

A PROGRESS REPORT FOR 2002 - 03

School Accountability Report Card - Abbreviated



Lompoc Unified School District • 1301 North A Street • Lompoc, CA 93436

Carob Street

Vandenberg Air Force Base, California 93437

734-5666

Fully accredited by the Western Association of Schools and Colleges

A California Model Continuation High School

Additional SARC information is available from the California Department of Education on the Internet at : <http://www.lusd.org/maphigschool.html>

Richard Eatmon, Principal

2002 - 03 School Year

From the Principal

The purpose of Maple High School is to offer alternatives to students who find traditional comprehensive high school programs unable to meet their particular needs. The school is designed to increase the opportunities for success with a diverse student population. The school educates secondary students from throughout the greater Lompoc area. Enrollment numbers approximately 120 students attending the Alternative/Continuation school. 11 enrolled in the Pregnant Minors Program (PMP), and another 20 - 40 students participate in the district's Independent Study Program. ISP students fulfill regular curriculum requirements through a combination of home study and weekly meetings with faculty at school. The school also houses the California Students and Family in Education (CAL-SAFE), which provides a wide variety of support programs for teen parents and their families, including infant care for school age parents while they attend classes. Maple is fully accredited by the Western Association of Schools and Colleges and, for the past six years, has been identified by the California State Department of Education as a Model Continuation High School, one of the top 5% in the state. The entire staff at Maple High provides a "family" atmosphere in order to promote personal responsibility, self-respect and overall accountability for student conduct and success. The mission of Maple High School is to give students an opportunity to focus on their future and become thinking, contributing members of society.

Contact Information for Parent Involvement

Parents are an active part of our school family. They are encouraged to join in the many opportunities for involvement with their student's education at Maple High School. In addition to the traditional Back-to-School Night and Open House, parents are invited to come and observe classes, communicate freely with the staff and participate on committees.

Significant efforts are made to encourage parents to report excused absences and staff constantly looks for ways to encourage student attendance. Truant students and their families become involved through referral to the District Attorney's Truancy Prevention Program.

SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Crime

The California Safe Schools Assessment (CSSA) incident reporting began in July, 1995, as mandated in the Penal Code (U628). This requirement was in response to the public wanting to know what crime was occurring on public school sites. The information is gathered in a report that aggregates statewide data in four categories: Drug and Alcohol Offenses, Crimes Against Persons, Property Crimes, and Other. Maple had no actions that had to be reported to CSSA this year. The CSSA data for the entire state can be viewed at: www.cde.ca.gov/spbranch/safety.

Drug & Alcohol Offenses	Crimes Against Persons	Property Crimes	Other
Use of Alcohol/Drugs: 0	Assault w/ Deadly Weapon: 0	Arson: 0	Bomb Threat: 0
Possession of Alcohol: 0	Battery: 0	Burglary: 0	Destructive/ Explosive Devices: 0
Possession Of Drugs: 0	Hom icide: 0	Graffiti: 0	Loitering/ Trespassing: 0
Possession of Paraphernalia: 0	Robbery/ Extortion: 0	Theft: 0	Possession of Weapons: 0
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism : 0	
Sell and/ or Furnishing of Alcohol/ Drugs: 0			

Child Abuse Reporting Procedures

School District employees follow child abuse reporting procedures using the Incident Reporting Form (D-184b). The reporting is to be completed within 36 hours from the time a reasonable suspicion of child abuse has been determined. Child Protective Services is the agency to which incidents are reported in the Lompoc Unified School District.

Disaster Procedures

The school and district disaster procedures are in the school's Comprehensive School Safety Plan on site and is reviewed and updated yearly.

Suspension and Expulsion Policies

The school administration makes its decisions about consequences, including suspensions and expulsions, for students who violate the Education Code by following the District's Administrative Regulation 7144(1). This regulation is in the school Comprehensive School Safety Plan.

Suspensions and Expulsions						
	2001	2002	2003	2001	2002	2003
Number of Suspensions	12	27	41	1361	1594	1740
Rate of Suspensions	7 %	15.7%	27.7%	11.7%	13.7%	15 %
Number of Expulsions	2	0	0	72	49	59
Rate of Expulsions	1.2%	0	0	.6%	.4%	.5%

Notification to Teachers of Student Offenses

Teachers are notified about offenses committed by students regarding violations of the Education Code and/or juvenile court decisions by an asterisk notation next to a student's name on the daily attendance roster. The asterisk notifies the teacher that a file exists containing information about an Education Code violation.

Sexual Harassment Policy

The district prohibits sexual harassment of any student by any employee, student, or other person in or from the District. The sexual harassment policy in the School District is provided to parents and students on page 16 of the First Day Packet, Form D-200a.

School-wide Dress Code per Education Code 35183

Dress codes for student's safety may be established following Education Code 35183. However, schools may establish dress standards that enhance student's best performance in meeting the curriculum objectives. These dress standards are in the school's Student/Parent Handbook distributed at the beginning of the school year.

Safe Ingress and Egress

Directions for entering, moving through, and exiting school campuses are posted in classrooms in the form of a map for fire and disaster evacuations. These maps are in the comprehensive School Safety Plan. A map of the buildings and walkways of the school campus is also in the Comprehensive School Safety Plan.

Safe and Orderly School Environment Resources

District, state, and federal funds are available as safe and orderly school environment resources. Schools that have received these resources have placed their budgets in the Comprehensive School Safety Plan.

School Rules and Procedure per Education Code 35291

The school provides each student's parent/guardian with the District's First Day Packet, which contains information

regarding school rules and procedures for student behavior. In addition, the school provides each student with a behavior expectation document and/or handbook.

Public Meeting to Review School Safety Plan per Education Code 35294.8

Date of Last Review: Jan. 20, 2003; Date Last Discussed with Staff: Jan. 8, 2003

In the fall, winter and spring of each school year, the staff, student representatives, parents and administration regularly reviews, amends and approves the school Safety Plan. This guides us in our actions and decision-making during the year. As part of our Safe School Plan, members of the Vandenberg Air Force Base Security Squad perform at least two "sweeps" of the school for drugs and weapons, using members of the K-9 Corp, with support from the Santa Barbara County Probation Department. Care Team meets once a week to discuss as a staff our concerns about specific students. Two or three times a month, parents are invited to join with their student to discuss concerns and collaborate on a plan of success. There were 37 mediations by our student mediators - all were successfully mediated.

Safety, Cleanliness and Adequacy of School Facilities

Maple High School is fortunate to have an excellent custodial staff who maintain an exemplary facility. District personnel respond quickly to requests for repairs and maintenance. Students have responded positively and there is little to no evidence of misuse or abuse of school property. The school was described by representatives from the California Department of Education Model Schools Team as

"the cleanest, most well cared for facility they have ever seen."

Classroom Discipline, School Programs and Practices that Promote a Positive Learning Environment

Maple High School has applied for, and been granted for the past four years, an additional \$5,000 each year to enhance and improve school attendance and school safety. The funds have been used for communication equipment, matching funds with local business donations to provide incentives to students who practice good attendance, make academic progress and actively promote school safety. Since those state grant funds are no longer available, community members and site personnel have continued to donate and supplement funds so that students can continue to be acknowledged for their positive work.

We have also been awarded a \$10,000 Conflict Resolution/Peer Mediation Grant, which provides for a "Government, History and Conflict Resolution" Class where students are taught about conflict resolution and are trained to become peer mediators. Those who are particularly successful and talented at helping others solve problems are "hired" as Peer Mediators and assist students in solving mutual problems. This is the last year for those funds, so it is anticipated that Title 1 monies will allow the program to continue. It is a requirement, for students who attend Maple, that they agree to work to resolve conflicts should such a situation occur. We have seen a decrease over the past three years in the numbers of referrals for suspension because students are working to solve problems before they escalate into trouble.

ACADEMIC DATA - STUDENT ACHIEVEMENT

Maple High School regularly recognizes and celebrates the academic achievement of its students. Students who exhibit excellent work habits, responsibility, integrity, regular school attendance, and service to their school and community are honored in school assemblies at the end of each six-week session. During the 2001 - 02 school year, 29 students received their high school diplomas as a result of their participation at Maple High School.

California Achievement Test -6th Edition (CAT-6)

The California state Standardized Testing and Reporting (STAR) Program requires that all public school districts in California in grades 2-11 are tested annually in various subject areas. The CAT-6, a Norm Referenced Test, is also part of the assessment and school data can be obtained by viewing the CDE website on STAR Testing (<http://star.cde.ca.gov>.)

CAT-6 Subgroups

California Standards Test (CAT-6) - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	11	14	19	49	50	47	30	32	35
Math	11	14	18	53	57	49	53	55	50

California Standards Test (CAT-6) - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	Amer Ind or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	23	17	20				
Math	15	11	28				

California Standards Test (CAT-6) - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject
Male
Female
English Learners
Socioeconomically Disadvantaged

**Comparison of Average Salaries
for State and Lompoc Unified School District
for the 2001-2002 School Year**

	Large Unified	LUSD
Beginning Teacher	\$34,802	\$34,000
Mid-range Teacher	\$54,455	\$54,801
Highest Teacher	\$68,873	\$66,095
Principal	\$90,651	\$91,990
Superintendent	\$135,657	\$125,467
Budget percentages		
for teacher salaries	43.85%	44.33%
for administrative salaries	5.35%	4.67%



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