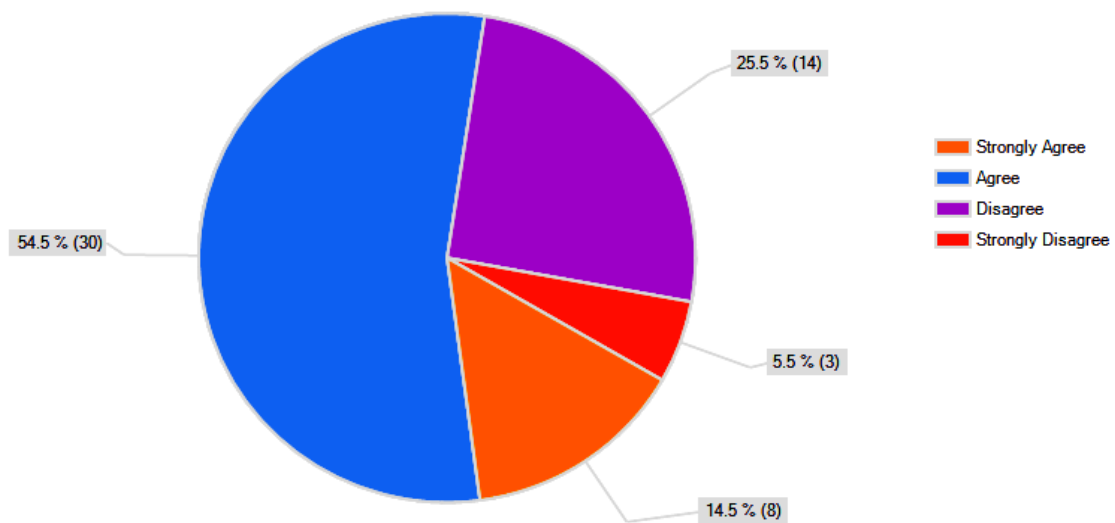
2009-10														
Ethnic Category									Adjusted					Grade 9-12 Cumulative Enrollment
	Grade 9 Dropouts	Grade 10 Dropouts	Grade 11 Dropouts	Grade 12 Dropouts	Grade 9-12 Total	Grade 9-12 Enrollment	Grade 9-12 4-year Derived Dropout Rate	Grade 9-12 1-year Dropout Rate	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 4-year Derived Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate	
Hispanic or Latino	4	5	5	19	33	1,087	12.7%	3.0%	18	12	27	10.3%	2.5%	1,235
American Indian	1	0	0	1	2	16	33.3%	12.5%	0	0	2	33.3%	12.5%	22
Asian, Not Hispanic	0	0	1	1	2	75	8.7%	2.7%	0	2	4	17.5%	5.3%	85
Pacific Islander	0	0	0	0	0	12	0.0%	0.0%	0	0	0	0.0%	0.0%	12
Filipino, Not Hispanic	0	0	0	1	1	77	3.7%	1.3%	0	0	1	3.7%	1.3%	79
African American	2	7	5	19	33	725	16.8%	4.6%	16	12	29	14.8%	4.0%	894
White, Not Hispanic	2	2	1	9	14	740	7.0%	1.9%	2	15	27	13.5%	3.6%	818
School Total	9	14	12	50	85	2,748	12.0%	3.1%	36	42	91	12.7%	3.3%	3,166
2008-09														
Ethnic Category									Adjusted					Grade 9-12 Cumulative Enrollment
	Grade 9 Dropouts	Grade 10 Dropouts	Grade 11 Dropouts	Grade 12 Dropouts	Grade 9-12 Dropout Total	Grade 9-12 Enrollment	Grade 9-12 4-year Derived Dropout Rate	Grade 9-12 1-year Dropout Rate	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 4-year Derived Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate	
Hispanic or Latino	5	8	5	19	37	1,078	16.4%	3.40%	3	11	45	20.0%	4.2%	1,289
American Indian	0	0	0	0	0	14	0.0%	0	0	0	0	0.0%	0.0%	23
Asian, Not Hispanic	0	0	1	0	1	76	5.3%	1.30%	1	0	0	0.0%	0.0%	86
Pacific Islander	0	0	0	0	0	13	0.0%	0	0	0	0	0.0%	0.0%	18
Filipino, Not Hispanic	0	1	0	0	1	87	4.2%	1.10%	0	0	1	4.2%	1.1%	95
African American	11	4	3	21	39	813	23.4%	4.80%	8	13	44	25.6%	5.4%	981
White, Not Hispanic	3	1	4	9	17	841	8.5%	2.00%	2	10	25	12.3%	3.0%	945
School Total	19	15	13	49	96	2,961	14.9%	3.20%	15	34	115	17.6%	3.9%	3,464

Perception Data

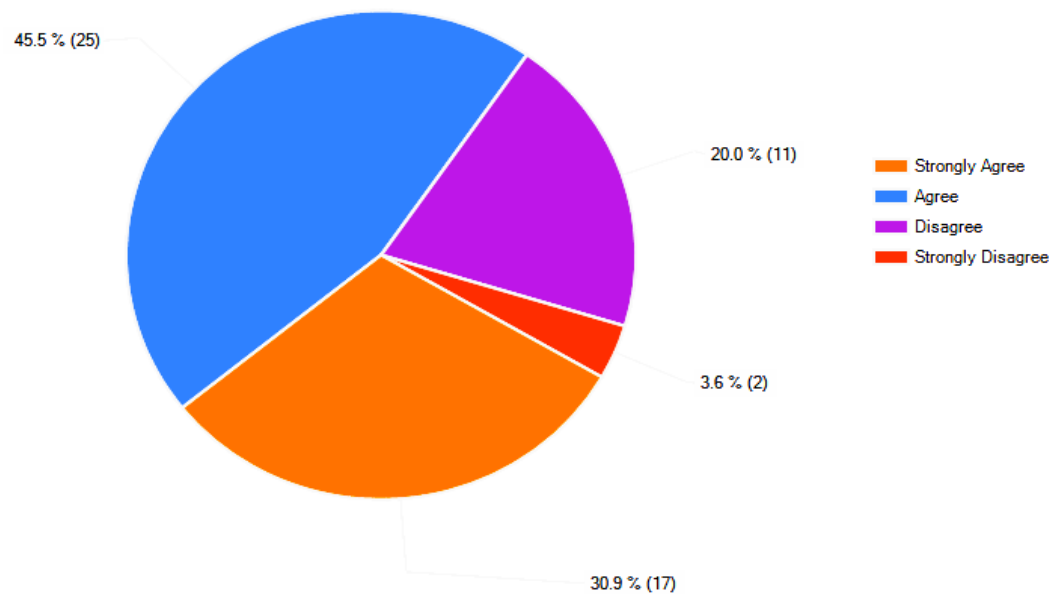
Student and Staff Survey

In the spring of 2011, students and staff participated in a perception survey regarding how students and teachers feel about the culture and academic success at LnHS. Teachers and students were asked a series of ten questions and the results were compiled and discussed at a staff meeting in May 2011. Below are some highlights of the results that helped drive the discussion around our Critical Areas of Need. The results of the full survey can be found in the appendix of the self-study.

To what extent do you agree with the statement: I am aware of and use my students' individual cultural background as a tool in my classroom (cultural background involves a variety of things including ethnicity, religion, traditions, beliefs and values).

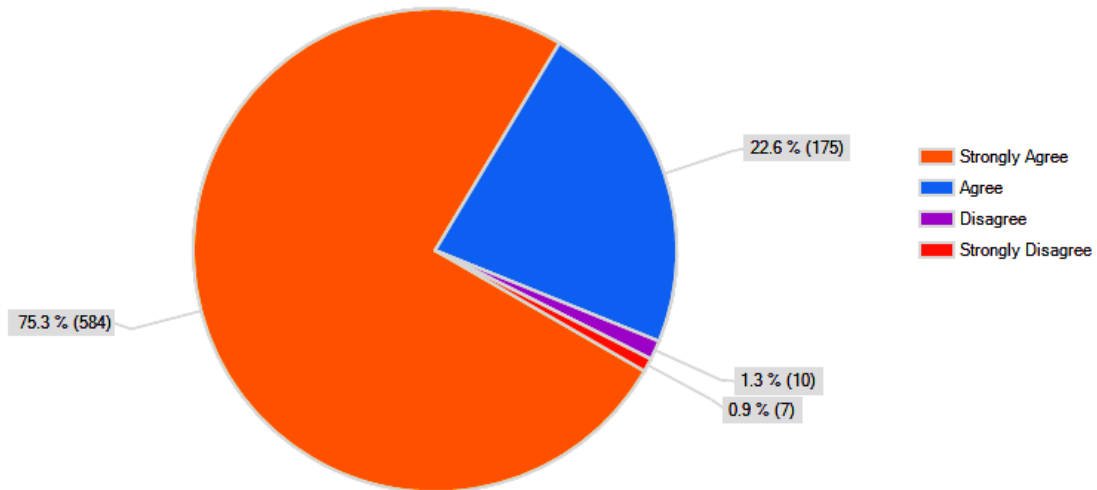


To what extent do you agree with the statement: It is important to my students that I and school personnel understand their cultural background.



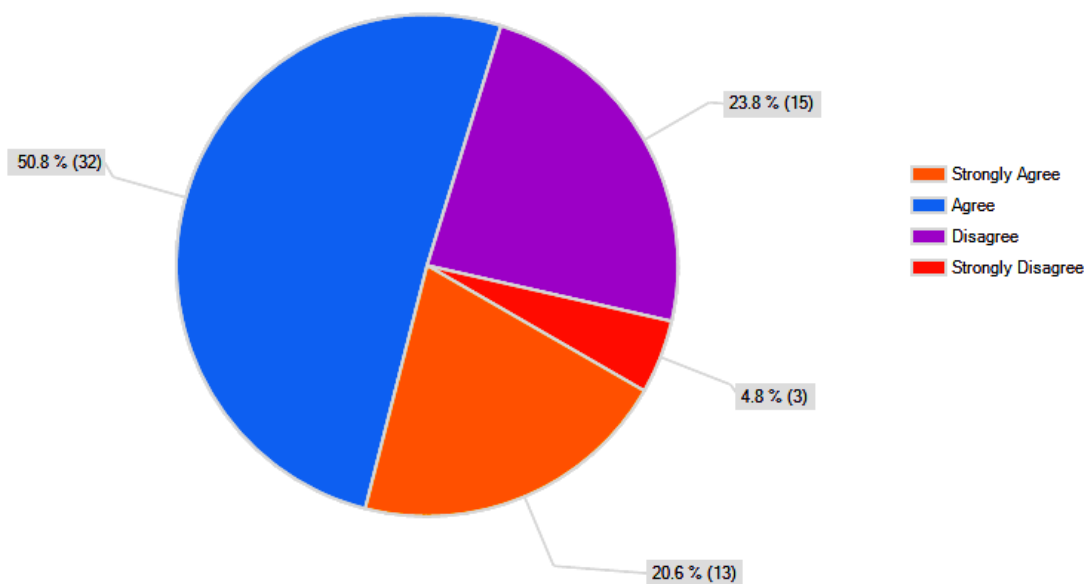
To what extent do you agree with the statement: My success in school is important to my family.

Students

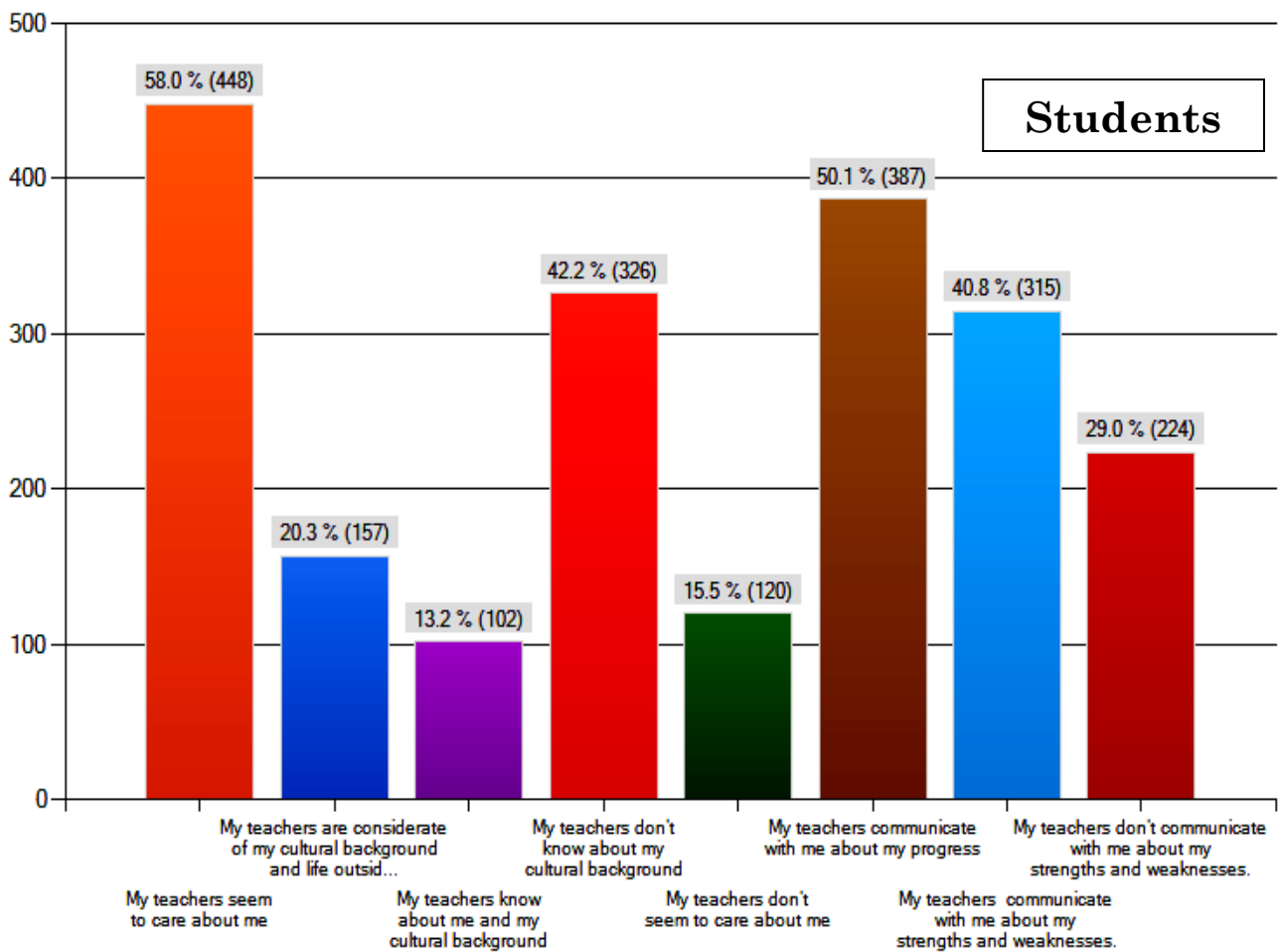


To what extent do you agree with the following statement: I believe my students' success is important to their families.

Staff

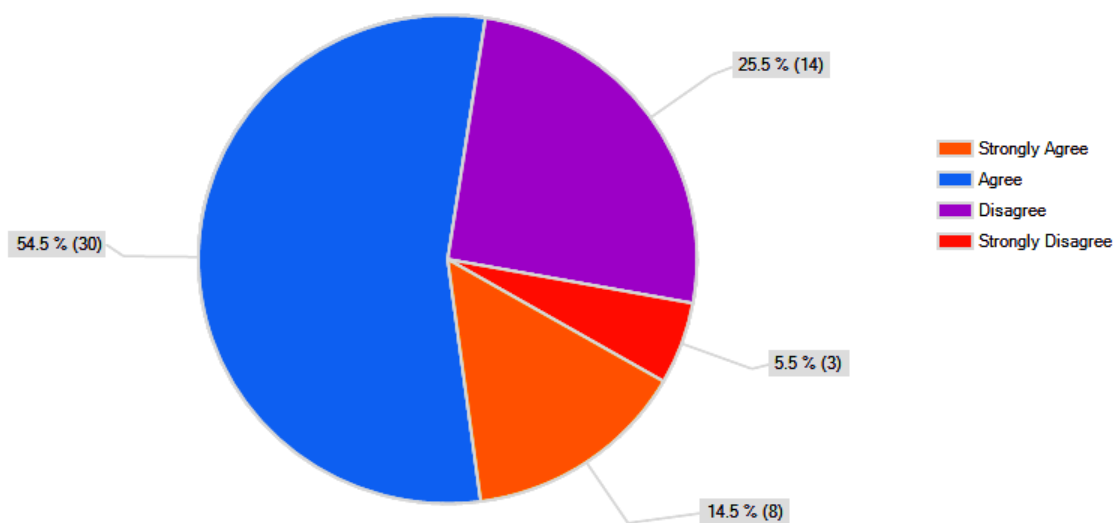


Based on your experience, select all statements that are true (cultural background involves a variety of things including ethnicity, religion, traditions, beliefs and values):



To what extent do you agree with the statement: I am aware of and use my students' individual cultural background as a tool in my classroom (cultural background involves a variety of things including ethnicity, religion, traditions, beliefs and values).

STAFF



CHAPTER 2

Analysis of Profile Data and Critical Academic Needs

Based on the analysis of data in Chapter 1 of the Self-Study, the staff at Lancaster High School has drawn several conclusions about student and teacher performance and identified the following critical academic needs:

Data Analysis

Underperforming Ethnically Diverse Student Populations

The data that shows a shifting ethnic population indicates the need for culturally relevant curriculum and instructional practice. While there are no overt displays of cultural insensitivity on Lancaster High School's campus, cultural awareness and proficiency have only recently become a focus of professional development and discussions. The increasing Hispanic population, and rather steady African American population are both not performing at the same levels as the white population, as evidenced by passing and proficiency rates on the CAHSEE in both English and Math. It should be noted, however, that there are some indications of improvement, specifically on the ELA section of the CAHSEE. In 2010, performance of African Americans on this test rose by 5%; and on the 2011 test, performance of Latinos rose by 5%.

Additionally, the white subgroup continues to outperform other significant ethnic subgroups in all core subjects on the CSTs, but the achievement gap is most largely seen between our African American sub-population and white sub-population. In contrast, the achievement gap between white and Hispanic sub populations is usually significantly less. One noteworthy exception to this was on the 2011 CST, when the mean score for eleventh grade African Americans on the ELA section of the test was only 3.6% less than the performance of white students and 6.6% higher than the mean score of Hispanics.

In part, the need for cultural proficiency arises from a mis-match between the ethnic breakdown of the teaching staff and the student population. While 75% of the teaching staff is white, only 26% of the student population is white. Lancaster High School firmly believes that teachers can be effective regardless of whether or not they share a student's ethnic background, but the need for awareness of and even advocacy for student needs is apparent.

Perception data that illuminates this issue is the fact that 42.2% of students reported that teachers do not know about their cultural backgrounds. Perception data also indicates that while 80.4% of teachers view Lancaster High School as a positive environment, only 56% of students feel the same. Another discrepancy between student perception and teacher perception is revealed in the data that shows that 97.9% of students believe that their success in school is important to their families. When asked if students' success was important to students' families, a much smaller percentage of teachers (71.4%) reported that they believed so. The data indicate that there is a need for teachers to know more about the students' cultural backgrounds, for teachers to understand more about the

perspective of students and their families, and for the school overall to address the academic needs of sub-populations in the interest of building a more positive campus environment.

Special Education Student Group:

Lagging scores in the special education population also indicate that an overall focus on sub-populations and attention to their specific needs is increasingly important. From 2009-2011, the average SPED passing rate on the English portion of the CAHSEE was 29%, while 82% was the overall passing rate. On the Math section of the CAHSEE within the same time period, an average of 25% of SPED students passed, whereas 80% passed overall. However, it should be noted that SPED students showed significant improvement on the CAHSEE from 2010 to 2011. In 2011, the SPED pass rate on the English portion of the CAHSEE rose to 38% from the previous year's 23%. On the Math portion of the test, the score rose to 33% from the previous year's 16%.

Similarly, there is a discrepancy between SPED and Gen Ed CST scores. From 2006-2010, the average rate of SPED students scoring at proficient or advanced on the ELA 9 CST was 6.8%, compared to the Gen Ed rate of 46.8%. On the ELA CST 10, 3.4 % of SPED students scored proficient or advanced, in contrast with the general education's 45.6%. On the ELA CST 11 for the same time period, the proficient or advanced rate for SPED was 1.6 % compared to the general education population's 40 %. Special Education student performance is erratic across the five years whereas the general education performance tends to rise or level off with little fluctuation.

A similar discrepancy is seen in Algebra 1 in that 1.2 % of SPED students scored at proficient or advanced (averaged for five years, 2006-2010) compared to 13.6 of general education. It should be noted that both groups saw an increase in performance in the 2010 school year.

Critical Academic Need 1

Improve the performance of the African American, Hispanic/Latino, special education, and English learners student groups by implementing more culturally proficient curriculum and differentiated instructional practice.

Growth Targets - To measure this growth, we will analyze assessment data for:

- **The African American population.** We expect to increase the percentage of AA students who pass the ELA section of the CAHSEE by at least 5% annually, and to increase the percentage of AA students who pass the Math section of the CAHSEE by at least 5% annually. Additionally, we expect 5% or more of the AA population to score in a higher CST ELA performance band each year, and 5% or more of the AA population to score in a higher CST Math performance band each year.
- **The Hispanic/Latino population.** We expect to increase the percentage of Latino students who pass the ELA section of the CAHSEE by at least 5% annually, and to increase the percentage of Latino students who pass the

Math section of the CAHSEE by at least 5% annually. Additionally, we expect 5% or more of the Latino population to score in a higher CST ELA performance band each year, and 5% or more of the Latino population to score in a higher CST Math performance band each year.

- **Special Education students.** We expect 5% or more of the SPED population to score in a higher CST ELA performance band each year, and 5% or more of the SPED population to score in a higher CST Math performance band each year.
- **English Language population.** We expect to increase the percentage of EL students who pass the ELA section of the CAHSEE by at least 5% annually, and to increase the percentage of EL students who pass the Math section of the CAHSEE by at least 5% annually. Additionally, we expect 5% or more of the EL population to score in a higher CST ELA performance band each year, and 5% or more of the EL population to score in a higher CST Math performance band each year.

This Critical Academic Need is embedded in the “Five Focus Areas” of the school’s Single Plan for Student Achievement.

- AVID –Recruits and supports students in the “academic middle,” especially those students who belong to an ethnic group under-represented at four-year colleges. AVID also supports the use of culturally relevant curriculum and instructional strategies in all classes.
- EL – Supports students whose home language is one other than English. EL also supports the use of culturally relevant strategies in all classes.
- SPED – Supports students with learning or other disabilities. SPED also supports the use of strategies appropriate to various learning styles.
- Literacy – The Literacy Support program assists students from every major subpopulation. Providing this targeted support to students with demonstrated need should help improve the overall performance of each subpopulation.
- Math – The Math Support program assists students from every major subpopulation. Providing this targeted support to students with demonstrated need should help improve the overall performance of each subpopulation.

Critical Academic Need 1 is also supported in the new ESLRs. We expect students to become “responsible citizens with the ability to respect the diversity of people, as well as differing viewpoints and reasoning processes.” We acknowledge that understanding multiple backgrounds and perspectives is a school-wide endeavor, and that the interests of all parties are served when both students and teachers aim for this goal.

Questions that remain regarding Critical Academic Need 1

To what extent will becoming a more culturally proficient campus affect students' likelihood to rate Lancaster High School as a positive environment?

How can the teaching staff become more familiar with students' cultural backgrounds?

How can we ensure that increased familiarity with students' cultural backgrounds will translate in to improved academic performance for ethnically diverse student groups?

Critical Academic Need 2

Increase the frequency and improve the quality of inter and intra-departmental collaboration. This need will be met through quarterly collaborations that will offer teachers the opportunity to meet with others both within and outside their respective disciplines.

In professional development and leadership meetings, a recurring theme that the staff voices is the need for time and opportunity to collaborate. In the 2010-2011 school year, this need began to be addressed as the Instructional Coaches offered many paid inter-departmental professional development opportunities. However, the current budget has not allotted the Instructional Coaches the same time to plan and develop these opportunities this school year. Nonetheless, these invaluable collaborations remain a priority and an area in which we would like to focus more energy and attention.

A possible solution may come from re-designing the current block schedule. The current schedule has no collaboration or professional development time embedded within the work day. Currently, if teachers want to attend a collaboration, they are typically paid an hourly wage for their time after school. This arrangement makes it difficult for some to attend due to other professional and personal responsibilities. Embedded collaboration time would make regular meeting more feasible for many on staff.

This CAN is supported in all “Five Focus Areas” of the school’s Single Plan for Student Achievement.

- **AVID** – AVID is, by nature, interdisciplinary and supports collaboration. The AVID Elective teachers also teach other various subjects; and through AVID professional development, teachers campus-wide are given the opportunity to discuss and modify strategies that can fit any discipline.
- **EL** – Teachers in all subject areas work to meet the needs of EL students, and will be given the opportunity to meet and discuss strategies that work well for EL students across all disciplines.
- **SPED** – Many Special Education students are in General Education classes and placed in Resource class for support. Special Day Classes are standards based and held accountable to local and state testing assessments as well. Special Education Teachers and General Ed. teachers who have students or subjects in common are

given the chance to meet and plan learning opportunities together in an effort to enrich their students' education.

- Literacy – Literacy teachers use a wealth of reading strategies that can be used in other subject areas to assist students in accessing the curriculum. Lit. Support teachers and others will have the chance to meet and share materials and ideas.
- Math – Math support teachers will be given the chance to collaborate with Gen. Ed. math teachers to share strategies and materials. Additionally, math teachers can collaborate with teachers from other subject areas to build lessons that require the application of mathematical concepts.

The new ESLRs support Critical Academic Need 2 in the stated goal to produce “life-long learners with the ability to work both collaboratively and individually.” Lancaster High School seeks to build a working environment where students and teachers alike consistently work and learn together.

Questions that remain regarding Critical Academic Need 2

How can we create a culture of regular teacher collaboration?

What type of schedule would optimize teachers' ability to collaborate?

How can we ensure that collaboration will lead to measurable student learning?

CHAPTER 3

Summary of Progress

Critical Areas for Follow-Up from 2006 - 2009

During the 2006 WASC visit, the Committee identified the following as the Critical Areas for Growth and follow up:

- A. A need to improve classroom application of the concepts and practices presented in professional development.
- B. A need to more fully implement collaborative efforts and cross-curricular instruction among and within departments.
- C. Increased effort to utilize a vehicle to deliver accurate assessment of standards-based instruction in the classroom.
- D. Provide increased inclusion of all stakeholders in site-based decision making processes.
- E. A need to instill increased academic rigor in the curriculum.

During the 2009 revisit, the Committee commented on the progress of the critical areas for follow up and found the following:

- A. Many staff and departmental meetings have been dedicated to professional development on the improvement of instructional practice. Each quarter, the faculty participates in a benchmark exam debrief which results in a focused Classroom Walkthrough question.
- B. There has been a strong push at the district and site level to promote special and general education collaboration. Special Education teachers were being trained in AVID strategies and also attend core subject Department Meetings. Lesson study groups were developed to promote collaboration and best practices. While many teachers on campus have been trained in these strategies, consistent implementation campus-wide is not occurring.
- C. District-wide pacing charts and benchmark assessments have been developed and implemented in all four core subject areas. Every quarter, departments participate in a benchmark debrief to analyze district benchmark data, set instructional goals, and develop lesson plans to meet the needs of students.
- D. The principal meets quarterly with the School Site Council which consists of parents, students, and staff to review school goals and budgetary expenditures. Department chairs are given autonomy in assessing and allocating their departments' needs and budgets. Staff meetings are centered on curriculum and instruction rather than day-to-day school business that is handled through email and memoranda.
- E. District wide curriculum maps and pacing guides were developed and implemented with benchmark assessments to measure progress.

Significant Developments Pertaining to Critical Areas for Follow-up and the Action Plan From 2009-2012

Lancaster High School has worked diligently to achieve the objectives of the School-Wide Action plan and Critical Areas for Follow-Up developed during the previous full WASC Self-Study in 2006. To that end, there have been several significant developments and program implementations that have supported the continued growth and achievement of LnHS students.

Vision and Mission:

In focus groups, staff, faculty, students, and parents recently reviewed and revised the school's vision and mission. Within the groups, individuals suggested language to update, and then their suggestions were drafted in to several different versions. Finally, the different versions of the vision and mission statements were put up to a vote, and final versions were selected. The most notable change is in the vision statement, which used to state that our vision was to prepare all students to meet UC/CSU requirements. In every focus group, the concern was raised that the stated vision was too narrow and that we recognize that we are preparing our students for various paths after they graduate. The final language agreed upon now says that students will be "equipped for post-secondary education, the workforce, and all challenges of the twenty-first century."

ESLRs:

Within the focus group meetings, all stakeholders met and brainstormed a list of knowledge and skills they would expect students to have by the time they graduate. Once these lists were compiled, the focus groups then compared them with the old draft of the ESLRs. We decided that we still have many of the same expectations for our students, and therefore kept the structure of the ESLRs and simply updated them with several new modifications and additions. Most notably, the revised ESLRs have an increased focus on valuing diversity. With new language that indicates that we expect students to be able to "demonstrate...respect for human rights," "exhibit open-mindedness," and "advocate for self and others," Lancaster High School clearly has a heightened emphasis on the social aspect of education and the need to prepare students for a global society.

Five Focus Areas:

In the 2007-2008 school year, our district implemented the "five focus areas." These programs were selected based on areas of strength and areas of needed growth. AVID, Literacy Support, Math Support, Special Education, and English Language Learner programs are now emphasized on both Lancaster High School's campus and across the district. We have invested extra funding, time, and professional development in these five areas in a continual effort to strengthen instructional practice and improve student performance.

Instructional Coaches:

Since the last full self-study when Instructional Coaching at Lancaster High School was in its infancy, the infrastructure for supporting teachers through the help of their peers has continued to grow and improve. Currently, with the “five focus areas” established, most instructional coaches have a designated specialty (AVID, EL, SPED, Math Support, or Literacy Support). However, it should be noted that all instructional coaches assist teachers in whatever area of need they have. There are many skills and strategies that naturally are a part of several different focus areas. In general, all instructional coaches assist in facilitating professional development, analyzing district and state tests, and sharing best teaching practices across the campus. Currently, we have nine teachers who are part-time release Instructional Coaches. They are:

Alfredo Garcia	Sara Krueger	Michael McMillan
David Yerkes	Jennifer McElroy	David Carver
Elisa Frias	Tylecia Gatlin	Tom Shepardson

STEM classes:

The AV Union HS District’s Regional Occupational Program supplements the school’s programs by providing opportunities for students to explore vocations while earning academic credits. One important wing of ROP is the Career and Technical Education (CTE) department. At Lancaster High School, we offer CTE classes in engineering, visual communication, multi-media, web design, photography, and business. Over the last several years, many of our CTE teachers have attended district-wide trainings in STEM (Science Technology Engineering Math) philosophies and practices. Lancaster High School is moving in the direction of fully implementing the STEM model. A remarkable achievement in this area is the LAMPE (Learning and Achieving through Multimedia Production and Engineering) program on our campus. Recently, Duane Robertson, a Lancaster High School teacher who has pioneered the LAMPE program received special recognition from the California Association of Regional Occupational Centers and Programs. The LAMPE program was recognized as a model program for equipping students with technical skills and real-world experience. In LAMPE and the associated ROP classes, students produce news programs for both television and radio broadcast and learn to use many multimedia and design software programs. Implementation of STEM structures is an exciting development at Lancaster High School and promises further success in the coming years.

Technology:

Through generous donations from JPL (the Jet Propulsion Lab of the U.S. Air Force), Lancaster High School has purchased Promethean boards for most math and science teachers on our campus. Among other features, this technology allows teachers the

versatility of projecting and annotating instructional documents, and quizzing students to quickly assess mastery of material. These donations have also been used to establish one classroom with iPads for instructional use. Additionally, students learn various software programs to produce the school's yearbook and products for Eagle Graphix (the student-run graphic design class). Along with students, teachers are also increasingly using technology as a vital part of their daily work. Teachers use the features of PowerSchool (attendance, grades, and student information program) and OARS (district assessment database) to track student performance. With the school's upcoming plan to become a fully wireless campus, we look forward to continually using technology to support instruction and meet our students' needs.

Interventions:

For students who struggle to meet the demands of grade-level work, we provide several interventions to support and assist them. The two broadest intervention programs that have been newly implemented since the last WASC self-study are Literacy Support and Math Support. Based on seventh grade CST scores, teacher recommendations, and diagnostic exams given at the start of ninth grade, students are placed in Read 180 and/or Algebra I support.

For students struggling to pass the CAHSEE, a weekend "CAHSEE bootcamp" is offered to any interested student. Further help with the math portion of the CAHSEE is delivered through a CAHSEE support class (which makes use of the CAHSEE Revolution computer program). Additionally, after school tutoring is offered to all students in most subject areas.

School-Wide Action Plan From 2006 to Present

In 2006, during the last full self-study and WASC visit, the AVUHSD was just beginning to align the goals of the district with those of its schools so that all ten sites would be streamlined. Over the next six years, the District Office restructured the organization of the district goals into five focus areas: AVID, Literacy Support, Math Support, Special Education, and English Learners. To that end, all schools within the district have centered their Single Plan for Student Achievement around those five components. The Lancaster High School action plan created and implemented six years ago focused on four of those five areas in addition to the improvement of school safety. Thus, the goals of the last action plan became embedded as part of the daily fabric of LnHS. Simply put, the focus of the action plan six years ago has remained a top priority at this school due to the fact that those areas are addressed consistently each year in the Single Plan for Student Achievement.

To address the Action Plan from 2006 and the SPSA every year, Lancaster High School has specifically focused its resources on these five areas in the following ways:

Academic Need 1 of the Action Plan and Goal 1 of the SPSA 2006

Improve Student Achievement in Math and English

The Significant Developments described above have been the most aggressive and effective measures implemented to improve Math and English scores. Those measures that specifically apply to English and Math improvement include:

- Reading and Math Intervention Classes
- Instructional Coaching
- CAHSEE Intervention and Boot Camp
- After School Tutoring
- The new Power School Program that tracks student grades, information, and discipline.

These measures have proven to be successful over the past six years as evidenced by the growth target data below.

2006 Growth Targets in English and Math:

1. Increase by at least 7% in the number of students performing at Proficient or Advanced on the ELA CST and 5% on the Math CST.

% Prof/Advanced on ELA CST	2006/07	2010/11	Growth
Grade 9	46%	51%	+ 5%
Grade 10	31%	44%	+13%
Grade 11	35%	46%	+11%

% Prof/Advanced on Math CST	2006/07	2010/11	Growth
Algebra I	10%	14%	+ 4%
Geometry	9%	10%	+1%
Algebra II	9%	13%	+4%

Though the growth target was only met in the 10th and 11th grade ELA CST, both Math and English have shown positive growth in the past six years.

2. Increase by at least 5% the number of students passing the ELA and math portion of the CAHSEE

# and % of Students Passing	2006/07	2010/11	Growth/Decline
English CAHSEE	593 (76%)	479 (85%)*	+ 9%
Math CAHSEE	521 (66%)	452 (81%)*	+15%

***This growth target was almost doubled for the English portion and it was tripled for the Math portion of the CAHSEE. The percentage is adjusted for the decline in student enrollment.**

Academic Need 2 of the Action Plan and Goal 2 of the SPSA 2006

Increase Achievement of students in the Special Education Student Group.

Several significant changes have been implemented to improve the performance of the Special Education sub-population as measured on the CST and CAHSEE.

- Three years ago, the Resource Specialist Program (RSP) and Special Day Class (SDC) teachers were integrated into the core department subject areas so they could design their special education instruction based on the standards that are being taught in the general education setting. SPED teachers and Gen Ed teachers have thus been able to collaborate with each other regarding curriculum, instruction, and data analysis.
- In 2011, the RSP classes were restructured so that the RSP teachers work with a small group of their own students each block. In this setting, teachers can assist students on assignments and homework that they struggle with in their regular classes. This smaller setting has been invaluable in that it provides specific one-on-one instruction to the students who struggle most often.

Special Ed Students Passing CAHSEE

	2007		2011		Growth
	#	%	#	%	
English	21/103	20%	24/63	38%	+18%
Math	20/114	18%	21/63	33%	+15%

It is clear to see that there has been incredible growth within the Special Education sub-population on the CAHSEE pass rate. It is also worthy to note that for the last several years, SPED students with a waiver are exempt from taking the CAHSEE, resulting in lower numbers of Special Ed students who actually take the exam. However, though this student population has seen growth, a significant achievement gap still exists.

Academic Need 3 of the Action Plan and Goal 2 of the SPSA 2006

Increase achievement of students in the English Learner Student Group.

With regard to action steps taken to improve EL academic achievement, our EL Coordinator, along with his aide, has helped to organize and facilitate quarterly EL Advisory Committee (ELAC) meetings in which parents, students, staff, and community members discuss issues related to the EL program. Additionally, EL tutoring specifically for students who struggle with the English language has been implemented and students classified as Intermediate and Early Advanced are

placed in the Literacy Support READ 180 classes. These measures along with the hard work of our EL Coordinator have resulted in significant academic growth in many areas for the EL students.

EL Students % Prof/Adv ELA CST				EL Students % Prof/Adv Math CST			
	2007	2011	+/-		2007	2011	+/-
9	19%	11%	-8%	Alg I	6%	9%	+3%
10	8%	10%	+2%	Geometry	5%	3%	-2%
11	0%	14%	+14%	Alg II	NA	0%	-

EL Students Passing CAHSEE	2007		2011		+/-
English	42	47%	32	65%	+ 18%
Math	48	51%	29	59%	+8%

# of Students Classified as either Early Advanced or Advanced on the CELDT	
2007	122 (56%)
2011	43 (66%)

*A decline in enrollment between 2007 and 2011 resulted in a decline in the number of students who take the CELDT. The percentage is adjusted to reflect this change.

Academic Need 3 of the Action Plan and Goal 7 of the SPSA 2006

Objectives:

- **Reduce the incidents of unsafe behavior on campus**
- **Provide a positive learning environment that will increase test scores.**

The fourth and final goal of the 2006 Action Plan is not explicitly a goal in the annual SPSA but is unequivocally tied to academics. As such, this goal is embedded in the SPSA through various action steps. This goal aims to reduce the incidents of unsafe behavior on campus as well as maintain a positive learning environment, in an effort to increase academic achievement. There are a wide variety of steps that LnHS has taken to ensure this goal is met.

- Lancaster has a full-time Sheriff's Deputy stationed on campus every day to help with law enforcement issues.

- Every summer, Link Crew organizes and facilitates a Freshmen Orientation in order to acclimate incoming 9th graders to the Lancaster High campus and help them smoothly make the transition to high school. This is an invaluable part of the freshmen experience in that it helps students build relationships with the upperclassmen, ultimately contributing to a positive culture on campus.
- Teachers and Administration have a very structured discipline system that aims at keeping students in class, in a learning environment, while also providing a place for disruptive students to go when they are impeding the learning process. Vice Principals suspend students who have gone through the steps of progressive discipline and are not correcting their behavior.
- There are several programs available for students to help prevent or curb inappropriate behaviors. Power of Choice, offered through the counseling office, can be given to students who have made an incorrect choice when faced with a conflict on campus. This program counsels students in ways to make informed and appropriate decisions and deal with their anger. Other programs offered through counseling are Anger Management, Conflict Management, and periodic group presentations and guest speakers.
- In addition to discipline policies and procedures, there are many positive reinforcement activities that help foster a positive learning environment. One example is that students in the READ 180 Literacy Support class have an award ceremony at the end of every semester, recognizing individual students for their hard work and progress in that class.

Suspension & Expulsion Comparison

	2006/07		2010-11		+/-
	#/total	%	#	%	
Suspensions	515 / 3423	15%	371 / 2459	15%	Same
Expulsions	64 / 3423	2%	28 / 2459	1%	-1%

Though the suspension rate has remained steady over the past five years, the rate of expulsions has dropped.

Summary

Lancaster High School has experienced some significant changes in academic and cultural programs since 2006; and on the whole, students have shown steady progress and growth. While there remains a strong need to focus on the ethnically diverse student populations and their academic progress, Lancaster High continues to move forward and make positive gains. It is evident that everyone at LnHS, from administrators, teachers, and staff to students, parents and the community is committed to ensuring that students grow academically and socially in their four years on campus.



FOCUS GROUP A - ORGANIZATION



MEMBERS

Focus Group Leaders

David Hood – JROTC Teacher

Roxanne Fairweather – English Teacher

Focus Group Administrator

Steve Radford – Principal

Bailey, Russ- Math Teacher
Banks, Safiyah- English Teacher
Barnes, Lorena- SPED/ED Teacher
Baumbach, Glen- Science Teacher
Berkley, Elinore- Spanish Teacher
Bowers, Dee- SPED/SDC Teacher
Butler, John- History Teacher
Carnes, Nancy- Science Teacher
Carver, David- Math Teacher
Craft, Kiley- VAPA Teacher
Fairweather, Roxanne- English Teacher
Goodreau, Jamie- History Teacher
Hathaway, Lorraine- English Teacher
Holland, Cheryl- I.S. Teacher
Jones, Cumby - Health Teacher
Miller, Jeannie - Math Teacher
Salinas, Daniel- SPED/Severe Teacher
Swearingen, Chris - SPED/Severe
Walker, Ted- SPED/ED Teacher

Adkins, Kerry- Campus Supervisor
Berumen, Stacy- Registrar
Bryan, Chuck- Maintenance 1
Carrillo, Jennifer- Cafeteria Personnel
Champion, Cynthia- Cafeteria Personnel
Chavez, Mario- Director of Security
Derie, Lois- Paraeducator
Fiorillo, Theresa- Night Custodian
Garcia, Blanca - Paraeducator
Gonzalez, Helen- Cafeteria Personnel
Hollingsworth, Jamie- Paraeducator
Howard, Jason- Media Network Tech
Jones, Shirley- Paraeducator
Leonhardt, Velda- Paraeducator
Mahoney, Bill- Custodian II
McMillin, Kathleen- Paraeducator
Plaisance, Laura- Paraeducator
Rouzer, Virginia- Cafeteria Personnel
Tope, Stephanie- ASB Clerk Typist
White, Debora- Cafeteria Personnel

Smith, Damond – Student, 11th Grade

Landrus, Gwen - Parent



Principal Steve Radford

Focus on Learning School-Wide Criteria

Category A - Organization

Criterion A 1 – The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by expected school-wide learning results and the academic standards.

Findings	Evidence
<u>VISION AND PURPOSE</u> The Lancaster High School Vision Statement reflects the entire school community’s belief in our students’ ability to learn and achieve beyond high school. LnHS staff, students, and parents participated in the creation of the Vision statement through a series of meetings in which all in attendance reviewed previous Vision and Mission statements and then contributed to the creation, editing, and approval of a new version. Changes were made based on the needs of students in this technologically based and career-minded society. All stakeholders then reviewed several versions of the new vision statement, and voted for a final draft. It is posted in public locations around the campus and is on the LnHS web site as well. The LnHS Mission statement was created through the same process as the Vision statement with a focus on the method by which the vision will be accomplished. The mission states that the staff of Lancaster High School will use the best instructional practices and curriculum to provide a safe environment and ensure all students grow towards academic achievement, emotional maturity, physical well-being, and social responsibility. We believe students should grow not just academically but also personally and be afforded opportunities to do so both in and outside of the classroom. The LnHS Expected School-Wide Learning Results were born during focus group meetings from an extensive process of questioning, discussing, and identifying the essential abilities students should possess upon graduation. Stakeholders determined that students who exit Lancaster High School at the end of four years should be REAL Eagles: <ul style="list-style-type: none">• Responsible Citizens• Effective Communicators• Analytical, Creative, and Critical Thinkers• Lifelong Learners The LnHS vision, mission, and ESLRs align with the district mission which is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.	 The newly revised vision statement is reflective of all stakeholders. lnhs.org Vision Statement Mission Statement LnHS ESLRs www.avuhsd.org AVUHSD Mission

Criterion A 2 – The governing board: (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan.

Findings	Evidence
<p><u>GOVERNANCE</u></p> <p>The Antelope Valley Union School Board meets at least twice a month to set the district vision, establish policies, and evaluate the Superintendent and his governing practices. The Board convenes for special sessions as needed. Board policies and expectations are posted on the district web site for public viewing. Board agendas and minutes are also posted to the web site for the public.</p> <p>The LnHS vision and ESLRs are directly aligned with the AVUHSD Board policies and District Mission. The LnHS School Site Council meets quarterly and reviews all board actions.</p> <p>Board members visit the LnHS campus at least once a month and are stakeholders involved in various academic and extracurricular programs. All school-based decisions regarding financial spending, curriculum, instruction, student activity, and professional development must be approved by the School Board.</p> <p>In addition, all school decisions are based upon the Single Plan for Student Achievement which identifies five academic focus area goals related to AVID, Literacy Support, Math, Special Education and English Learners. These five areas have been designated by the District as the foci for all schools and are therefore the backbone of the SPSA and the driving force for LnHS.</p> <p>The SPSA is reviewed and refined annually by the principal, Instructional Coaches, and the School Site Council, and then it is approved by the AVUHSD School Board in the fall.</p> <p>As the school board sets the vision and policies, the district offices ensures that the Lancaster High School academic program is in alignment with Board and district goals. Two times a year, student representatives who are part of the Inter-district Communication Council (ICC) make a visual presentation that summarizes the extracurricular, athletic, and academic accomplishments of LnHS to date. In addition, AVUHSD cabinet members make annual presentations to the board regarding the district and individual school’s progress. The principal attends every school board meeting to answer any questions that come up about the school.</p> <p>The public is free to speak openly at school board meetings and formal complaints can be turned into the principal or district office for review and resolution by school and district personnel.</p>	<p>Board Agendas, Policies, and Minutes posted to district web site</p> <p>Board Policies are posted on www.avdocs.org</p> <p>School Site Council Minutes</p> <p>SPSA</p>

Criterion A 3 – Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards. The school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs.

Findings	Evidence
<p><u>LEADERSHIP AND STAFF</u></p> <p>Lancaster High School encourages all shareholders to participate in the planning processes for the school and provides ample opportunities for shareholders to do so. Parent Advisory Committee (PAC) and School Site Council (SSC) meetings allow for opportunities for parents and community members to be a part of the decision-making process and stay informed of the progress of Lancaster High School.</p> <p>The District holds bi-weekly Principal and Assistant Principal's meetings to share important information regarding school operations. The LnHS administrative team, which consists of the principal, assistant principal, three vice-principals, the head counselor and the head of security, meet once a week to communicate regarding daily operations, student issues, and school goals.</p> <p>The principal meets with the school site council, department chairs, parents, students, and instructional coaches at least once a month to discuss school decisions and plans. A faculty and department meeting takes place monthly to disseminate information, set goals, and make plans.</p> <p>The principal works collaboratively with the administrative team and departments to create and define the Single Plan for Student Achievement based upon student data, academic needs, and ESLRs.</p> <p>In addition, the Single Plan for Student Achievement outlines the goals for the school in relation to how much money is needed to accomplish those goals and from what funding source. The SPSA specifically communicates the types of resources needed for each action item in order to achieve the school goals. To date, the School Site Council has reviewed and approved the SPSA annually, but we are looking to have individual departments and the SSC take more of an active role in developing the SPSA (as opposed to just approving it).</p>	<p>PAC and SSC meeting agendas</p> <p>Meeting agendas and minutes</p> <p>SPSA ESLRs</p>

Criterion A 4 – A qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and on-going professional development.

Findings	Evidence
<p><u>LEADERSHIP AND STAFF</u></p> <p>Employment qualifications are listed in the postings for available openings. Employee expectations are also communicated through the individual contract and staff handbook, available to all employees on their computer desktop. Questions are answered and clarifications made through email, department and faculty meetings, or individual discussions as the need arises.</p> <p>Teachers must meet the credential requirements set forth in the state guidelines and all teachers' backgrounds, credentials, and qualifications are checked and verified through the District Office prior to employment. The school is monitored by the district office to ensure that all teachers are designated as Highly Qualified. If a teacher is found not to be Highly Qualified, they are informed in writing through a letter sent home and required to attend the appropriate training to earn that title, or they are placed in an academic area for which they are qualified.</p> <p>Newly credentialed teachers participate in the two-year BTSA program or other college approved programs to ensure support and guidance in their first few years of teaching.</p> <p>Administrative expectations and policies, along with school procedures and operational practices can be found on every employee's computer desktop as well as the shared school server.</p> <p>Administration meets with all certificated staff annually to discuss their Plan for Professional Growth. This includes their professional goals and objectives for the current year, and is based on the California Standards for the Teaching Profession.</p> <p>Non-Tenured teachers are observed at least twice a year and a summary evaluation is placed in their personnel file. Tenured teachers are observed and evaluated a minimum of once every other year, as per the AVTA Contract.</p> <p>All teachers are credentialed in their specific area of instruction. When a teacher is assigned curriculum outside of their credential, the school and District provides those teachers with the necessary means to become qualified in a timely manner.</p> <p>Internal communication is made using email, phone calls, and face-to-face meetings. Should conflicts arise, differences are resolved in department meetings, one-on-one conversations, or when necessary, with administrative support.</p>	<p>Job Posting Brochures www.avuhsd.org</p> <p>CDE</p> <p>BTSA Program (meeting agendas, memos)</p> <p>Welcome Packet (staff handbook on desktop)</p> <p>Plan for Professional Growth</p> <p>Summative Evaluations</p> <p>AVTA Contract</p> <p>CDE</p> <p>Email Meeting Minutes</p> <p>Prof. development agendas and materials</p>

<p>At least once a month, professional development opportunities are provided on campus for continuous improvement. There are seven in-house, subject specific Instructional Coaches who facilitate professional development, observe classrooms and engage in peer-to-peer coaching.</p> <p>The administrative team meets once a week on Wednesdays to review and discuss school business pertaining to student safety, personnel issues, academic progress, facility conditions, and organizational decisions. If any policy or practice is in need of change, the process to change it begins in these weekly administration meetings.</p> <p>The principal and assistant principal meet at the district office for bi-monthly district meetings to share best practices and receive direction and guidance from the district office. Once a month, all administrators from every school in the district meet to discuss each school's progress in the Five Focus Areas (AVID, Special Education, Literacy Support, Math Support, and EL) and to share best practices.</p> <p>Furthermore, administration meets once a month with department chairs and instructional coaches to make informed school decisions and plan professional development. Each administrator is assigned to one of the focus areas and meets individually with the instructional coach of that same area to look at data and set meeting and professional development agendas.</p>	<p>Admin. Meeting Minutes</p> <p>Principal and AP Meeting Minutes</p> <p>Focus Area Binders Focus Area Minutes</p>
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Criterion A 5 – Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Findings	Evidence
<p><u>LEADERSHIP AND STAFF</u></p> <p>Professional Development is designed to support areas for improvement as shown in the student achievement data. Moreover, professional development is consistently linked to the SPSA and the five focus areas for student achievement.</p> <p>The school supports professional development for certificated and classified staff with time, personnel, material, and fiscal resources as needed to ensure students achieve at high levels. Administrators and Instructional Coaches create professional growth opportunities for staff members and then attend and/or facilitate those sessions.</p> <p>Opportunities for teacher observation of colleagues are available as Instructional Coaches can offer class coverage.</p> <p>Though many departments routinely meet informally for collaboration</p>	<p>SPSA Professional Development Agendas</p>

<p>and at least once a month for their department meetings, there is not much formal time set aside for cross-curricular collaboration in which teachers from different subject areas can discuss and plan lessons together.</p> <p>As part of the California Standards for the Teaching Profession, a professional development component is included as part of the annual teacher evaluation. Administrators comment on the teacher's participation in professional development and how it has impacted their practice.</p> <p>Participants in professional development sessions are asked to write reflections and give feedback on the effectiveness of the sessions offered. But most importantly, we use a combination of student performance data and teacher observation/recommendations to determine the effectiveness of specific professional development.</p> <p>Each departments meets quarterly for the purpose of benchmark review and reflection. Teachers evaluate student performance and adjust instruction based on areas of student need. The same process is followed annually in preparation for CST exams. Student performance data from the previous year is used to build lessons based on student need. Both benchmark and CST data debrief sessions result in "SPA Treatment" lessons (SPA stands for Standards, Process, Assessment).</p>	<p>Teacher Summative Evaluations</p> <p>PD Reflections</p> <p>Annual Teacher Evaluation forms</p> <p>Benchmark Data Debrief agendas</p> <p>CST Data Debrief Agendas</p> <p>"SPA Treatment" lessons</p>
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Criterion A 6– The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results.

Findings	Evidence
<p><u>RESOURCES</u></p> <p>Using the Single Plan for Student Achievement as the guiding force, the principal, along with the School Site Council and leadership team, determines the best way to allocate fiscal, physical, and human resources. The School Site Council meets four times a year and the principal meets once a week with the campus Site Accountant to review budget, available funds and spending.</p> <p>The Associated Student Body meets weekly to approve activities and funding pertaining to student events, athletics, and club spending.</p> <p>Each department is given autonomy as to how to budget their resources.</p>	<p>SPSA Site Council Minutes Accounting Records</p> <p>ASB Minutes</p> <p>Department</p>



FOCUS GROUP B - CURRICULUM

MEMBERS



Focus Group Leaders

Alma Del Llano – AVID/Science Teacher

Tom Shepardson – History Teacher

Focus Group Administrator

Jose Barajas – Assistance Principal

Anderson, Vicki- Guidance Counselor

Arriola, Constance- Science Teacher

Carver, Derek- Math Teacher

Del Llano, Alma- Science Teacher

Dickey, Angelina- SPED/SDC Teacher

Fenbers, Robert-Math Teacher

Garcia, Alfredo-AVID Teacher

Harris, Michele- History Teacher

Holt, Cheryl- I.S. Teacher

Klein, Michelle- French Teacher

Krueger, Sara- English Teacher

Lexin, Tim- SPED/Severe Teacher

McElroy, Gavin – English Teacher

Melvin, Sid- AFJROTC Teacher

Miller, Dean - On Site Cont. Teacher

Myers, Kassie- SPED/Severe Teacher

Perry, Dave- Behavioral Science Teacher

Reinford, Corinne- CTE Teacher

Woodward, Jerry- CTE Teacher

Adams, Rochelle- Cafeteria Personnel

Rush, Benjamin- Groundskeeper II

Beylotte, Kathleen- Paraeducator

Calhoun, Judy- Cafeteria Personnel

Casaus, Michelle- Speech Paraeducator

Churchill, Susan- Paraeducator

Cockrill, Leonard - Custodian

Dohn Walker, Melanie- Computer Lab Asst.

Fitzpatrick, Richard- Groundskeeper II

Grimes, Shon- Cafeteria Personnel

Gutierrez, Jose - Paraeducator

Haymond, Chris- Campus Supervisor

Hubler, Daniel- Locker Room Attendant

Kelley, Lisa- Paraeducator

Lindstrom, Kathleen- Paraeducator

Mailes, Carmen- Paraeducator

Mendez, Eva- Switchboard Operator

Polizzi, Michele- Vice Principal Secretary

Serrano-Gonzalez, Marisol- Bilingual Inst. Aide

Torres, George- Campus Supervisor

Camacho, Camille – Student, 10th grade

Parke, Erika – Student, 10th grade

Martinez, Debera - Parent

Raja, Dan - Parent



Focus on Learning School-Wide Criteria

Category B – Curriculum

Criterion B 1 – All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Findings	Evidence
<p><u>Rigorous, relevant, standards-based curriculum</u></p> <p>Lancaster High School uses Marzano, SDAIE and AVID strategies including Summaries, Cornell Notes, Thinking Maps and feedback into our curriculum. Support for implementation of these strategies has been offered in the form of professional development opportunities. Intradepartmental collaboration resulted in common goals for strategy implementation. For example, the Biology department committed to focusing on the implementation of vocab. maps while the English department committed to focusing on revision techniques to scaffold the transition from casual language to the development of a strong academic voice.</p> <p>Our English and Math support classes are dedicated to identifying and closing learning gaps through the use of “Read 180” and “Fastt Math & Fractionation.” Significant growth has been observed within the Read 180 program. On average, at the end of the 1st semester, there are 3-8 students who have grown enough in the intervention program to be exited from the program and returned to regular core classes. In addition, some of our students in math support have scored even better on benchmark exams than the general population.</p> <p>All departments adhere to state and district standards. In core classes, text books are aligned to state standards and students participate in the benchmark examination process. Rigor is promoted through the use of formal and informal feedback.</p> <p>LnHS’s curriculum promotes our Expected School-wide Learning Results (ESLRs) through the nurturing of critical thinking and effective communication skills. Socratic Seminar trainings and guided lessons were strongly promoted last year and continue to be a focus this year. Last school year (2010-2011) our school purchased AVID Weekly—an online database of articles organized by subject and reading level. These articles are used to promote reading across all subjects and are usually followed by class discussions, usually through Socratic Seminar. Instructional Coaches communicated with staff last year through e-mails and trainings to familiarize all teachers with access and use. This was presented in</p>	<p>Student Work Samples</p> <p>Professional Development agendas, lessons, and resources</p> <p>SAM reports</p> <p>Benchmark & CST Scores</p> <p>Read 180 student reading scores</p> <p>Gen Ed Math and Math Support benchmark scores</p> <p>Textbooks (with standards)</p> <p>District Pacing Guides</p> <p>Benchmarks</p> <p>Student work samples</p> <p>Writing prompts (Bellworks, Quickwrites)</p> <p>ESLRs</p> <p>“Marking the Text” work samples using</p>

<p>conjunction with our Critical Reading curriculum. While some departments are being proactive in its implementation and/or seeking additional support, as a school we would benefit from more school-wide implementation of this resource.</p> <p>In alignment with our ESLRs, Lancaster High School expects students to advocate for self and others. We seek to empower students and assist them in making ethically sound decisions. To that end, we continue to be committed to our anti-bullying campaign. Last year our efforts were highlighted in PBS's "Not In Our Town" television special. This year our "Not in Our School" anti-bullying club continues to reach out to students in an effort to make our school safer. Health teachers worked closely with the counseling department to prepare anti-bullying and harassment presentations that take place in our theater. These are followed up by in-class Socratic Seminars and other related classroom assignments/activities.</p> <p>Rigor, Collaboration, and Academic Support: Student work samples can be found on classroom walls. Rigorous curriculum is promoted through the use of relevant and engaging lessons/activities. During core department meetings, benchmarks are analyzed and Power Lessons or "SPA treatments" are created to address areas for improvement. ("SPA" stands for Standards, Process, Assessment)</p> <p>All sophomores and students who have not passed all sections of the CAHSEE are given access to our online Revolution course. This personalized program identifies the standards and concepts that present a difficulty to the student in addition to identifying areas of mastery. The program also offers tutorials and homework in the areas where additional assistance is needed. For a more intensive focus on content standards, we offer four CAHSEE Boot Camp sessions which use the Revolution program in conjunction with other related materials.</p> <p>Curriculum is reviewed on a continual basis. Through regular data analysis debrief meetings, teachers review students' test results and share strategies that support student learning. During the summer, <i>ad hoc</i> committees comprised of teachers representing all our comprehensive sites meet to review the curriculum, build pacing guides, and edit benchmarks for all core subjects. These are then reviewed by the teachers at each school site.</p> <p>Student enrollment in rigorous courses closely resembles the demographics of our school. The master schedule is structured to support student enrollment in rigorous courses. Students are highly encouraged to take A-G courses in an effort to prepare them to competitively pursue post-secondary goals. Additionally, AP courses (among the most rigorous on campus) are open to all students with the desire and willingness to take on challenging work.</p>	<p>AVID Weekly. Socratic Seminar work samples</p> <p>Pictures/News Articles Meeting Minutes Student Work Samples from Health Classes</p> <p>Student work samples: class work, homework, assessments, and projects. Power Lessons and materials "SPA" lessons and materials</p> <p>Computer Lab Sign-In Sheets Lab Reservation Schedule/Calendar CAHSEE Boot Camp Pamphlets</p> <p>Benchmark data analysis collaboration Ad hoc committee agendas and products Benchmark pacing guides and assessments</p> <p>Master Schedule List of students who signed up and/or passed the AP Test Demographic make-up of AP courses</p>
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<p>In the Special Education department, Strategies for Success classes are offered for all Resource Support Program students in grades 9-12. YES (Youth Employment Skills) is offered for 11th grade. Each grade level has its own focus area. For example, 10th graders focus on CAHSEE preparation. Out of the entire district, our SPED department had the biggest API growth with a 77 point increase in 2011. Teachers and aides collaborate with general education teachers to identify best teaching practices. The Student Support Center (room 117) provides students with needed resources and a place to receive extra help or time for testing apart from the classroom. Severe classes have CBI (Community-Based Instruction) which provides students with an opportunity to gain instruction through community integration. One example of learning in this context is when students take the city bus to a local store and work on developing their money-counting and reading skills while obtaining travel training. The lesson is then followed up by a cooking lesson). Any Special Education student who has scored Below Basic or Far Below Basic qualifies to take the CMA exam (California Modified Assessment) as part of the CST, as long as that modification is written into the student's IEP.</p> <p>The AVID program takes students on an average of three university field trips per year with each trip consisting of visits to various campuses. Students obtain firsthand experience on deciphering what campus works best for them, and meet with university representatives to discuss acceptance requirements and procedures. Additionally, the AVID Writing and Critical Reading curricula support ELA standards, while AVID tutorials support all other subject-area standards.</p> <p>Rigor within ROTC classes is guaranteed through the implementation of a national curriculum. During the first year, cadets learn about group dynamics, accountability, marching, and Air Force History. 2nd year cadets develop public speaking skills, and learn to prepare professionally written military documents. These cadets also focus on a curriculum that is rich in aerodynamic principles. 3rd year cadets develop research skills for scholarships and colleges while learning about space technology, government programs and national objectives. During their 4th year, cadets run and coordinate cadet corps and events.</p> <p>History and Civics/Economics Students engage in a variety of strategies including project-based learning. Specifically, Pride of the Nation, an annual event that students host to honor and raise funds for veterans, teaches students content-area material and real-world skill. Additionally, the International Economic Summit project teaches students economic principles and international relations. Project-based learning includes small and large cooperative learning groups, with heterogeneous ability grouping. Project-based learning includes opportunities for visual learners, auditory learners and kinesthetic learners to demonstrate their mastery of student learning objectives in a variety of ways, including the development of PowerPoint presentations, posters, costumes, and the collection and presentation of artifacts.</p>	<p>Agenda for AP recruitment presentation by counselors</p> <p>List of Sp. Ed. Students enrolled in mainstream courses.</p> <p>Student Support Center logs</p> <p>Schedule of classroom support visits</p> <p>Student work samples & lesson plans</p> <p>Fieldtrip itineraries Fieldtrip scavenger hunt list</p> <p>AVID Curricula AVID Tutorial forms</p> <p>Student Work Samples</p> <p>ROTC Curriculum</p> <p>Pictures, Student work, Curriculum resources and timelines</p>
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<p>Over the past four years Creative Writing has produced a class journal with the help of Eagle Graphix (the publishing division of the Multi-Media program). The journal is made during second semester after students submit copies of their best poems or stories written during first semester. Students normally get feedback from other students or the teacher to help decide which poems would be best for the journal. Multi-media students then take electronic copies of assignments and design the layout. They also take time to choose artwork or graphics as background for the written pieces. Creative Writing students are able to buy copies of the journal at-cost from Eagle Graphix. The first two editions of the journal were named “My Pencil’s Out of Ink.” It has been more recently changed by students to “We Have the Write.”</p> <p>After the third quarter script-writing unit, Creative Writing students vote among themselves for the top scripts to be performed by Advanced Drama class. Apart from the fall Showcase put on by Advanced Drama, their collaboration with Creative Writing is a major project as actors have to memorize lines and perform before a student audience in the spring. The scripts are a challenge to writers and actors because they are dialogue-driven, so extra staging aspects like props, sound effects, and special lighting are minimal.</p> <p>Instructional Coaches have worked to take AVID strategies school wide. These strategies help improve the level of rigor found in all classes because they promote the application of critical thought. (Socratic Seminar, Cornell notes)</p>	<p>Published works/journals</p> <p>Student work samples Videos of performances</p> <p>PD resources and student/teacher work samples.</p>
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Criterion B 2– All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

Findings	Evidence
<p><u>Equal Access and Personalized Learning Plans</u></p> <p>Our school offers tutoring in all core subjects and some electives. Through reflective practices of our school’s needs, this year we opened two new sessions. We added a section of tutoring for students who need support with the college application process: SAT prep, proof reading of college essays, etc. Furthermore, we opened up a section for students who need assistance with multimedia and technology.</p> <p>During CST testing in Spring 2011, AP teachers provided AP test preparation workshops for all seniors planning to take AP tests in May. Students reported that they felt the time spent in their workshops improved their confidence levels as they prepared for the tests.</p>	<p>Tutoring Schedule Tutoring sign-in sheets</p> <p>Workshop Resources Sign-in sheets</p>

<p>Special Education students have been enrolled in mainstream classes while also having a support class so that they will have the resources they need to succeed in a rigorous curriculum.</p> <p>Our Severe SPED population is offered transition and rehabilitation programs. The department works with We Care and other programs so that by age 22 these students can be productive citizens with more independence.</p> <p>Through the Career Cruising program offered through the Counseling office, students start researching and exploring potential career options, scholarships, and grants early in their high school career. This is done within their freshman Health and AVID classes.</p> <p>There is an increasing emphasis at Lancaster High on STEM classes. We offer classes rich in technology and math, such as engineering, visual communication, multi-media, web design, photography, and business.</p> <p>Learning and Achieving in Multimedia Production and Engineering, or LAMPE, is digital media program, offered through the school's Regional Occupational Program. It has earned state recognition as a model program from the California Association of Regional Occupational Centers and Programs and is considered a model program for the next three years. Through it students learn about computer graphics, Photoshop, Music Production and Broadcasting, software development, etc. The program is made accessible and beneficial to all students, including English Learners and Special Educations students. Students in Robertson's multimedia program can achieve certification in Adobe multimedia such as Photoshop, Dreamweaver and Flash. Students also can be certified in Avid's Pro Tools audio production software.</p> <p>Our Counseling Department, Assistant Principal, and Student Services office review graduation requirements and assure that all students have access and support to complete the graduation requirements. We are currently working to make all courses A-G compliant.</p> <p>Students who are falling behind in credits now have a more rigorous option of remediation available to them. We have started to implement the use of APEX in alternative settings such as On Site Continuation (OSC), Opportunity, Independent Study, and Supplemental Instruction.</p> <p>AP courses promote a rigorous curriculum which increases student chances of success in varied fields while providing the opportunity for students to earn college credit when they pass the AP exam(s). All 10-12th grade students willing to take on the extra work have the opportunity to enroll in AP classes. Aside from teachers promoting honors and AP classes, our counselors are also very involved in the</p>	<p>List of Sp. Ed. Students enrolled in mainstream courses.</p> <p>Time and evaluation sheets</p> <p>Career Center and comp. lab sign-in sheets</p> <p>Student work samples Curricula and Syllabi</p> <p>Student Work Samples Award Article Radio station Recorded Broadcasts</p> <p>Counseling activity logs Individualized graduation plans</p> <p>Reports generated through Apex program</p> <p>List of demographic make-up of AP courses</p>
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<p>process. During registration, counselors present to all grade levels about the advantages and disadvantages of AP and honors courses. During freshmen registration, counselors also promote honors classes to incoming freshmen. AP class enrollment reflects campus-wide demographics.</p> <p><u>Equal Access: Differentiated instruction & appropriate curriculum materials</u></p> <p>Syllabi: Teachers use syllabi to communicate goals, objectives, and expectations.</p> <p>IEPs and 504s support students and families, and offer remediation and/or support at an individualized level.</p> <p>Monthly parent-teacher conferences allow for all stakeholders to collaborate and communicate expectations. The process assists teachers in facilitating more effective differentiated instruction.</p> <p>Assessments offer the ability to identify and address learning gaps. For example, benchmark debrief sessions allow teachers to identify standards that need to be revisited. The effectiveness of this depends on the effort, commitment, and organizational level of each department.</p> <p>This is our first year implementing the APEX program for credit retrieval, independent study, and opportunity.</p> <p>Informal and formal assessments are used to change curriculum through the implementation of warm-ups that touch on past standards and areas for improvement. Warm-ups serve to connect curriculum and build on prior knowledge.</p> <p>Pre-Vocational teachers and Severe class teachers administer the Sandie test to assess progress and needs. IEPs are modified based on this information.</p> <p>Independent studies: different options are offered, through the use of computers, for students who are struggling with the book.</p> <p>Cornell notes have been promoted school-wide to facilitate study skills and critical thinking so that ALL students are more prepared to become independent life-long learners.</p> <p>Instructional coaches have offered training in the use of Socratic Seminars. Our school paid for AVID Weekly for the 2nd year in a row so that all subjects can have access to current and relevant articles. Our</p>	<p>Agenda for AP/honors recruitment presentation by counselors</p> <p>Syllabi</p> <p>IEP and transitional plans. 504 plans</p> <p>Sign-in sheets</p> <p>Minutes from department meeting and created lesson plans</p> <p>Rosters and work samples.</p> <p>Work samples</p> <p>Changes made on IEPS based on Sandie results</p> <p>Print out exams from APEX</p> <p>Work samples</p> <p>PD resources Work samples</p>
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<p>goal is to promote critical thinking in all students, and we will continue to work on this through the use of professional developments and promoting school-wide awareness of available resources.</p> <p>Rigorous curriculum in AP classes included college-level reading assignments, classroom dialogue, and tests that mirror AP exam requirements.</p> <p>Fieldtrips expose students to different options, and other cultures and ways of thinking. They help students visualize and reflect on the importance of having good ethics and offer post high school options. Ex: College fieldtrips, trips to Manzanar concentration camp, Science Center, Natural History Museum, the Reagan Museum, Southern California University Health Sciences, etc.</p>	<p>Socratic Seminar feedback forms</p> <p>AVID Weekly assignments</p> <p>AP class assignments and student work</p> <p>Fieldtrip paperwork, rosters, reflections, pictures</p> <p>Copies of e-mails, fieldtrip permissions slips, AVID senior data showing college admission.</p>
<p><u>Personal Learning Plans for students who show an interest in being college-bound</u></p>	
<p>LnHS promotes a college-going culture. Every Wednesday is “College Wednesday.” Students and staff are encouraged to wear college gear. Our Counseling Department sends out e-mails to all classes addressing college myths and showing pictures of alumni who currently attend college. This semester our school bulletin was sent out with a separate attachment that included a list of available scholarships.</p>	<p>Bulletin</p> <p>Scholarship List</p>
<p>AVID encourages its students to enroll in AP classes and increase the number of AP classes that they take each year. AVID parent meetings are offered for each grade level, and are conducted in both English and Spanish. Each one is designed to address the specific needs of students and allows for communication between all stakeholders.</p>	<p>AVID Application</p> <p>Individualized 4-year plans</p> <p>PPT’s and brochures</p>
<p>All AVID grade levels create portfolios based on goals. Each portfolio allows for the student to identify whether or not goals were met and make appropriate changes. These portfolios are effective in promoting the concept of self-monitoring in students.</p>	<p>Portfolio</p> <p>Work Samples</p>
<p>College representatives, alumni, and community leaders frequently present to students and staff. LnHS has a close relationship with the local community college (AVC). Students attend orientation tours of the campus and have plenty of assistance in completing enrollment requirements. For example: PAWS (Pre-assessment workshop) for AVC offers preparation, such as tutoring, for seniors planning to take the AVC assessment test. During their AVC meetings, our students can enroll in priority registration. AVC counselors spend an average of 26 hours within our 12th grade classes presenting on the matriculation process.</p>	<p>Work Samples</p> <p>Log of University presenters</p> <p>Alumni presentation PPT’s</p> <p>E-mails verifying community leader presentations</p> <p>Transcripts</p>
	<p>Brochures and Handouts</p> <p>Sign-in sheets for Ultimate Monday</p>

<p>Lancaster High School participates in the District “College Info Night” where various universities and post-secondary institutions provide information to our students and staff. Every year with the help of Bank of America we offer an “Ultimate Monday Skills Workshop” which has a specific focus on college financial planning.</p> <p>Honors Economics students participate is a program with California State University, Fullerton which allows them to co-enroll in ECON-100, a transferable 3-unit course. Upon completion of Honors Economics, students will receive the same grade on their CSUF transcript as they receive for the course. This program is in its fourth year.</p> <p>Honors Economics participates in project-based learning, using a program developed and sponsored by the Federal Reserve Bank of San Francisco. Students work in teams, are assigned a country and complete a series of research assignments which culminate in an International Economic Summit. The project includes micro- and macro-economics and focuses on international trade. This program is beginning its fourth year.</p>	<p>Skills Workshop</p> <p>Student work samples</p> <p>Instructional materials</p> <p>Student Work samples</p> <p>Photos</p>
<p><u>Personal Learning Plans for students who show an interest in possibly pursuing a military career</u></p> <p>ROTC students explore Air Force careers. Our ROTC program is one of the top in the nation. It implements the Air Force approved four-year national curriculum that promotes academic and leadership growth. Each year students take on increasingly rigorous leadership responsibilities.</p> <p><u>Personal Learning Plans for students who show an interest in directly entering the workforce</u></p> <p>The Regional Occupational Program provides opportunities for students to explore vocations while earning academic credits. One important wing of ROP is the Career and Technical Education (CTE) department. At Lancaster High School, we offer CTE classes in engineering, visual communication, multi-media, web design, photography, and business.</p> <p>Through our Work Experience class, students can get academic credit for working at a local business. Students are evaluated on a regular basis and supported with basic employment skills such as writing a cover-letter and interviewing.</p>	<p>Student work samples</p> <p>Time Cards</p> <p>Work permits</p> <p>Resume samples</p>

Criterion B 3 – Upon completion of the high school program, students have met all the requirements of graduation.

Findings	Evidence
<p><u>Students meet graduation requirements</u></p> <p>All of our students at LnHS have access to multiple computer labs for research, MLA formatting, and use of computer-based programs like the CASHEE preparation program.</p> <p>College Board approved AP courses are preparing our students for college courses.</p> <p>Power School, an online grade book and attendance program, informs students and parents of up-to-date academic progress.</p> <p>Qualifications for graduation give LnHS students multiple options upon graduation: career, school, vocation, or military</p> <p>The AVID program encourages tutoring, visiting of college campuses, and guest speakers who share their experiences. Volunteers from the nearby Air Force Base tutor and assist these students.</p> <p>The LnHS Counseling Department runs a Career Exploration Seminar in grades 9 and 10. A <i>Making College Count</i> seminar focuses on the importance of continuing education and doing well in school for seniors.</p> <p>All athletes and parents participate in the Pillars of Success program that focuses on character and sportsmanship for a well-rounded athlete and student.</p> <p>The training of student aides to greet people and apply all aspects of clerical function prepares students for the real world. Last year we offered an ROP class for student interested in the field of education. This year, although the class is no longer offered, we still have students have are involved in coaching other students through the college process. Several of these students are assisting teachers during the after-school tutoring sessions.</p> <p>The student government body uses voting, collaboration, budgeting, and organizational skills to hold school events.</p> <p>LINK Crew consists of upperclassmen who support 9th grade students through their transition into high school by providing events and a summer seminar. Each LINK leader serves as a mentor for students on their case load. This year LINK has identified 25 freshmen with very low GPAs who will be pulled out to have one-on-one discussions with</p>	<p>Calendars, sign-in sheets,</p> <p>College Board submitted Syllabi</p> <p>Numbers of parents and students who have logged in</p> <p>Registration forms, student cum file</p> <p>Tutoring schedule/ sign-in sheets, trip requests</p> <p>Calendar and lab use Calendar/ theater usage Activities, attendance, events</p> <p>Resources & sign-in sheets</p> <p>Log-ins, student progress</p> <p>Minutes Pictures School Bulletin</p> <p>LINK minutes Pictures LINK activity agendas</p>

<p>LINK leaders so that they might be provided with academic and social support. The ultimate goal is to assist students in making the transition to high school so that they will be more likely to succeed in high school and eventually graduate.</p> <p>EL students are placed in a EL Development class or in a Gen. Ed. class with teachers who are certified in teaching English Language learners. Students are supported with instruction at their level of mastery.</p> <p>All sophomores are given access to online CAHSSE prep courses. Twelfth and eleventh grade students who have not passed the CAHSEEE are notified of upcoming CAHSEE “boot camps” and test dates. Students who have not passed the CAHSEE are enrolled in CAHSEE support classes.</p> <p>Students attending Lancaster are tested for math and English proficiency levels. Grades and test scores are also evaluated. If a student falls beneath the requirement for mainstream courses, he or she will be placed in Algebra Support and/or English Support classes.</p> <p>After-school tutoring is offered to all students. New sections of tutoring are opened to meet student need and demand.</p>	<p>Records of teacher certification</p> <p>Master schedule</p> <p>Boot camp</p> <p>Attendance/</p> <p>Sign-in sheets</p> <p>Master schedule</p> <p>Incoming test scores</p> <p>Tutoring schedule and sign-in sheets</p>
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Category B – Curriculum

Areas of Strength:

- * Textbooks are curricula are aligned with state standards.**
- *There are many programs offered to prepare students for various post high school options (career, school, military).**
- *There are intervention programs and support systems to assist struggling students in meeting the challenges of the curricula.**

Areas for Growth:

- * Regardless of state-standard aligned curricula and intervention programs, some students still do not meet the challenges of the classroom. Other curriculum resources that meet the needs of those who still struggle may need to be pursued.**
- *Some curricular resources are not used as widely and fully as possible. Some resources available school-wide are still only used in select classrooms and settings.**



FOCUS GROUP C - INSTRUCTION



MEMBERS

Focus Group Leaders

Jennifer McElroy – English Teacher

Duane Robertson – CTE Teacher

James Ford – History Teacher

Focus Group Administrator

Krista Thomsen – Vice Principal

Beckerman, Fran- Guidance Counselor

Estey, Lola- Math Teacher

Ford, James - History Teacher

Frias, Elisa- English Teacher

Harrison, Rodney-Math Teacher

Hayhurst, Pat-- Science Teacher

Haysley, Rob- History Teacher

Holiday, Tony- English Teacher

Jannsen, Jonathan- SPED/Severe Teacher

John, Sam- SPED/SDC Teacher

Kitt, William- VAPA Teacher

Larsen, Jarod- Spanish Teacher

LeDuff, Jeff- P.E. Teacher

Martin, Doug-- Science Teacher

Mayes, Rick- SPED/RSP Teacher

Pursley, David-- Behavioral Science Teacher

Raczka, Louise-Math Teacher

Reinhart, Lorri- English Teacher

Schmitt, Rachel- SPED/Severe Teacher

Baker, Tamera- Site Data Tech

Billyzone, Cheryl- Cafeteria Personnel

Bleicher, Syd- Guidance Clerk

Campbell, Sean- Paraeducator

Cataloni, Stephanie- Computer Lab Asst.

Clay, Dennis- Computer Repair Tech

Evans, Allen- Night Custodian

Flowers, Aubrey- Paraeducator

Hall, Jason- Paraeducator

Henriquez, Graciela- Cafeteria Personnel

Hughes, LuAnn- Paraeducator

Jones, Pat- Locker Room Attendant

Lowe, Carolina- Asst. Principal Sec.

Marlatt, Diana- Learning Center Tech

Meyer, Janetta- Paraeducator

Rigoni, Anthony- Maintenance II

Santos, Sugar- Campus Supervisor

Swanson, Linda- Site Accountant Tech

Vazquez, Dana- Instructional Aide

Wilson, Stan- Campus Supervisor

Armendariz, Alyssa- Student, 11th Grade

Cameron, Hayley- Student, 11th Grade

Ortega, Jessica- Student, 12th Grade

Condra, Nikki - Parent

Curlett, Linda - Parent



Focus on Learning School-Wide Criteria

Category C – Instruction

Criterion C 1 – To achieve the academic standards and the expected school-wide learning results, all students are involved in challenging learning experiences.

Findings	Evidence
<p style="text-align: center;"><u>Students are Involved in Challenging Learning Experiences</u></p> <p>The newly implemented Academic Probation affords students who do not meet academic eligibility the opportunity to continue playing for their team while engaging in a very structured and monitored academic tutoring program designed to help the student improve their grade and master the content in a timely manner.</p> <p>Pride of the Nation, a program run through the history department, requires that students learn not just American History, but event planning and community involvement. Students annually organize an event to honor American service members, both active and retired.</p> <p>In the English Language department, students are placed in appropriate classes based on their strengths and needs. Students who perform at Far Below Basic on the seventh grade CST and below 1000 on the Scholastic Reading Inventory (SRI) are recommended for placement in to the Read 180 intervention program. Here they are challenged to read materials specifically targeted to increase their reading skill. Students in general education Language Arts classes read a variety of classic and modern novels, short stories, poems, and non-fiction selections with an emphasis on vocabulary development and critical reading skill. Additionally, they write and revise compositions regularly, gaining experience in composition structure, careful word choice, standard English conventions, and documentation style. Students in Advanced Placement English read challenging texts, and regularly write pieces of critical rhetorical and literary analysis.</p> <p>Students who report speaking a language other than English at home are given the CELDT test and are then appropriately placed in ELD (English Language Development) classes, Read 180, general education English, or even AP English, depending on language proficiency and student interest. Based on the level of the course and the proficiency of the student, learning experiences may include phonics and basic English, reading books within students' levels of comprehension, vocabulary development, written and oral language exercises, and literary analysis.</p> <p>In the Mathematics department, students are placed in the appropriate courses based on their performance on the Mathematics Uniform Diagnostic Exam, seventh grade math CST scores, and teacher recommendations. Some students are placed in an Algebra I Support class</p>	<p>Academic probation agreements Tutoring logs</p> <p>Pictures Agendas Programs</p> <p>Test score reports Master schedule Instructional materials Syllabi</p> <p>CELDT test scores Master schedule Instructional materials</p> <p>Test score reports Master schedule Instructional</p>

<p>simultaneously with their regular Algebra I class, depending on their scores. This is designed to help those who are weaker in their Pre-Algebra and Algebra skills. For students in both Alg. I and Alg. I Support, both classes are taught by the same teacher. The students use computer programs as well as other strategies to help improve their skills. Additionally, all the math classes use a variety of teaching strategies and tools such as Inquiry, Thinking Maps, “Active expressions,” the Promethean board, and Cornell notes to engage the students.</p>	<p>materials Costa’s Levels of Questioning Posters Cornell Notes Syllabi</p>
<p>In all core subjects, students are given a Benchmark exam each quarter to evaluate what standards need to be revisited. The teachers and instructional coaches then evaluate the test data and collaboratively develop “Power Lessons” to re-teach those standards. Students then re-test on those standards; and teachers re-evaluate results. This is all in an effort to provide ongoing challenging learning experiences.</p>	<p>Benchmark Exam score reports Power lessons and materials Benchmark Data Debrief meeting minutes</p>
<p>LAMPE is a Multimedia and Engineering Program that integrates communication skills and artistic proficiencies using contemporary media arts as a focus. Students create logos, webpages, animation, photo galleries, and video. Students also manage and operate the school’s internet radio station, TV station, and digital recording studio. One of LAMPE’s productions that has become a regular feature of life at LnHS is EagleVision, a brief announcement and news broadcast posted on the school’s website and shown in classrooms.</p>	<p>Student work Broadcasts Syllabi</p>
<p>Introduction to Engineering and Principles of Engineering classes are designed to introduce students to the field. To deepen and enhance the learning experience, many students from these classes go on to participate in the Robotics Club. The LnHS Robotics Club offers a challenging, hands-on opportunity to learn engineering. In Robotics, students build a robot and compete with it throughout the spring semester. Since 2000, LnHS students have gathered to participate in the FIRST Robotics Competition in which the robot the students have built performs tasks and competes in games. Through these games, students have the chance to apply concepts taught in the classroom and work alongside professionals in the field of engineering.</p>	<p>Syllabi Competition paperwork Robots Robotics Club meeting minutes</p>
<p>CAHSEE Bootcamps are offered for students who are struggling to pass the CAHSEE. This intensive seminar happens outside of the school day and offers strategic support to students in targeted areas of need. Utilizing the online Revolution program and other materials, students are prepared with both content and test-specific information in order to prepare them for the CAHSEE.</p>	<p>CAHSEE Bootcamp brochures, materials, and sign-in sheets</p>
<p>Students in Drama and Stagecraft programs create and stage plays in which they apply learning from many other fields. For example, while the Language Arts classes teach about literary concepts such as point of view and narration, Drama and Stagecraft engages students in writing and performing that applies that knowledge. Additionally, students learn how</p>	<p>Syllabi, instructional materials, sets</p>

<p>to read and interpret set designs and develop hands-on skills in set construction. These learning experiences teach students to integrate theoretical knowledge and applied knowledge, as well as equip them with job skills that could be utilized in theaters and acting companies.</p> <p>In an effort to implement AVID teaching strategies school-wide, Lancaster High School has trained teachers and students in the use of Costa's Levels of Questioning and Cornell Notes. With varying degrees of mastery, students take notes, ask higher level questions regarding the content of their notes, reflect on, and summarize their learning. The emphasis on higher-level questioning and using notes as a learning tool is intended to ensure that students understand and master the content, as opposed to simply recalling basic definitions and facts. While all AVID students regularly ask higher-level questions and use Cornell Notes, full and consistent implementation of these strategies outside of the AVID program varies from classroom to classroom, and student mastery of these learning tools also varies.</p> <p>Students receive academic support through varying types of tutoring. In AVID classes, students use a tutorial process to ask critical questions and deepen their understandings of content-area subject matter. AVID-style tutoring is also sometimes used in SPED Resource classrooms to reinforce student learning. In school-wide before-school and after-school tutoring, students can meet with teachers to review assignments and concepts not mastered within the regular class block.</p> <p>Students in the P.E. classes are challenged in several ways. All freshman and sophomore students take the California State Fitness Test. There is a pre-test in the fall and a final test in March. Students are informed about their scores and what they need to improve upon to pass each component of the test. Several methods are employed to assist students in meeting the fitness goals. Track activities such as power walking, stadium laps are used as well as the basic mile-run. We also have a fitness room with 25 computerized, stationary bikes for student use. Students are required to pass 2 full years of P.E. but some juniors and seniors take P.E. as an elective.</p>	<p>Cornell Notes Student work and instructional materials with higher level questions</p> <p>Tutorial forms Tutoring schedule and sing-in sheets</p> <p>CA State Fitness test scores Transcripts Student exercise logs</p>
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Criterion C 2 – All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Findings	Evidence
<u>Strategies, Resources, and experiences engage students and help them succeed</u>	

<p>The result of professional development, benchmark debriefs, and classroom walk-throughs has been that teachers see themselves as being part of a learning community, and desire to collaborate with each other. This has, in turn, resulted in teachers being exposed to a wider and more varied spectrum of instructional strategies. However, time for collaboration and consistent use of varied instructional strategies remains an ongoing challenge.</p> <p>Lancaster High School has Instructional Coaches available for support in implementing best practices and providing support in the five focus areas: EL, SPED, Lit. Support, Math Support, and AVID. One of the most significant “best practices” that has been discussed campus-wide is the use of higher level questions. Most teachers went through this “Inquiry Training” and have posters on their walls to remind both teachers and students about the use of higher order thinking skills.</p> <p>Through the AVID program, LnHS has purchased instructional resources that are routinely used in the AVID elective classroom and less frequently in other classes. These resources are a Critical Reading curriculum and an online subscription to AVID Weekly, which features current news articles and corresponding lessons that incorporate critical reading strategies. The articles in the AVID Weekly subscription are structured to meet students at their varying levels of need, as articles are identified with “beginner,” “intermediate,” and “advanced” indicators. These two resources challenge students to actively expand their vocabularies, and engage in the reading by annotating, summarizing, and analyzing what they have read. Additionally, students gain exposure to current events and discourses that shape modern society.</p> <p>The EL program uses System 44 to teach phonics, and Edge to teach basic English in the Beginning and Early Intermediate ELD classes. For the last three years, students at the Intermediate level of English proficiency take the same Read 180/Lit. Support class any ninth grader who has a low lexile level would take. Additionally, nearly every teacher on staff has either CLAD or CTEL authorization to work with English Learners. To assist teachers in the use of visuals to support instruction, the English Learner department purchased 12 Elmos (document cameras), and is currently looking into purchasing more document cameras with Title I funds.</p> <p>All teachers are encouraged and supported in their use of differentiated instruction. Since our last self-study we have focused on educating teachers in strategies that are effective for students who are struggling in math or reading, as well as AVID, EL and strategies that will help our Special Education population. A professional development calendar offers multiple opportunities for staff to increase their knowledge of subject matter and use of instructional strategies. As a result, teachers are</p>	<p>Professional development meeting minutes</p> <p>Benchmark reports</p> <p>Master schedule</p> <p>Costa’s levels of Questioning materials and posters</p> <p>Student work with higher level questions and answers</p> <p>Critical Reading Curriculum and lessons</p> <p>AVID Weekly Curriculum and lessons</p> <p>Student work</p> <p>System 44 materials</p> <p>CELDT score reports</p> <p>Master schedule</p> <p>Teacher credential records</p> <p>Professional development meeting minutes</p>
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<p>knowledgeable and able to use more differentiated strategies than they were in the past. However, implementation of these strategies varies from classroom to classroom.</p> <p>Many teachers use project-based learning in their classroom. This allows the students to learn many different skills in a real-world setting. Some examples are Pride of the Nation and Economic Summit.</p> <p>Teachers regularly analyze school-wide testing data including: Benchmark Exams, CSTs, CAHSEE and CELDT scores. Instructional coaches, counselors, and administrators pull out students for conversations, such as “CAHSEE chats” to discuss strategies for improving student performance on important tests.</p> <p>Teachers give benchmark exams and then collaborate with other teachers to design a plan for re-teaching.</p> <p>Teachers have paid professional development and collaboration time. However, attendance is sporadic.</p> <p>Teachers have access to a variety of technology for use in teaching. There are several computer labs available on campus, in which students can learn the use of word processing and presentation software. Scheduling time for student use of technology usually must be done with ample advanced planning.</p> <p>Teachers regularly use technology such as PowerSchool to report attendance and student grades, and data projectors to assist in instruction. Most math and science teachers have access to Promethean boards to aid instruction and quickly assess student mastery of content.</p> <p>In classes such as Yearbook, Multimedia, and Photography, teachers use software to teach students real-world skills such as multimedia production and editing.</p> <p>On fieldtrips, classes such as AVID expose students to learning opportunities outside the classroom. AVID fieldtrips to college campuses assist students in seeing the results of their current academic labor, the opportunities that present themselves after years of hard work. Science field trips teach students the application of learning experiences. For example, students work to preserve the local environments that provide habitat to Antelope Valley wildlife.</p> <p>Block schedules can provide teachers with time to teach new materials, give guided practice, and assess student learning. Although student engagement for nearly two hours is sometimes a challenge.</p>	<p>Instructional materials</p> <p>Student work</p> <p>Videos and pictures</p> <p>Testing reports</p> <p>Schedule of “CAHSEE chats” and other such conversations</p> <p>Benchmark data</p> <p>debrief meeting minutes</p> <p>Re-teaching materials</p> <p>PD sign-in sheets</p> <p>Computer lab log in sheets</p> <p>Student work</p> <p>PowerSchool reports</p> <p>Equipment in classrooms</p> <p>Student work</p> <p>Equipment in classrooms</p> <p>Field trip requests</p>
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	Block schedule
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Category C – Instruction

Areas of Strength:

- * There are many programs and strategies to assist teachers in engaging the students in rigorous and challenging lessons.
- *Instructional coaches are a valuable resource in supporting challenging instruction.
- *New technology such as Promethean boards and document cameras help teachers provide engaging learning experiences.
- *Project-based learning and fieldtrips extend learning outside the classroom.

Areas for Growth:

- * The block schedule can be difficult for students and teachers alike. Keeping students engaged for nearly two hours is sometimes a challenge.
- * Although more technology is available than ever before, computer labs on campus are consistently full and teacher knowledge of how to effectively use available technology is inconsistent.
- *Use of engaging and challenging instructional strategies varies from classroom to classroom.



FOCUS GROUP D - ASSESSMENT MEMBERS



Focus Group Leaders

Anisha LeSahaw – English Teacher Cara McKnight – Math Teacher
Paula Seelos – English Teacher

Focus Group Administrator

Blake Stanford – Vice Principal

Frazier, Barbara- Guidance Counselor
Bryant, Tavian - Health Teacher
Egstrom, Angela- Science Teacher
Garver, Bruce- SPED/Severe Teacher
Gatlin, Tylecia - SPED Teacher
Helm, Michele- SPED TSA
Lindsey, Julie - SPED/ Autism Teacher
Madison, Greg- P.E. Teacher
Mayton, Tom- VAPA Teacher
McKnight, Cara-Math Teacher
McMillan, Mike-Math Teacher
Pierce, Geraldine- Spanish Teacher
Polda, Michael-- Science Teacher
Price, Tyressa- SPED/RSP Teacher
Schmidt, Zanon- VAPA Teacher
Schmidtberger, Norm- VAPA Teacher
Seelos, Paula- English Teacher
Tumin, Jeff- Home Study Teacher
Viverito, John- History Teacher

Bankhead, Jamia- Paraeducator
Candelaria, Cheryl- Paraeducator
Cellura, Nellie- Instructional Aide
Colvin, Deborah - Paraeducator
Culver, Shannon - Paraeducator
Diaz, Martha - Transition Specialist
Farnes, Katie- I.S. Clerk
Galle, Cynthia- Instructional Aide
Hamilton, Marsha- Library Media Tech
Holt, Val- Volunteer Coordinator
Jassenoff, Karen- Instructional Aide
Johnson, Otis - Paraeducator
Lucky, Wanda- Campus Supervisor
Massari, Luann- Paraeducator
Molin, Desiree- Paraeducator
Olmeda, Tammi- Cafeteria Personnel
Rodrigo, Teresa- Cafeteria Personnel
Roork, Stephanie - Paraeducator
Thompson, Kathryn- Home Study Clerk
Washington, Glenda- Paraeducator

Wong, Robert- Student, 11th Grade

Ochoa, Norma - Parent
Shields, Monik - Parent



Focus on Learning School-Wide Criteria

Category D – Assessment

Criterion D 1 – The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings	Evidence
<p><u>Power School</u></p> <p>For the last two and half years Lancaster High School has used Power School. Lancaster High School utilizes this web-based software, to communicate and report student academic performance, graduation progress, attendance, and citizenship to the both students and parents. Parents can also observe how their student is doing on classroom assignment progress through Power School, allowing for an instantaneous viewing of student performance. Faculty is encouraged to update Power School every two weeks, however; many do this on a daily basis.</p>	<p>Power School</p>
<p><u>OARS</u></p> <p>Beginning with the 2011/2012 school year the AVHSD moved from Inform to OARS to make data more accessible to all faculty and staff. OARS (Online, Assessment, Reporting, System) is a web-based program with dual uses. First, to assist in creating quarterly standards-based benchmark assessments by providing an appropriate test bank, and secondly to collect, disaggregate and analyze data from given tests. Both district and departmental assessments can then be scanned into OARS. The program is then used for two purposes; first to correct the assessments, and secondly as a method in which to analyze and disaggregate data according to standards. Assessment scores are assembled by departments, administration and at the district-level where they be compared to other high schools in the district. This program allows teachers and departments to identify strengths and weaknesses in their instructional goals, to achieve mastery of the standards. In addition, OARS is an important tool used within the Special Education department, as a method of developing relevant goals and objectives for student Individualized Educational Plan (IEP) reports.</p>	<p><u>OARS (Online, Assessment, Reporting, System)</u></p>
<p><u>District Assessments</u></p> <p>District assessments are created by Ad hoc committees consisting of teachers from various schools within the district. Initially, district wide tests were limited to Math, English and Science; however, other core classes were added during the 2007-2008 school year. Since 2006 LNHS has used common core assessments designed by the District for the use of evaluating student acquisition of California State Standards. Currently, the only district mandated assessments are given in the subjects English Language Arts, Mathematics, History, and Science. The English department provides essay prompts which are given as a writing component for two out of the three benchmarks. Assessments are given at the end of each quarter, allowing for student instruction in the subject matter being assessed. Each</p>	<p><u>District Benchmark Assessments</u></p>

core subject goes through a debriefing process shortly after each benchmark is given. The debriefings analyze data to determine which standards students have mastered compared to standards that need to be re-taught. Departmentally, teachers collaborate specifically looking at benchmark data in order to create and re-teach effective lesson plans that cover the standards which students scored the lowest.

AYP

The federal NCLB act requires that all government funded districts and schools meet certain yearly criteria. Known as the Adequate Yearly Progress (AYP), calls for the following guidelines to be met annually:

- Participation rate on State standards-based assessments in English-language arts (ELA) and Mathematics
- Percent proficient on state standards-based assessments in ELA and Mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Support Accountability Report Card (SARC) is a report that summarizes the effectiveness of the school, data collected from this report is then disseminated to the community.

Department Assessments

Departments within LNHS use many methods, to collect, disaggregate, analyze and report data to the district, school and the community. Methods include using software programs such as OARS (Online Assessment Reporting System) which is significant to the delivery of assessment data to the district, students and community. Other delivery processes include District-wide quarterly benchmark assessments, which are currently used within the major disciplines (English, Math, Science, and History).

State Assessments

State assessments such as the California Standardized Test (CST) and the California High School Exit Exam (CAHSEE) are integral to the API scores of the school, and are also used as vehicles to collect, analyze, and report data. The most crucial tool, which LNHS employees to disseminate information to the community, is through quarterly progress report cards. Many parents of LNHS students have both socio-economic and language barriers, making the progress report card a vital delivery method. The semester report cards are sent via US mail to the parents of registered students. Finally, departmental collaboration is used as a tool to bring individual pieces of data together to construct new ideas and methods for student success. Though most departments employ the same delivery practices, there are areas of variance.

IEPs

Individualized Educational Plans (IEPs) are used to assess student progress in yearly goals and objectives, results are then discussed as a team (including teachers, caseworker, administration and parents). IEP's given are either categorized as: initial, annually, or tri-annually.

The Guidance Department at Lancaster High School uses data to modify and create programs, construct classroom guidance lessons, and to ensure

(AYP)
Adequate
Yearly
Progress
Scores

Departmentally

API (Academic
Performance
Index)

Special
Education
Department

Guidance

that courses are truly meeting the needs of Lancaster High School students. In addition, the guidance department is responsible to assure that information is delivered to both the student and community in the most effective ways possible.

Criterion D 2 – Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Findings	Evidence
<p>LNHS employs many methods of professionally acceptable research based assessments to collect, disaggregate, analyze, and report student data on school, district, and community-wide levels. Departmentally, teachers collaboratively read and decipher assessments to create cohesive and effective instructional goals. In the classroom, teachers use data from various assessments to efficiently teach and re-teach standards. Student mastery of state standards is the goal of both the administration and instructors at LNHS. This is achieved through collaborative teaching, and the consistent, thorough collection and reporting of data. However, collaboration is inconsistent throughout the campus.</p> <p>Each subject by grade level has a debriefing meeting where this information is analyzed to expose strengths and weaknesses in student performance. Once these elements are targeted, teachers will create and deliver power lessons based on this information to drive instruction. Instructors at LNHS use a number of varying assessments to monitor and if needed modify student curriculum to fit the requirements of their students. Overall, each department has a similar type of assessment method; becoming further differentiated once reaching the classroom level.</p> <p>Student growth is determined by improvement on actual test scores. Departmentally, instructors do meet and collaborate. In this forum, discussions range from best teacher practices to the exchanging of ideas, pedagogy and strategies. During collaboration time, District Benchmark Assessments are reviewed and scrutinized with an eye towards the improvement of instruction. During collaborative time, benchmark assessment data serves as a fundamental tool towards the modification of both classroom curriculum and instruction practices. Since data obtained on benchmark exams is disaggregated based on standards, instructors can easily identify areas of weakness or mastery. This allows teachers to modify and re-teach concepts where students showed a deficiency. Teachers can then re-teach to check for improvement.</p> <p>Instructors at Lancaster High School use a number of varying assessments to monitor and if needed modify student curriculum to fit the requirements of their students. Overall, each department has similar types of assessment methods;</p>	<ul style="list-style-type: none"> • Copies of Mid-term and Final examinations • OARS Data • Copies of Unit tests • Research Project with Rubrics • Essay Rubrics • Journal/Learning logs • Portfolios • Observation Checklists • Read 180 Data • Math 380 Data • CAHSEE Prep Data • Student Notebooks • Powerschool/grades • Graphic Organizers • Formal examines and quizzes • Class discussions • Essays • Benchmark Assessment Projects <p>Social Science Department</p> <ul style="list-style-type: none"> • District Benchmark Assessments

<p>becoming further differentiated once reaching the classroom level.</p> <p>Lancaster High School has also provided pathways for students who are not performing academically to attain credits and graduate. The comprehensive site has provided classes such as Opportunity for students to make-up missing credits in core subjects such as English, Math, History, Physical Education, etc... This is achieved through the finishing of course work. Credits are made up through the use of chapter and unit work, essays, tests, and APEX (a computer program that is used to give credit completion assignments and monitor progress). This class is offered to second semester sophomores, juniors and seniors.</p> <p>Additionally, LNHS is connected to Desert Winds North, which is the continuation school located on the comprehensive site. If students are sufficiently behind in credits during their junior year, they are offered the opportunity to attend the continuation school to make up credits. When they complete enough credits, they are able to return to the comprehensive site.</p> <p>9th and 10th grade English and Math assessments are used to determine whether a student will need to be placed into such intervention programs as Read 180 and FASTT Math 380, or tutoring classes such as CAHSEE Bootcamp and CAHSEE Revloution. The Guidance Department is instrumental in helping to analyze the correlation data to make these decisions. Classroom guidance lessons, including those on communication and careers, are directly related to student-created expected school-wide learning results. This is to assure that the guidance department is addressing the needs and concerns of every student. Additionally, the guidance department uses student performance data to examine the effectiveness of departmental programs and lessons, and reports this information annually in the Support Accountability Report Card (SARC).</p> <p>Standards based assessments such as benchmarks and CST assessments drive instructional strategy, Read 180, CAHSEE Revolution, Power Lessons, and lesson based assessments are used to assist EL and ELD students in successful language acquisition.</p> <p>The California English Language Development Test (CELDT) examination is an important instrument for the identification, determination of proficiency, and monitoring the progress of English Learners (EL). Currently, the CELDT test is required to be administered within the AVUHSD annually. The timeline which the district must follow for administering the examination is between July 1 and September 15. LNHS attempts to have testing completed during the summer.</p> <p>Student growth is determined by improvement on actual test scores. Departmentally, instructors do meet and collaborate. In this forum, discussions range from best teacher practices to the exchanging of ideas, pedagogy and strategies. During collaboration time, district benchmark</p>	<p>(2010-2011 school year)</p> <ul style="list-style-type: none"> • Departmental Benchmarks (Used as both Midterms and Finals) • Research projects • Chapter / Unit tests <p>Math Department</p> <ul style="list-style-type: none"> • District Benchmark Assessments • Long-Term Projects <p>Science Department</p> <ul style="list-style-type: none"> • District Benchmark Assessments • Multiple Choice Examinations <p>English Department</p> <ul style="list-style-type: none"> • District Benchmark Assessments (Used as both Midterms and Finals) • Quarterly Benchmark Assessments • Power Lessons <p>Health Sciences Department</p> <ul style="list-style-type: none"> • Unit/ Chapter Tests • Standards based Midterms and Finals (Inter-district created) <p>Special Education Department</p> <ul style="list-style-type: none"> • District Benchmark Assessments • Quarterly Benchmark Assessments • Standards based Midterms and Finals (Inter-district created) • IEP's • Woodcock-Johnson
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<p>assessments are reviewed and scrutinized with an eye towards the improvement of instruction. During collaborative time, benchmark assessment data serves as a fundamental tool towards the modification of both classroom curriculum and instruction practices. Since data obtained on benchmark exams is disaggregated based on standards, instructors can easily identify areas of weakness or mastery. This allows teachers to modify and re-teach concepts where students showed a deficiency. Teachers can then re-teach to check for improvement.</p> <p>Though each subject has their own specific set of assessments, there are threads of similarity running throughout each discipline as well. However, the most important of these similarities is the departmental adherence to a standards-based curriculum. Though some departments listed do not have district benchmark assessments to gauge growth, each have collaborated and created departmental assessments to measure student development. Data gathered through various departmental assessments is used within the departments to modify curriculum and achieve effective student learning. Other areas of homogeny include the use of tests, quizzes, power lessons, and varying writing assessments and long-term projects.</p> <p>Teachers, parents and students monitor progress via Power Schools and progress reports. Specific classes are created to meet student needs. Teachers, and the district use OARS to monitor the progress of students towards achieving academic standards. However, within the school the most fundamental method used to monitor student achievement is through collaboration and teacher/student (class) interaction. That is teachers assess students and then re-teach or re-focus future lessons to reinforce the ideas and concepts that were not grasped by the class.</p>	<p>and KTEA II assessments</p> <p>JROTC</p> <ul style="list-style-type: none"> • Cadet Challenge • Authentic Assessments <p>Art</p> <ul style="list-style-type: none"> • Individual projects graded by rubrics <p>LNHS Continuation Programs</p> <ul style="list-style-type: none"> • Individualized Learning Plans • Benchmark Scores • STAR scores • CELDT results • Read 180 lexiles • CAHSEE score data • Matriculation rates • Progress reports • Benchmark scores • CST scores • Professional development meetings (Power lessons) • Timeline • Review concepts continuously • Powerschools • Progress reports • Benchmarks • Posting student work • CAHSEE results • Graduation progress • Support classes • In class assessments • OARS
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Criterion D 3 – The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results.

Findings	Evidence
<p>The most crucial tool used both within the district and each school to monitor student progress towards the acquisition of the California State standards, is the district-wide benchmark assessment. Based on the outcome of quarterly benchmark examinations, departments are expected to collaboratively plan intervention strategies that can be implemented to improve areas of weakness. Resulting from departmental collaborative meetings from the identified weaknesses Power Lessons are created to specifically address and correct the issue. In addition, it has become evident that, departmental standards acquisition goals and delivery methods are in continual flux, changing and improving. The expected school wide assessment results are posted throughout the school, and on the school website. Other assessment tools that support the district, school, and the community include: Quarterly Progress Report Cards, and accountability based on student and faculty produced ESLR's. LNHS ESLR's drive both assessment and accountability within the school, district and to the community.</p> <p>Power School provides the community with student progress and provides a place for parent involvement. Power School and Lnhs.org also provide a forum for communicating with the community as to upcoming events, assessments, deadlines. Parent volunteers also work on campus and give input at School Site Council meetings and during English Language Action Committee ELAC meetings for parents of English language learner students and other bilingual families. Guidance also gives presentations on college requirements and the Pre-Assessment Workshop (PAWS) program from Antelope Valley Community College (AVC) prepares students for both the college Math and English assessments. Data from the PAWS program is used by the Guidance department as a way to analyze graduation matriculation. Additionally, PAWS data is used to refocus lessons (especially in the subject area of Math) as a way to articulate learning expectations between LNHS and AVC.</p> <p>In addition, Ad hoc committees meetings are held district-wide by subject to establish guidelines, determine student achievement, and drive</p>	<ul style="list-style-type: none"> • Benchmark assessments • Literature and math support sections and scores within program • CST results • CAHSEE results • CAHSEE bootcamp • CAHSEE revolution • IEP's • CELDT • Parent/teacher meeting scheduled <ul style="list-style-type: none"> • Progress reports • Test scores • Paper placement and modifications for leaning disabled students • Department strategies • Quarterly Title I meetings • IEP's • SST's • 504 Plans <p>Proper placement of EL students</p>

subject-based curriculum.	
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Criterion D 4 – The assessment of student achievement in relation to the academic standards and the expected school-wide learning results drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.

Findings	Evidence
<p>The effective assessment of student achievement is the main goal within every departmental program at Lancaster High School. At the beginning of every school year, annual departmental goals and objectives are discussed and set for each department. One disadvantage as to starting the school early is the limited access to CST test data, which comes in late August. Constant re-evaluation of student progress occurs throughout the year in the form of staff development meetings funded through: Title I and Economic Impact Aide/School compensatory Education (EIA/SCE) all of which assist teachers in successfully accomplishing pre-selected goals and objectives. Goals are chosen through teacher feedback, benchmark assessment results, and Single Plan for Student Achievement (SPSA).</p> <p>Currently, the evaluation of data, from quarterly benchmark exams and various other types of assessments, drives instruction. Each department within Lancaster High School follows either a proposed district wide, or the departmentally written pacing guide, which instructors must use to assure that standards are effectively taught each quarter. The benchmark exams serve to gauge student learning based on the specific standards. In this way, the data indicates student proficiency for each standard covered within the quarter. After the administration of benchmark exams, each department will meet, with their respective instructional coach or department chair, to discuss assessment results and to create interventions geared toward re-teaching and improvement of instructional methods.</p>	<p>Job Posting Brochures www.avuhisd.org CDE</p> <p>BTSA Program (meeting agendas, memos)</p> <p>Welcome Packet (staff handbook on desktop)</p> <p>Plan for Professional Growth Summative Evaluations AVTA Contract CDE Email Meeting Minutes Prof. development agendas and materials Admin. Meeting Minutes Principal and AP Meeting Minutes Focus Area Binders Focus Area Minutes</p>

Category D – Assessment

Areas of Strength

- Frequent benchmark updates
- Varied assessment and instruction
- Great communication with parents and community
- Tutoring
- Teacher collaboration across curriculum
- Active participation of General Education teachers with special education students
- Back to School Night personal time with teachers

Areas for Growth

- The staff needs more OARS training and usage.
- More consistent teacher follow-up on parent concerns.
- Standardized use of Power School throughout the school.
- There needs to be cross-curricula teaching of core academic ideas



FOCUS GROUP E – SCHOOL CULTURE



MEMBERS

Focus Group Leaders

Jef Anderson – Head Counselor

Tracy Landrus – Music Teacher

Focus Group Administrator

Jennifer Griffey – Vice Principal

Acuna, Rick- P.E. Teacher

Aseron, Xystus-Math Teacher

Blumfied, Lynn- SPED/SDC Teacher

Bohnet, Audrey- SPED/RSP Teacher

Camou, Marci - School Psychologist

Cate, Greg-- Science Teacher

Gilmore, Nathan- English Teacher

Gutierrez, Dave- History Teacher

Howard, Allyson- English Teacher

Kopietz, Lora- English Teacher

Kruizinga, Kristin-- Science Teacher

Harris, Bruce- VAPA Teacher

McGinness, Linda-Math Teacher

Neal, Andrea-- Science Teacher

Pennington, Janet-Math Teacher

Queen, Larry- Guidance Counselor

Richard, Eve- SPED/SDC Teacher

Strom, Sue - SPED/ED Teacher

Teaney, Gretchen- Guidance Counselor

Berry, Gail- Vice Principal Secretary

Brown, Linda- Pupil Service Tech

Bryant, Katana- Instructional Aide

Carbo, Tamera- Senior Atten. Clerk

Chalmers, Ruby- Instructional Aide

Davis, Alicia- Paraeducator

Feehan, Karen- Cafeteria Personnel

Harris, Sandy- Paraeducator

Holzman, Joan- Cafeteria Personnel

Jones, Debra- Textbook Clerk

King, Ryan- Cafeteria Custodian

Luna, Shary- Cafeteria Personnel

Marvray, Trina - Paraeducator

McCarther, Cynthia- Instructional Aide

Metzger, Robyn- Atten. Clerk

Petit, Casey- Paraeducator

Rossi, Cynthia- Instructional Aide

Schoengarth, Lorene- Instructional Aide

Stutzman, Laura- Secretary to Principal

Thurman, Mary- SPED/VP Secretary

Belcher, Quincy – Student, 11th Grade

Garcia, Erica – Student, 12th Grade

Siodia, Alexis- Student , 11th Grade

Lods, Barbara - Parent

Lombard, Andie - Parent



Focus on Learning School-Wide Criteria

Category E – School Culture

Criterion E 1 – The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Findings	Evidence
<p>Lancaster High School employs a wide variety of strategies and tools to ensure that parents and the community stay involved in student learning and school activities.</p> <p><u>TeleParent</u> This mass calling system is one of the quickest and most efficient ways LnHS stays in touch with parents and informs them of important events and information. The entire student body or specific groups of students can be selected to receive a message from administration, teachers, or coaches and advisors.</p> <p><u>EL</u> LnHS provides translators upon request and offers a comprehensive assessment to help identify levels of EL interventions. Most school documents are made available in both English and Spanish.</p> <p>Our EL teacher publishes a creative writing journal every year which showcases student work and is available for sale around campus.</p> <p>The EL program at Lancaster High School actively holds parent meetings throughout the school year and has hosted a parent symposium open to the community that covered topics pertaining to college preparedness, effectively using Power School, study skills, etc.</p> <p><u>Guidance</u> Through the Guidance Department, many referrals are made to community based resources for students in need. Lancaster High School holds Friday morning counseling meetings one to two times per month as a way for parents, counselors and teachers to meet and discuss student academic progress as well as additional resources that are available to help students (after school tutoring).</p> <p>The Guidance Department also brings in numerous speakers from within the community to address areas such as tolerance</p>	<p>http://powerschool.avhsd.org Documents distributed to parents in both English/Spanish through counseling/administrative offices CELDT Test</p> <p>Penny Lane Counseling Services Action: Parent/Teen Support Group Tarzana Treatment Center AV Light Foundation Families in Action Covenant House Nineline Bank of America CBET (Community Based English Tutoring) U-CAN Teen Help Center El Nido Family Centers</p> <p>Counselor Sign-in sheets for Parent/Teacher conferences After-school tutoring schedule</p> <p>PPTs from AVID Parent Mtgs Sign-In Sheets from AVID Parent Meetings Copies of Academic Contracts Teleparent excel document</p>

and substance abuse. The counseling department provides presentations from the organization Monster.com that focuses heavily on taking advantage of educational opportunities that students are afforded.

AVID

The Lancaster High School AVID Program holds parent meetings in Spanish and English for every AVID grade level in order to enhance communication. AVID parents are made aware of how to help their students succeed academically and are fully informed of the college going process. In addition, the AVID program utilizes quarterly academic contracts and Teleparent (in both English and Spanish) as a way to continually inform parents of their student's academic progress.

Departments

Several of our departments utilize connections within the community to enhance their curriculums which regularly involve parents and community in being active partners in the learning process:

- The Social Studies Department produces an annual Pride of the Nation event in which students and community veteran organizations play an integral part in bringing awareness to the public about the roles veterans have played in shaping our history. The veteran organizations and students work collaboratively to plan Pride of the Nation and both parties greatly benefit from their participation in these events.
- The VAPA Department displays student work in numerous venues within the school and community, inviting parents, teachers and community members to view and celebrate student work and successes.
- Our Work Experience Program brings in business partners two times per year to address the Work Experience students on various topics regarding entering the work force.
- The AVID program involves engineers and rocket scientists working at Edwards Air Force Base as part of their tutor team. The engineers/scientists volunteer approx. 2 hrs of their time every morning to assist AVID students during their tutorial time focusing primarily on helping students in higher-level math classes.

Pride of the Nation
footage/pictures

Curriculum associated with
Pride of the Nation

Pride of the Nation
attendance records

Records of students who have
participated in community
art shows

Examples of student art

Presentation handouts

Video footage or pictures
demonstrating community
speakers addressing
tolerance, substance abuse,
and taking advantage of
educational opportunities

Pictures of business partners
giving presentations

Handout/Copies of
presentation

Email communication
between AVID coordinator
and director

Guest approval form
authorized by school
principal

Creative Writing Journal
exemplifying student work

Agendas, Handouts and Sign-
In sheets from Parent
Symposium and Parent
Meetings

Letter packet that Title I
sends home to parents in
English and Spanish
discussing workshops and
ways for parents to get
involved on campus

<p><u>Title I</u></p> <p>The Title I program at Lancaster High School offers a no-cost 10-week parent workshop series as a way for parents to help their child succeed academically and socially. The workshop focuses on areas such as motivating teens, addressing problematic behavior, and emphasizing life skills. This helps parents stay involved in the learning process.</p> <p><u>Power School</u></p> <p>Lancaster High School assists parents and the school community in understanding how to access and interpret information published on Power School through discussion of Power School reports during parent/teacher conferences, discussion of student grades through email and IEP meetings.</p> <p>Parents and students of Lancaster High School have been provided with their own individual passwords for Power School and can access the program to monitor student achievement of the academic standards. Similarly, teachers and counselors can utilize Power School to look up students' academic achievement in other courses. This ability allows teachers and counselors the ability to conference with students regarding their academic progress in achieving the standards. For example, the AVID program reviews student progress in every academic course to use as a basis for placing students on academic contracts and setting goals with them to improve their achievement.</p> <p>Students at Lancaster High School are made aware of achieving the academic standards through the consistent use of benchmark testing within all core departments. Lancaster High School sends students' CAHSEE scores and CST results home allowing opportunity for discussions to take place between students and parent regarding achievement toward academic standards.</p> <p>As a way to involve parents in understanding the expected school wide learning results (ESLRs), parent representatives are members of each WASC focus group. These parents have a voice in revising and voting on the ESLRs.</p> <p><u>Parent Advisory Committee</u></p> <p>LnHS hold a Parent Advisory Council meeting monthly where the parents are given information regarding activities at LnHS and are given the opportunity to ask questions and offer input.</p> <p>The LnHS radio station broadcasts school information for parents, students, and community member.</p>	<p>Teacher use of Powerschool grades during parent/teacher conference</p> <p>Evidence of using Powerschools during IEP meetings</p> <p>Class sign-in sheets indicating that each student was provided with information on how to log in to Power Schools. This document provides each student and parent with a Powerschool code.</p> <p>AVID contracts</p> <p>Benchmark scores CAHSEE score reports CST score reports</p> <p>WASC mtg. sign in sheet WASC focus group materials on ESLRs</p> <p>ESLR posters</p>
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LnHS TV provides students with important reminders and school information every two to three weeks.	
<p><u>Volunteer Coordinator</u></p> <p>Our Volunteer Coordinator is vital in helping the school make important connections with parents and the community. She stays in close contact with many parents who volunteer their time for various tasks at LnHS throughout the year.</p>	

Criterion E 2 – The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Findings	Evidence
<p>Lancaster High School has a number of policies in place that are intended to provide a safe and clean learning environment. These policies include a school wide tardy policy, a school wide truancy policy, and school identification card policy requiring students to wear their IDs at all times. Consistent enforcement of the ID policy is an on-going challenge.</p> <p>The Guidance Department offers an anti-bullying program to all 9th grade students and an anti-harassment to all 10th graders to emphasize tolerance, respect and acceptance of all students. Additionally, Not in Our Town student ambassadors in conjunction with the Activities Vice Principal put together and one week campaign and follow up activities which spanned the entire year last year to reinforce our school-wide anti-bullying campaign. All students were invited to participate in the activities and view the memorial wall placed on the stage to acknowledge student victims who lost their lives as a result of bullying. The Not In Our Town campaign catapulted the formation of a new club on campus called Not In Our School dedicated to making students aware of the harmful effects associated with bullying as well as to reinforce the importance of acceptance.</p> <p>The guidance department offers a 4-week anger management program called Power of Choice (POC) that helps students learn how to appropriately deal with conflicts. Students can be referred to Power of Choice by their administrators in place of suspension.</p> <p>Conflict Managers are made up of a group of upper classmen who work closely with counselor Barbara Frazier to mitigate conflicts that arise among students in order to promote a safe learning environment.</p>	<p>Random tardy sweeps Sign-in sheets to ensure that all students have a student I.Ds</p> <p>LnHS Counseling has attendance sheets from their tolerance/anti-harassment presentations</p> <p>Presentation materials</p> <p>POC referrals POC sign-in sheets POC materials</p> <p>Sign-In Sheets from Conflict Management Meetings</p> <p>Sign in sheets from Freshman Orientation</p>

<p>Lancaster High School Link Crew is a group of upper classmen who are involved in helping freshmen make a smooth academic and social transition behind middle school and high school. Link Crew has been responsible for creating an environment on campus of welcoming the freshmen class and making them part of our school community. Link Crew offers activities throughout the year to reinforce team camaraderie. Examples are Halloween activities and study jam sessions to prepare for finals as well as welcoming new and returning staff during the opening staff events at school. These activities help create a safe and supportive school environment.</p> <p>Lancaster High School has a security staff and school deputy that consistently monitor student activity and interactions around campus to ensure a safe and an orderly learning environment. As a general rule, students on campus are where they are expected to be. Non-students or campus visitors are required to check in through the office to ensure their purpose for visiting campus is legitimate.</p> <p>LnHS encourages the practice of “Dress for Success”. The Stagecraft Technology class requires its students to dress per the industry standard when working productions. ROTC requires the Cadets to wear their issued uniform at least once a week. The LnHS Link Crew wears t-shirts identifying its members. The purpose of the Link Crew is to foster respect among the student body.</p> <p>In addition, every Wednesday is College Wednesday in which students and staff are encouraged to wear college apparel to support a college-going culture. The counseling department sends out weekly emails highlighting an LnHS alumnus and several facts about applying to college that teachers share with their students.</p> <p>Recently, Saturday Work, a punitive program designed as a consequence for students who have misbehaved or missed class, has been replaced with Saturday School in which students are given the opportunity to work on missing work and make up for days missed from class.</p> <p>Lancaster High School has a maintenance, custodial and ground crew who work diligently to ensure the campus is clean, safe, and functioning properly. However, with the severity of the budget cuts, we have lost a few people to cutbacks so fewer people are charged with doing more around the campus to keep it clean and well stocked.</p>	<p>Video Footage/Pictures of Link Crew in Action</p> <p>Not In Our Town Program used at LnHS</p> <p>Video footage/pictures that capture the campaigns events</p> <p>Club sign-in sheets</p> <p>Assignment records for Security Staff</p> <p>Sign-in logs at the front desk</p> <p>Observation by staff</p> <p>Class attendance sheets. Meeting logs and signature sheets. Benchmarks to ensure and monitor progress. Socratic Seminars in AP to develop critical thinking. Course Syllabi. Teacher records.</p> <p>Yearbook photos.</p>
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Criterion E 3 – All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Findings	Evidence
<p>The following services are provided to support the students of LnHS: After School Tutoring, AVID, misc. Support Classes, IEP's, 504's, SST's, individual counseling and guidance, School Psychologist, Career Cntr., Instructional Aides, Student Support Center, School Library, Friday morning parent meetings and Benckmark Debriefs.</p> <p>LnHS provides after school tutoring and CAHSEE Prep classes to assist our students in preparing for their classes and the CAHSEE Test. Support classes provide intensive support with class standards. CAHSEE Boot camps on Saturdays provide additional help for students in preparing for the CAHSEE. Attendance at IEP's and parent meetings assists the staff in communicating classroom expectations to both students and parents. All departments reinforce the A-G requirements and plan their lessons to meet these criteria. LnHS has a number of Advanced Placement and Honors Classes that stress high expectations. The Standards in the State Framework are addressed in their respective disciplines.</p> <p>Counselors meet with every student in the spring during registration for the following year. During this meeting, the student and counselor take a look at the student's transcript and help them create or modify their four year plan for high school completion. If a student is behind in credits, counselors ensure they are given options for making those credits up so they can graduate on time.</p> <p>If a student falls too far behind in credits, there are several ways for him/her to earn credits in order to graduate. Freshmen and sophomores behind in credits can take Opportunity classes one to six periods a day to help get caught up. The Opportunity class is a computer based course in which the student works through a software program in the subject he or she is behind in and earn credits based on work completed and tests passed. A fully credentialed teacher is assigned to the Opportunity class to help guide the student through the workload.</p> <p>For Juniors and Seniors who are severely behind in credits, they may attend our On Site Continuation School or transfer to the Desert Winds Campus for one semester to get caught up on their credits.</p>	<p>Sign-in sheets for all tutoring classes.</p> <p>Class attendance sheets.</p> <p>Meeting logs.</p> <p>Session notes.</p> <p>Individual and group counseling.</p> <p>Sign-in logs and session notes.</p>

Criterion E 4 – Students have access to a system of personal support services, activities and opportunities at the school and within the community.

Findings	Evidence
<p>LnHS offers a number of classes outside of the regular school day. These classes include Marching Band/PE, ROTC, and ROP Stagecraft Technology. Additionally, the Robotics Program meets outside of the regular school day and on weekends.</p> <p>Opportunity classes are offered for Seniors during 'O' period and OSC classes are offered for the 11th and 12th graders during the first semester and for the 10th and 11th graders during the second semester. These classes are on a separate bell schedule than the main campus.</p> <p>APEX classes are also offered before and after school as an opportunity for seniors to earn credits they need for graduation.</p> <p>The Central Christian Church down the street from the school offers a Teen Center every Tuesday and Thursday where students can come to study, play games, and be social in a positive, supportive environment.</p> <p>We have over 50 clubs and sports teams for students to join. These teams and clubs meet one to five days a week after school.</p> <p>During football season, we offer a Student Tailgate on game day right after school in which students listen to music provided by a DJ, purchase food items for sale by clubs as fundraisers, and then cheer the football team as they depart for the locker room.</p> <p>We have Club days once a semester in which many clubs set up tables after school to sell food and drinks and distribute information about their program as a fundraiser and advertisement opportunity. Club days are popular with students because it gives them an opportunity to spend time with their friends after school.</p> <p>Though there are many activities in place that help to support students and keep them involved, it has been discussed by teachers and students alike that they would like to see a bigger display of school spirit. Many people feel like student and staff participation in school events is lacking.</p>	<p>Class curriculums and syllabi.</p> <p>Class enrollment records.</p> <p>Facility Requests for outside of the school day.</p> <p>Class attendance records.</p>

Category E – School Culture

Areas of Strength

- The school communicates with parents frequently about school events and important information.
- Lancaster High School maintains a very safe campus for students, staff, and parents.

Areas for Growth

- There is an inconsistent enforcement of the ID and tardy policy.
- Some teachers and students feel there is a need to increase school spirit with students and staff.

CHAPTER 5

Lancaster High School 2012 Single Plan for Student Achievement/Action Plan

SCHOOL GOAL # 1: *Establish a school-wide college/career going culture through institutionalizing a rigorous AVID program and AVID instructional strategies across the curriculum*

Expected School-wide Learning Results

Lancaster High School creates:

Responsible citizens with the ability to: Respect the diversity of people as well as differing viewpoints and reasoning processes; Contribute to the improvement of their school and community; Demonstrate a global perspective and respect for human rights; Accept responsibility for their actions and how they affect the community; Exhibit open-mindedness and ethical responsibility

Effective communicators with the ability to: Speak clearly; Read critically; Write effectively; Listen attentively; Advocate for self and others

Analytical, Critical & Creative thinkers with the ability to: Distinguish fact from opinion; Solve problems logically; Discern information from a variety of sources; Use technology as a tool

Life-long learners with the ability to: Practice self-directed learning; Competitively pursue post secondary goals; Work both collaboratively and individually; Make connections between curriculum and real world applications

Rationale for goal and link to WASC self-study findings:

According to our WASC self-study, in addition to providing support to our struggling students, Lancaster High School promotes a higher education culture. This is evident in our vision statement to ensure students are equipped for post-secondary education.

***Critical Academic Need 1 - Improve the performance of the African American, Hispanic/Latino, special education, and English learners student groups by implementing more culturally proficient curriculum and differentiated instructional practice.**

- The AVID program recruits and supports students in the “academic middle,” especially those students who belong to an ethnic group under-represented at four-year colleges. AVID also supports the use of culturally relevant curriculum and instructional strategies in all classes.

***Critical Academic Need 2 - Increase the frequency and improve the quality of inter and intra-departmental collaboration**

- AVID is, by nature, interdisciplinary and supports collaboration. The AVID Elective teachers also teach other various subjects; and through AVID professional development, teachers campus-wide are given the opportunity to discuss and modify strategies that can fit any discipline.

Student groups and grade levels to participate in this goal: ALL

Anticipated evidence of annual performance growth and/or indicators for each group (WASC Growth Targets):

- AVID students will outperform non-AVID students on Benchmarks and class grades. There will be an increase in the number of graduates who plan to pursue a post-secondary education.
- Students in all classes should show increased performance on Benchmarks and class grades if AVID strategies are implemented with fidelity.
- Number of African American students who pass the ELA portion of the CAHSEE will increase by 5% annually.
- Number of African American students who pass the Math portion of the CAHSEE will increase by 5% annually.
- 5% of African American students will score in a higher ELA CST performance band annually.
- 5% of African American students will score in a higher Math CST performance band annually.

<ul style="list-style-type: none">• Number of Hispanic/Latino students who pass the ELA portion of the CAHSEE will increase by 5% annually.• Number of Hispanic/Latino students who pass the Math portion of the CAHSEE will increase by 5% annually.• 5% of Hispanic/Latino students will score in a higher ELA CST performance band annually.• 5% of Hispanic/Latino students will score in a higher Math CST performance band annually.										
Measurement tools used to evaluate progress towards this goal: <ul style="list-style-type: none">• CST Scores• CAHSEE Scores• Benchmark Scores• 5 week progress grades• Quarter grades• Semester grades				Group data to be collected to measure academic gains: <ul style="list-style-type: none">• CST Scores• CAHSEE Scores• Benchmark Scores• 5 week progress grades• Quarter grades• Semester grades						
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)				Persons Involved/Timelines		Quarterly Review** 1234		Proposed Expenditures	Estimated Cost	Funding Source
A. GOOD TEACHING <ul style="list-style-type: none">• All AVID Elective teachers have been trained in AVID Implementation and have attended AVID Summer Institute at least once. (Ess. 10.4)• Content area teachers are trained in AVID strategies. (Cornell Note taking, Inquiry, and Socratic Seminars)• Teachers use AVID strategies with fidelity. Teacher collaboration is organized to include best practices for implementing AVID methodologies such as interactive note-taking, Costas levels of questions, and Socratic Seminars.• Teacher goals reflect how they will implement interactive note-taking and Costas levels of questions in their class.				AVID Elective teachers/ AVID Coordinator/ (Summer) AVID I.C./Fall '12 (by end of 1 st quarter) AVID I.C./Admin Quarterly All staff/Admin (by October 1 st .)				N/A (All of our teachers were trained last year.) Monthly Professional Development seminars available to teachers in all curricular areas.	\$10,000	Title 1
B. FIDELITY TO THE PROGRAM <ul style="list-style-type: none">• AVID students meet the AVID profile and recruitment is done with fidelity, including interviews of prospective candidates. (Ess. 1)• AVID Elective classes are taught by diverse staff from a variety of subject areas. (Ess 2.5)• All AVID Elective teachers have been trained in AVID Implementation and have attended AVID Summer Institute at least once. (Ess 10.4)• AVID Elective teachers attend ongoing training hosted by LACOE.• AVID Elective teachers have access to and are utilizing the AVID				AVID Site Team/Guidance (Spring/Summer '12) AVID Coordinator/Admin AVID Elective Teachers AVID Coordinator				Release time for recruitment Materials/Supplies AVID Tutors	\$2,500 \$35,000 \$40,500	Title 1 Title 1 Title 1

Curriculum. <ul style="list-style-type: none"> AVID Elective classes have college-aged tutors to meet the 1:7 ratio as determined by Essential 8 of the AVID Certification guidelines. Standardized test data is used to inform instruction in core academic classes and increase quality teaching. Data analysis leads to revision of plans to promote access to, support and success in rigorous advanced classes. 	AVID Coordinator/Admin (1 st quarter) AVID I.C./AVID Coordinator/AVID Site Team (quarterly) AVID I.C./AVID Coordinator/AVID Site Team (quarterly)							
C. INSTRUCTIONAL SUPPORT <ul style="list-style-type: none"> Site will designate a staff member (AVID Instructional Coach) to regularly compile comparison data of AVID to non-AVID students for the purpose of tracking student success and program effectiveness. AVID Instructional Coach will work with all teachers to support implementation of AVID strategies that are culturally relevant. AVID Coordinator and AVID Instructional Coach will attend monthly meetings to collaborate with district leadership, other district coordinators and with feeder school coordinators. 	AVID I.C. AVID I.C./Teachers AVID I.C./AVID Coordinator					AVID Instructional Coach AVID Coordinator Critical reading materials Tutoring AVID Weekly Turn-it-in.com	\$40,000 \$2,500 \$2,500 \$20,000 \$500 \$2,500	Title 1 Title 1 Title 1 Title 1 Title 1 Title 1
D. PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> All AVID Elective teachers have been trained in AVID Implementation and have attended AVID Summer Institute at least once. Content area teachers are trained in AVID strategies. (Cornell Note taking, Inquiry, and Socratic Seminars) AVID Elective teachers attend ongoing training hosted by LACOE. (twice yearly) 	AVID Elective teachers/AVID Coordinator/ (Summer) AVID I.C./Fall '12 (by end of 1 st quarter) AVID Coordinator					Training/Collaboration	\$20,000	Title 1
E. STUDENT SPONSORSHIP/CONNECTIONS <ul style="list-style-type: none"> All eligible students are expected to participate in pre-college testing (PSAT, PLAN, SAT, ACT) (Ess 4.5) AVID programs hold at least two parent meetings/workshops per year. (Ess 11.6) Parents/guardians and/or families are regularly included in Site Team meetings. (Ess. 11.6) 	AVID Coordinator/Guidance Fall '12/Spring '13 AVID Site Team/ Each Semester AVID Site Team/ongoing AVID Site					Link Training/Freshman Orientation Link Activities Student Notebooks ID/Lanyard Parent contact	\$5,000 \$3,810 \$5,000 \$8,000 \$5,000	Title 1 Title 1 Title 1 Title 1 Title 1

<ul style="list-style-type: none"> AVID Site Teams will publish an AVID newsletter. 	Team/quarterly							
<ul style="list-style-type: none"> AVID Site Team will present AVID information to staff at least once yearly. (Ess. 11.7) 	AVID Site Team							
F. FUNDING <ul style="list-style-type: none"> There is adequate funding to fully implement the AVID program. Including, but not limited to: <ol style="list-style-type: none"> 2 college field trips yearly College Tutors Staff development Sub-pay for staff development Pre-college test prep materials 	Admin.					AVID College field trips.	\$2,500	Title 1
						Instructional materials for classrooms	\$2,500	Title 1

SCHOOL GOAL # 2: Improve student literacy and proficiency in core English/Language Arts and Literacy Support classes as measured on state and local assessments (CAHSEE, CSTs, and AVUHSD Benchmark Assessments) and applied in cross curricular areas.

Expected School-wide Learning Results

Lancaster High School creates:

Responsible citizens with the ability to: Respect the diversity of people as well as differing viewpoints and reasoning processes; Contribute to the improvement of their school and community; Demonstrate a global perspective and respect for human rights; Accept responsibility for their actions and how they affect the community; Exhibit open-mindedness and ethical responsibility

Effective communicators with the ability to: Speak clearly; Read critically; Write effectively; Listen attentively; Advocate for self and others

Analytical, Critical & Creative thinkers with the ability to: Distinguish fact from opinion; Solve problems logically; Discern information from a variety of sources; Use technology as a tool

Life-long learners with the ability to: Practice self-directed learning; Competitively pursue post secondary goals; Work both collaboratively and individually; Make connections between curriculum and real world applications

Rationale for goal and link to WASC self-study findings:

The Lancaster High School WASC self-study findings indicate an academic need to improve performance in Language Arts in all sub-populations scoring below basic or basic on the STAR test and not passing the CAHSEE.

***Critical Academic Need 1 - Improve the performance of the African American, Hispanic/Latino, special education, and English learners student groups by implementing more culturally proficient curriculum and differentiated instructional practice.**

- Literacy strategies are inherently needed in all classes in all curriculums and especially by students of ethnic minority who struggle with low reading proficiencies.

***Critical Academic Need 2 - Increase the frequency and improve the quality of inter and intra-departmental collaboration**

- Literacy teachers use a wealth of reading strategies that can be used in other subject areas to assist students in accessing the curriculum. Lit. Support (ELA Intervention) teachers and others will have the chance to meet and share materials and ideas.

Student groups and grade levels to participate in this goal: ALL

Anticipated evidence of annual performance growth and/or indicators for each group (WASC Growth Targets): <ul style="list-style-type: none">• Advancement in reading levels as measured by the Scholastic Reading Inventory (Reading Intervention Classes).• Number of African American students who pass the ELA portion of the CAHSEE will increase by 5% annually.• 5% of African American students will score in a higher ELA CST performance band annually.• Number of Hispanic/Latino students who pass the ELA portion of the CAHSEE will increase by 5% annually.• 5% of Hispanic/Latino students will score in a higher ELA CST performance band annually.												
Measurement tools used to evaluate progress towards this goal: <ul style="list-style-type: none">• CST Scores• CAHSEE Scores• Benchmark Scores• 5 week progress grades• Quarter grades• Semester grades				Group data to be collected to measure academic gains: <ul style="list-style-type: none">• CST Scores• CAHSEE Scores• Benchmark Scores• 5 week progress grades• Quarter grades• Semester grades• SRI								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)				Persons Involved/Timelines		Quarterly Review** 1 2 3 4				Proposed Expenditures	Estimated Cost	Funding Source
A. GOOD TEACHING <ul style="list-style-type: none">• Review Standardized test and diagnostic exams for intervention placement• Review Benchmark and SAM data collaboratively to support student success• Literacy strategies are present and observable in class.• Planning instruction and designing learning experiences for all students based on data• Engaging and supporting all students in learning• Creating and maintaining effective environments for student learning• Understanding and organizing subject matter for student learning• Assessing students for learning and using data to drive classroom instruction• Developing as a professional leader				Teachers, Coaches, Counselors-each semester						Instructional Coach	\$40,000	Title 1
				Teachers and Coaches-Monthly						Class size reduction	\$40,000	Title1/ EIA/SCE
				Teachers- daily						Special needs counselor	See above	
										Collaboration/Training	\$20,000	EIA/SCE
										Summer placement	\$5,000	Title 1
										Materials/equipment	\$35,000	Title 1
										CAHSEE Revolution software	\$30,000	EIA/SCE
										CAHSEE Roving Sub	\$20,000	EIA/SCE

B. FIDELITY TO THE PROGRAM <ul style="list-style-type: none"> Intervention teachers have access to the full Read 180 and System 44 materials Strategies from curriculum and professional development are evident in intervention classes. Read 180 program is run to fidelity Strategies from curriculum and professional development are evident in intervention classes as well as campus-wide Professional Development supports fidelity 	Administration- Daily Teachers- Daily Admin & Teachers- Daily Site & District Admin Instructional Coaches - Daily				R-180 Trainings/System 44 Trainings	\$10,000	Title 1
C. INSTRUCTIONAL SUPPORT <ul style="list-style-type: none"> Students are made aware of their progress on a monthly basis. Parents/guardians are aware and support the placement and progress of their students. Parents are sent progress letters on a quarterly basis including reading growth 	Teachers- Monthly Parents and Teachers Parents and Teachers- Quarterly				Lit Support Instructional Coach Tutoring Class size reduction R-180 Materials/Equipment CAHSEE Materials	\$40,000 See above \$40,000 \$35,000 \$10,000	Title 1 EIA/SCE Title 1
D. PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intervention classes are taught by trained teacher who teach with fidelity to the intervention programs. Participation in monthly intervention collaboration between teachers, coaches, and administration District wide collaboration of intervention coaches Intervention teachers attend ongoing professional development provided by LEA and Scholastic Content area teachers are trained in Literacy strategies. 	Site and district admin- quarterly Teachers and coaches- monthly District admin- quarterly District admin & teachers -yearly Instructional Coaches - Quarterly				PD/release time	\$20,000	EIA/SCE
E. STUDENT SPONSORSHIP/CONNECTIONS <ul style="list-style-type: none"> Review Standardized test and diagnostic exams for intervention placement. Students and Teachers set RTI goals and are consistently measured. 	Coaches, Admin, Counselors-each semester Teachers- Monthly				Link Training Link Activities Student Planers	See above See above See above	

<ul style="list-style-type: none"> Students making significant gains in intervention are exited from the program, placed and supported properly Continuous support throughout all grade levels is available for students. Student successes are celebrated. 	Teachers and counselors- monthly Site Admin- yearly Teachers, admin- quarterly					ID/Lanyard	See above	
F. FUNDING <ul style="list-style-type: none"> Funding is provided for the Read 180 program to run with fidelity Professional development is funded for teachers on a monthly basis Sub pay for teachers needing to observe or attend training 	District admin District admin District admin							

SCHOOL GOAL #3: *Improve student mathematics achievement and proficiency in core mathematics and mathematics support classes as measured on state and local assessments (CAHSEE, CSTs, and AVUHSD Benchmark Assessments) and applied in cross curricular areas.*

Expected School-wide Learning Results

Lancaster High School creates:

Responsible citizens with the ability to: Respect the diversity of people as well as differing viewpoints and reasoning processes; Contribute to the improvement of their school and community; Demonstrate a global perspective and respect for human rights; Accept responsibility for their actions and how they affect the community; Exhibit open-mindedness and ethical responsibility

Effective communicators with the ability to: Speak clearly; Read critically; Write effectively; Listen attentively; Advocate for self and others

Analytical, Critical & Creative thinkers with the ability to: Distinguish fact from opinion; Solve problems logically; Discern information from a variety of sources; Use technology as a tool

Life-long learners with the ability to: Practice self-directed learning; Competitively pursue post secondary goals; Work both collaboratively and individually; Make connections between curriculum and real world applications

Rationale for goal and link to WASC self-study findings:

The Lancaster High School WASC self-study findings indicate an academic need to improve performance in Math in all sub-populations scoring below basic or basic on the STAR test, not passing the CAHSEE, and failing Algebra I courses.

***Critical Academic Need 1 - Improve the performance of the African American, Hispanic/Latino, special education, and English learners student groups by implementing more culturally proficient curriculum and differentiated instructional practice.**

- Supports students with low math skills. The Math program also incorporates culturally relevant strategies.

***Critical Academic Need 2 - Increase the frequency and improve the quality of inter and intra-departmental collaboration**

- Math support teachers will be given the chance to collaborate with Gen. Ed. math teachers to share strategies and materials. Additionally, math teachers can collaborate with teachers from other subject areas to build lessons that require the application of mathematical concepts.

Student groups and grade levels to participate in this goal: ALL

Anticipated evidence of annual performance growth and/or indicators for each group (WASC Growth Targets): <ul style="list-style-type: none">Increased performance on quarterly Benchmark Exams in Math.Increase in number of higher level Math classes offered to students.Number of African American students who pass the Math portion of the CAHSEE will increase by 5% annually.5% of African American students will score in a higher Math CST performance band annually.Number of Hispanic/Latino students who pass the Math portion of the CAHSEE will increase by 5% annually.5% of Hispanic/Latino students will score in a higher Math CST performance band annually.												
Measurement tools used to evaluate progress towards this goal: <ul style="list-style-type: none">CSTs, BMEs, CaHSEE, Site common assessments, CWT data, Lesson study observations				Group data to be collected to measure academic gains: CAHSEE Math scores. Quarterly BME scores in Math. Master Schedule								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)				Persons Involved/Timelines		Quarterly Review** 1234		Proposed Expenditures	Estimated Cost	Funding Source		
A. GOOD TEACHING <ul style="list-style-type: none">Engaging and supporting all student in learningCreating and maintaining effective environments for student learningUnderstanding and organizing subject matter for student learningPlanning instruction and designing learning experiences for all students based on dataAssessing students for learning and using data to drive classroom instructionDeveloping as a professional leader				Teachers, Coaches, Counselors- Beginning of Semester						Instructional Coach	\$40,000	Title 1
				Teachers and Coaches- Monthly						Class size reduction	\$40,000	Title1/ EIA/SCE
				Teachers- daily						Special needs counselor	See above	EIA/SCE
										Collaboration/Training	\$20,000	EIA/SCE
										Summer placement	\$5,000	Title 1
										Materials/equipment	\$35,000	Title 1
										CAHSEE Revolution software	\$30,000	EIA/SCE
										CAHSEE Roving Sub	\$20,000	EIA/SCE
B. FIDELITY TO THE PROGRAM <ul style="list-style-type: none">Intervention teachers have access to the full FasTT Math and Fractions Nation system and supporting materialsStrategies from curriculum and professional development are evident in intervention and all other math classes (ex: 3 phase rotations or AVID based tutorial model <u>as per AVUHSD Math Support Rubric</u>)Math support classes run with <u>fidelity as per AVHSD Math Support Rubric</u>Professional Development at the site level supports fidelity				Administration- Daily								
				Teachers- Daily						Title 1 clerk (Paid hourly)	\$6000	Title 1
				Admin and Teachers- Daily								
				-Site and District Admin								

<ul style="list-style-type: none"> Classes with strong mathematic ties (ie science and STEM electives) contribute to the cross-curricular effort of developing mathematic fluency and proficiency. Site leadership team works together to ensure the full implementation of the site's developed FasTT Math Integration plan 								
C. INSTRUCTIONAL SUPPORT <ul style="list-style-type: none"> Students are made aware of their progress in math and math support classes on a monthly basis. Parents/guardians are aware and support the placement and progress of their students. Parents are sent progress letters on a quarterly basis including reading growth Classes with strong mathematic ties (ie science and STEM electives) receive data pertaining to student proficiency in mathematics classes Site plan for recruitment and training of peer tutors is in place All parties (Site Admin, Math Chair, Math instructional Coach, Counseling, Math Department) are well versed in the AVUHSD Math Support Rubric and work cohesively toward institutional implementation of activities and protocols as outlined in the rubric Students are uploaded into the SAM system and rosters are maintained on a scheduled (weekly) basis. 	- Teachers- Monthly Parents and Teachers – Parents and Teachers – Quarterly Instructional Coaches - Daily					Tutoring	See above	
D. PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intervention classes are taught by trained teachers who teach with fidelity to the intervention programs as per the AVHSD Math Support Rubric and SB-472 training Participation in bi-weekly/ monthly/ quarterly intervention workshops and collaborative planning meetings between teachers, coaches, administration, and counselors <u>as per AVUHSD Math Support Rubric</u> District wide collaboration of intervention coaches and intervention teachers attend ongoing professional development provided by LEA and scholastic. 	Site and district admin- quarterly Teachers and coaches- monthly District admin- quarterly District admin- teachers -yearly							

E. STUDENT SPONSORSHIP/CONNECTIONS <ul style="list-style-type: none"> Review Standardized test and diagnostic exams for intervention placement using multiple measures of student proficiency Students and Teachers set RTI goals and are consistently measured. Students making significant gains in intervention are exited from the program, placed and supported properly Continuous support throughout all grade levels is available for students. Student successes are celebrated Appropriate behavioral interventions are collaboratively designed, uniformly set in place and supported by all parties 	- Coaches, Admin, Counselors- each semester Teachers- Monthly					Link trainings	See above	
						Link Activities	See above	
	Teachers and counselors- monthly Site Admin- yearly					Student Planers	See above	
	Teachers, admin- quarterly					ID/Lanyard	See above	
F. FUNDING <ul style="list-style-type: none"> Funding is provided for the Math Intervention programs to run with fidelity. Professional development is funded for teachers on a monthly basis Sub pay for teachers needing to observe or attend training 	District Administration							
	District and site admin							
	District and site admin							

SCHOOL GOAL #4: *English Learners will acquire full proficiency in English rapidly and effectively (meet state standards) and reach high academic standards.*

Expected School-wide Learning Results

Lancaster High School creates:

Responsible citizens with the ability to: Respect the diversity of people as well as differing viewpoints and reasoning processes; Contribute to the improvement of their school and community; Demonstrate a global perspective and respect for human rights; Accept responsibility for their actions and how they affect the community; Exhibit open-mindedness and ethical responsibility

Effective communicators with the ability to: Speak clearly; Read critically; Write effectively; Listen attentively; Advocate for self and others

Analytical, Critical & Creative thinkers with the ability to: Distinguish fact from opinion; Solve problems logically; Discern information from a variety of sources; Use technology as a tool

Life-long learners with the ability to: Practice self-directed learning; Competitively pursue post secondary goals; Work both collaboratively and individually; Make connections between curriculum and real world applications

Rationale for goal and link to WASC self-study findings: As indicated in the WASC self-study, there is a significant need to support students in the EL program achieve at higher levels as measured by the STAR and CAHSEE tests. EIA-LEP funding and Title III are supplemental funding sources used to support the academic achievement of students identified as English Learners. Allowable expenditures include: professional development, instructional materials, supplies, field trips (extended learning activities), tutoring, and

parental involvement.

***Critical Academic Need 1 - Improve the performance of the African American, Hispanic/Latino, special education, and English learners student groups by implementing more culturally proficient curriculum and differentiated instructional practice.**

- Supports students whose home language is one other than English. EL also supports the use of culturally relevant strategies in all classes.

***Critical Academic Need 2 - Increase the frequency and improve the quality of inter and intra-departmental collaboration**

- Teachers in all subject areas work to meet the needs of EL students, and will be given the opportunity to meet and discuss strategies that work well for EL students across all disciplines.

Student groups and grade levels to participate in this goal: All EL Students												
Anticipated evidence of annual performance growth and/or indicators for each group (WASC Growth Targets): <ul style="list-style-type: none">• AMAO #1 (ELs making annual progress): 56%• AMAO #2 (progress in the percentage of EL who become proficient in English as determined by CELDT): less than 5 years-20.1%, more than 5 years-45.1%• AMAO #3 (Academic Targets in English and Math as determined by CAHSEE): [SEE AYP results]• 5% of EL students will score in a higher ELA CST performance band annually.• 5% of EL students will score in a higher Math CST performance band annually.• Number of EL students who pass the ELA portion of the CAHSEE will increase by 5% annually.• Number of EL students who pass the Math portion of the CAHSEE will increase by 5% annually.• CAHSEE: Decrease the percentage of EL students who have not passed by the beginning of the twelfth grade.												
Measurement tools used to evaluate progress towards this goal: <ul style="list-style-type: none">• Benchmark assessments ELA, ELD, MATH• transcript review (progress/quarter/semester grades)• CAHSEE results (end of 11th grade)• CAHSEE results (end of 10th grade)• CELDT				Group data to be collected to measure academic gains: <ul style="list-style-type: none">• Benchmark assessments ELA, ELD, MATH• transcript review (progress/quarter/semester grades)• CAHSEE results (11th grade)• CELDT								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)				Persons Involved/Timelines		Quarterly Review** 1234		Proposed Expenditures	Estimated Cost	Funding Source		
A. GOOD TEACHING <ul style="list-style-type: none">• English Learners Program Site Instructional Coach (ELPSIC) will be responsible for coordinating/providing professional development on English Learners to staff on site.• ELPSIC will be responsible for supporting/modeling/providing differentiated instruction strategies (SDAIE) to teachers working with students identified as EL.• ELPSIC will gather/interpret/and share data with staff on site as a way to influence differentiated instruction and enhance educational program.• ELPSIC will have at a minimum one release period to assume, in part,				Teachers EL Program Site Advisor EL Program Site Instructional Coach Counselors Administration						EL Instructional coach	\$40,000	EIA/SCE
										EL coordinator	\$21,000	Title III
										Bilingual instructional aide	\$33,000	EIA/SCE
										Materials/equipment	\$35,000	Title III

<p>some of the responsibilities mentioned above</p> <ul style="list-style-type: none"> Bilingual Instructional Aide(s) will assist students in core subject areas, with a focus on Beginning, Early Intermediate, and Intermediate proficient level students <p>*Recordkeeping to be maintained at site and made available for compliance purposes.</p>								
<p>B. FIDELITY TO THE PROGRAM</p> <ul style="list-style-type: none"> All classes will use the adopted curriculum and will implement according to the district's program. Students who are identified as EL, who meet our definition of Newcomer or Long Term English Learner (LTEL), will be clustered with an EL authorized teacher(s). All teachers working with EL will hold an EL authorization School-wide effective annual/initial CELDT administration Proper identification/placement of EL upon enrollment Bilingual Instructional Aides will assist in core subject areas All school newsletters, messages, communication will be in Spanish as required (does not apply to QHHS). Data will reviewed on an ongoing basis 	<p>EL Program Site Advisor EL Program Site Instructional Coach Teachers Counselors Administration</p>					<p>Staff Trainings</p> <p>CELDT Testing</p> <p>ELAC Meetings</p> <p>Parent project</p>	<p>\$20,000</p> <p>\$4000</p> <p>\$1,000</p> <p>\$1,000</p>	<p>EIA/SCE/ Title III Title III Title III Title III</p>
<p>C. INSTRUCTIONAL SUPPORT</p> <ul style="list-style-type: none"> Bilingual Instructional Aides to assist in the core area classes (priority non-ELD classes), with a focus on students who are Newcomers and Long Term English Learners Differentiated instruction strategies (SDAIE) to be implemented on a daily basis thereby providing access to the subject area Supplemental materials (i.e., realia, bilingual materials) to be purchased as a way of increasing comprehensible input Interventions made available as needed (i.e., Literacy Support, Math Support) 	<p>EL Program Site Advisor Bilingual Instructional Aides Bilingual Intermediate Clerk EL Program Site Instructional Coach Teachers Counselors Administration</p>					<p>Tutoring</p>	<p>See above</p>	

<ul style="list-style-type: none"> Offer extended learning opportunities (i.e., tutoring before and/or after-school, Saturday, field trips) Bilingual Intermediate Clerk to provide assistance throughout the year as needed 								
D. PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> A mini-conference will be held at least once a year for parents/students/teachers English Learners Program Site Advisor and Instructional Coach will plan for collaboration between teachers (i.e., before or after-school, release period(s), weekend, etc.) ELPSIC will coordinate/provide professional development on EL/RFEP designated students and will follow-up throughout the year with participating teachers/staff English Learners Program Site Advisor and Instructional Coach, will plan on attending the CDE's Accountability Institute for English Learners, Immigrant, and Migrant Students Participating staff and ELAC parents to attend the annual CABE conference, and related conferences/workshops ELPSA, ELPSIC, BIC, BIA, ELD teachers to attend District Office hosted meetings/trainings 	EL Program Site Advisor EL Program Site Instructional Coach Teachers Counselors Classified Staff Administration							
E. STUDENT SPONSORSHIP/CONNECTIONS <ul style="list-style-type: none"> English Learners Program Site Advisor will meet each student identified as EL at least twice per year ELPSA/ELPSIC and other staff will meet with EL/RFEP not meeting established academic criteria (i.e., GPA, grades) after progress, quarter, and semester grades have been posted Parents to be informed of EL progress as outlined in the Title III Action Plan English Learners Program Site Advisor will implement a student learning plan/log 	EL Program Site Advisor Teachers Classified Staff Counselors EL Program Site Instructional Coach Administration					Link Training Link Activities Student Planers ID/Lanyard	See above See above See above See above	

<ul style="list-style-type: none"> English Learners Program Site Advisor will participate with the implementation of the UCLA/EAOP activities (see timeline) English Learners Program Site Advisor will reclassify eligible tenth grade students prior to the next CELDT administration English Learners Program Site Advisor will reclassify eligible eleventh grade students prior to the next CELDT administration English Learners Program Site Advisor to meet and provide support to students in the Migrant Education Program as needed DELAC/ELAC meetings to be held throughout the year 								
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F. FUNDING Title I Title III EIA-SCE	Site and District Admin							
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SCHOOL GOAL #5: *Improve academic achievement of special education students by providing access to the core curriculum through the Least Restrictive Environment.*

Expected School-wide Learning Results

Lancaster High School creates:

Responsible citizens with the ability to: Respect the diversity of people as well as differing viewpoints and reasoning processes; Contribute to the improvement of their school and community; Demonstrate a global perspective and respect for human rights; Accept responsibility for their actions and how they affect the community; Exhibit open-mindedness and ethical responsibility

Effective communicators with the ability to: Speak clearly; Read critically; Write effectively; Listen attentively; Advocate for self and others

Analytical, Critical & Creative thinkers with the ability to: Distinguish fact from opinion; Solve problems logically; Discern information from a variety of sources; Use technology as a tool

Life-long learners with the ability to: Practice self-directed learning; Competitively pursue post secondary goals; Work both collaboratively and individually; Make connections between curriculum and real world applications

Rationale for goal and link to WASC self-study findings: At Lancaster High School, we recognize that Special Education is constantly shifting and evolving to meet the educational needs of many students. It is our goal to be proactive in developing programs that will continue to meet the demanding and diverse needs of our students. As indicated in the WASC Self-Study, there is a strong need to improve the performance of Special Education students as measured on the STAR and CAHSEE Exams.

***Critical Academic Need 1 - Improve the performance of the African American, Hispanic/Latino, special education, and English learners student groups by implementing more culturally proficient curriculum and differentiated instructional practice.**

- Supports students with learning or other disabilities. SPED also supports the use of strategies appropriate to various learning styles.

***Critical Academic Need 2 - Increase the frequency and improve the quality of inter and intra-departmental collaboration**

- Many Special Education students are in General Education classes and placed in an RSP class for support. Special Day Classes are standards based and held accountable to local and state testing assessments as well. Special Education Teachers and General Ed. teachers who have students or subjects in common are given the chance to meet and plan learning opportunities together in an effort to enrich their students' education.

Student groups and grade levels to participate in this goal: All Special Education Students

Anticipated evidence of annual performance growth and/or indicators for each group (WASC Growth Targets):

- 5% of EL students will score in a higher ELA CST performance band annually.
- 5% of EL students will score in a higher Math CST performance band annually.
- Increased performance on quarterly BME's in all core areas.
- Increased pass rate/proficient rate in CAHSEE Math and English.

Measurement tools used to evaluate progress towards this goal:

- CST Scores
- CAHSEE Scores
- Benchmark Scores – Level-up
- 5 week progress grades
- Quarter grades
- Semester grades
- Progress towards IEP goals

Group data to be collected to measure academic gains:

- CST Scores
- CAHSEE Scores
- Benchmark Scores – Level-up
- 5 week progress grades
- Quarter grades
- Semester grades
- Progress towards IEP goals

Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)	Persons Involved/Timelines	Quarterly Review**				Proposed Expenditures	Estimated Cost	Funding Source
		1	2	3	4			
A. GOOD TEACHING <ul style="list-style-type: none"> • Core instruction will be provided by highly qualified teachers • AVID and culturally relevant strategies will be infused into the instructional framework. • Pacing Guides will be followed and regular quarterly/bi-quarterly assessments will be used to drive instruction and remediate inadequacies. • Instruction for EL/ SPED students will be at appropriate grade level with demonstrated student engagement. 	Special Education Teachers - Daily					Special needs counselor Trainings/Collaboration Materials/equipment Career Cruising	See above \$20,000 \$35,000 \$1,500	 EIA/SCE EIA/SCE Title 1
B. FIDELITY TO THE PROGRAM <ul style="list-style-type: none"> • Programs will be run in accordance with mandated recommendations from the District and Program leaders. • Students will be placed into programs properly using District templates and Program mandates. 	Teachers Admin I.C. District Office Personnel							
C. INSTRUCTIONAL SUPPORT <ul style="list-style-type: none"> • All levels of the schools clientele will work to ensure classes are safe and secure teaching and learning environments. 	I.C. – Monthly Admin District Office					Tutoring	See above	

<ul style="list-style-type: none"> Students will have access to the core curriculum and a rigorous pedagogy. Ongoing training on school site and district wide 	Personnel							
D. PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Staff will partake in Professional Development programs that will improve efficacy in the core areas they teach. Staff will partake in training to access and utilize data to effect instruction and improve learning. Teachers and Instr. Aides will become AVID trained. All Sped Teachers collaborate within the core/sped department and implement similar techniques 	Instructional Coaches – Quarterly Teachers Admin							
E. STUDENT SPONSORSHIP/CONNECTIONS <ul style="list-style-type: none"> Staff will monitor Student academic growth as part of the Level Up program. AVID Tutors will work within Sped Department. Incentives/Reward Certificates benchmarks, grades, etc, will be provided through the Level Up Program. Students, Parents and staff will use Inform Data to provide support for students as they progress through the year. Tutoring through Level Up will be used to augment staff efforts. 	AVID teachers/SpEd Teachers Admin Instructional Coaches Parents QUARTERLY							
F. FUNDING <ul style="list-style-type: none"> Focused on student success in the classroom and beyond Funding is prioritized based on instructional practice (teachers and staff) and academic support (students). 								