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Maple High School

Grades Nine through Twelve

Kim McCollum
Principal



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2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

2008-09 Board of Education

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Principal's Message

Maple High School provides alternatives and interventions for students that find traditional comprehensive high school programs unable to meet their particular needs. The mission of the school is to ensure that all students learn, make progress towards graduation, and become thinking, contributing members of society. Maple provides each student with an individualized learning plan (ILP) that is followed daily, a homeroom teacher who knows them well, and support from the office and counseling staff to help them stay on track for a bright and promising future.

At Maple, we expect each student to show improvement in three areas: Academics, Behavior, and Attendance during each six week session. This year, Maple is focused on providing interventions for students still needing to pass the California High School Exit Exam (CAHSEE) so they can graduate. Academically, each student is expected to earn at least ten credits per session. This is the minimum number a student must complete to stay on track for graduation – if they are not already behind on credits. Maple offers a unique opportunity for students to accrue credits at a rapid pace as they master the curriculum. Our program allows students to move at an accelerated speed and move on to the next class. Students are expected to follow "BEST" practices at school.

Every student must be willing to work out their problems using the skills they learn in mediation class. Some students become mediation mentors and help other students enhance and improve on these mediation skills. Attendance is vital for student success. Working together as a team, the parents, office staff, and the Student Attendance Review Board (SARB) track daily attendance to make certain students attend regularly.

Maple is in the process of developing a "Professional Learning Community" (PLC) which will focus on intervention and formative assessments to help our students pass the CAHSEE. We have restructured our day to include a common afternoon preparation period where we collaborate on a regular basis. We have added math instruction to our homerooms, added pull-out interventions for CAHSEE, added afternoon interventions for math and English, and purchased a web-based curriculum to expand the amount of time students can work on their subjects. The entire staff at Maple High School provides a warm, caring, "family atmosphere," to promote personal responsibility, self-respect, and overall accountability for student conduct and success.

School Mission Statement

The mission of Maple High School is to ensure that all students will learn, make progress toward graduation, and become thinking, contributing members of society.

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Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County, with a population of approximately 48,000. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The District serves nearly 10,000 students in grades K-12 living in the City of Lompoc, Vandenberg Village, Mesa Oaks, Mission Hills, Vandenberg Air Force Base, and rural areas adjacent to these communities.

Maple High School is proud of its academic achievements. The school operates on a traditional calendar. During the 2007-08 school year, the school served 116 students in grades 9-12. Maple High School is committed to providing a strong instructional program for all students to ensure excellence in education.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	6.0%
American Indian	1.7%
Asian	1.7%
Caucasian	33.6%
Filipino	0.0%
Hispanic or Latino	53.4%
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Multiple or No Response	3.4%

Discipline & Climate for Learning

Lompoc Unified School District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Maple High School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives. Assertive discipline and conflict resolution tools help students to further develop personal growth.

Students at Maple High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Maple High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who demonstrate positive behavior may become eligible for a variety of prizes and gift certificates. Parents and students are informed of discipline policies at the beginning of each school year through student orientation and school assemblies.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	81	49	119	1737	1482	1820
Suspension Rate	52.3%	39.2%	102.6%	15.7%	13.7%	17.2%
Expulsions	0	1	0	23	24	21
Expulsion Rate	0.0%	0.8%	0.0%	0.2%	0.2%	0.2%

School Attendance

Regular attendance, punctuality, and promptness at Maple High School are necessary parts of the learning process and are critical to academic success. School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Maple High School. Parents are notified of absences through phone calls, letters, and conferences with the Principal. Good attendance is encouraged through motivational incentives, including perfect attendance awards. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the Truancy Meeting Team and the District's School Attendance Review Board (SARB).

Lompoc Unified School District's School Attendance Review Board (SARB) is composed of parents, community members, and the District SARB Secretary. Students are referred to SARB when they have persistent attendance and behavioral problems in school, and when the normal avenues of intervention are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

The chart displays dropout and graduation rates for the school. The most recent data available is from the 2006-07 school year.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	1.21%	6.45%	28.80%
Graduation Rate	92.90%	93.00%	89.50%

Staff Development

All training and curriculum development at Maple High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Three mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified.

Teacher Assignment

Lompoc Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Maple High School had nine fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	9	9	9	500
Without Full Credentials	0	0	0	21
Working Outside Subject	0	0	0	45

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements to be considered "highly qualified." Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	95.9%	4.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.0%	5.0%

Class Size

The Class Size Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	16	21	16	9	5	6	1	3	2	-	-	-
Math	15	18	18	6	5	5	-	-	-	-	-	-
Science	13	16	12	4	3	5	-	-	-	-	-	-
Social Science	17	16	18	7	5	8	1	2	-	-	-	-

Textbooks & Instructional Materials

Lompoc Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Lompoc Unified School District held a Public Hearing on October 14, 2008, and determined that each school within the District has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials. Lompoc Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Textbook Coordinator. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for two weeks prior to adoption at the Lompoc Public Library for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Education for final adoption.

Availability of Additional Internet Access at Public Locations

The Lompoc Public Library and the Vandenberg Village Branch of the Lompoc Public Library provide free internet access to all community members including the students of the Lompoc Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZÜWjYbh	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	1999	Yes	0.0%
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2008	Yes	0.0%
9th-12th	Foreign Language	McGraw-Hill	2007	Yes	0.0%
9th-12th	Health	Glencoe	1996	Yes	0.0%
12th	History/Social Studies	Holt, Rinehart & Winston	2000	Yes	0.0%
10th-11th	History/Social Studies	McDougal Littell	2007	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2008	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Benjamin Cummings	2003	Yes	0.0%
9th-12th	Science	Glencoe	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	1997	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Maple High School. Measures include STAR testing, District curriculum assessments, and report card grades. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and District performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
API School Results	No	No	No	No
Graduation Rate	No	No	Yes	Yes

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2007-2008	2008-2009
Year in PI (2008-09)	Year 2	Year 1
# of Schools Currently in PI	-	9
Percentage of Schools in PI	-	60.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

The adjacent table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	-25	-74	-67	402

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the Federal No Child Left Behind (NCLB) law.

California Standards Tests (CSTs)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	16	6	5	42	43	43	42	43	46
Mathematics	11	9	5	34	34	40	40	40	43
Science	3	14	5	37	38	44	35	38	46
History/Social Science	10	4	5	37	38	36	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	5	0	8	5
Female	5	*	0	6
African American	*	*	*	*
American Indian or Alaska Native	*		*	*
Caucasian	12	*	0	14
Hispanic	2	0	7	0
DUW]ÜW'-g'UbXYf	*	*		
Economically Disadvantaged	4	5	3	
English Learners	0	*	*	*
Students with Disabilities	*			
Students Receiving Migrant Education Services	*	*		*

*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. *To protect student privacy, scores are not shown when the number of students is 10 or less.

Note: The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

	CAHSEE By Subject								
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	40.0	53.5	51.1	*	49.2	48.6	8.0	48.7	52.9
Mathematics	15.8	41.3	46.8	5.0	42.2	49.9	*	42.8	51.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Ú! [, &î^>c	Ú! [, &î^>c	Èâçæ}&^â	Not Ú! [, &î^>c	Ú! [, &î^>c	Èâçæ}&^â
È ÀÜc~â^>c•	92.0	8.0	0	100.0	0	0
T æ ^	94.7	5.3	0	100.0	0	0
Pi•]æ }î&Á [î&æç } [94.1	5.9	0	100.0	0	0
Ù [&â [^& [] [{ î&æ ^Á Öi•æâçæ }cæ*^â	94.1	5.9	0	100.0	0	0

Physical Fitness

In the spring of each year, Maple High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	
School Overall	26.7%
School (Boys)	25.0%
School (Girls)	*
District	
District Overall	41.3%
District (Boys)	41.7%
District (Girls)	41.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/ language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the adjacent table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	61.0%	88.0%	*
African American	0.0%	85.0%	*
Hispanic or Latino	55.0%	83.0%	*
Caucasian	85.0%	92.0%	*

* Data was not available at the time of publication.

College Preparation

We have purchased online curriculum to supplement our regular courses. The online offerings include foundation courses to bridge the gap for students below grade level, core courses that support success for struggling and mainstream high school students, honors and advanced placement courses for motivated students that want and need challenging coursework, and exam preparation, including the California High School Exit Exam and AP Exam Review. Maple also connects students with Alan Hancock Jr. College through our counseling office, field trips, and special programs for high school students. Students at Maple High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	39.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

College Entrance Information

California high school students have two options for attending public universities in the State: Universities of California (UC) or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements." A: Two years of history/social science. B: Four years of English C: Three years of college preparatory mathematics (Four recommended for UC) D: Two years of laboratory science (Three recommended for UC) E: Two years of a single language other than English (Three recommended for UC) F: One year of visual/performing arts G: One year of a college preparatory elective in one of the above subjects.

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Work Force Preparation

It is the goal of Maple High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Maple High School offers a number of capstone courses for career development. These include: Computer Proficiency, Careers, Mediation, Word Processing, and Typing. Maple staff takes advantage of both district sponsored in-service and training as well as special workshops specifically targeted to continuation High School personnel. ***In the 2007-08 school year, no students at Maple High School participated in the Career Technical Education program.***

Counseling & Other Support Services

It is the goal of Maple High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty. The academic counselor to pupil ratio is 1:116.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Family Service Advocate	1	0.2
Guidance/Academic Counselor	1	1.0
Psychologist	1	0.2
Speech/Language Specialist	1	As Needed

School Facilities & Safety

Maple High School is now located in Vandenberg Village on a closed elementary school site. The campus has a beautiful view, an office area, and an adequate classroom for each teacher. Facilities also include a multipurpose room and a grass field for baseball and basket ball courts for the PE program. The facility strongly supports teaching and learning through its ample classroom and recreational space. Facility information was current as of January 23, 2009.

School Facility Conditions				
Date of Last Inspection: 12/12/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YÜWJYbWm / FY a YXJU" Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Maple HS - Blinds inoperable: D3. Work order in progress.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			Maple HS - Exterior light missing lens: C1. Work order in progress.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms			X	Maple HS - Restrooms inoperable; used as storage: C 2, E2. Inoperable toilet: Bldg. F womens staff restroom. Work orders in progress.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2008-09 school year, the District budgeted \$395,786 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2008-09 school year. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

Safety of students and staff is a primary concern of Maple High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in August 2008. A copy of the plan is available to the public at the school and District offices.

School Leadership

Kim McCollum is the new Principal/Teacher at Maple High School. She has taught at Maple for the last twenty years and is looking forward to working alongside of a dedicated and hardworking staff. Leadership at Maple High School is a responsibility shared among District Administration, the Principal, instructional staff, students, and the School Site Council. All members of the community are committed to a shared vision as expressed in the Single Plan for School Achievement, which creates a strong foundation toward academic success for all students.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council and Parent Advisory Council.

Community Involvement

Parents and the community are very supportive of the educational program at Maple High School. Parents are always welcome to school events, including Back-to-School Night, Spring Open House, Thanksgiving Buffet, seasonal barbecues, and banquets throughout the year.

In the 2008-09 school year, Maple High School has a school site council and ELAC that will be meeting at least six times throughout the year to work on the single plan for school improvement. Maple will be connecting with the families and community by holding potlucks four times this year and putting on a Thanksgiving feast in November. The Maple newsletter will be published at least three times this year, and made available to students, parents, community, and district staff. Maple also has a community member that is participating at the district level on the community action committee.

Many programs and activities are enriched by the generous contributions made by: Read More Books, Domino's Pizza, Wal-Mart, and Taco Bell.

Contact Information

Parents who wish to participate in Maple High School leadership teams, school committees, school activities, or become volunteers may contact:

Kim McCollum, Principal/Teacher
(805)742-3164
mccollumk@lUSD.org

Mitzi Albertson, Administrative Assistant
(805) 742-3150
albertsonm@lUSD.org

Laura Newbre, Counselor
(805) 742-3155
newbre@lUSD.org

Raina Chambers, Registrar (Transcripts/Records)
(805) 742-3131
Flores-chambers@lUSD.org

Kathleen Trevino, Senior Office Assistant (Attendance)
(805) 742-3160
trevinok@lUSD.org

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$11,498
From Restricted Sources	\$9,567
From Unrestricted Sources	\$1,931
District	
From Unrestricted Sources	\$4,947
Percentage of Variation between School & District	60.97%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	63.57%

District Revenue Sources

In addition to general fund State funding, Lompoc Unified School District receives State and Federal categorical funding for special programs. For the 2006-07 school year, the District received approximately \$2,439 per student in Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid/LEP
- Microsoft Grant
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School and Library Improvement Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act
- Carl Perkins Grant

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size.

The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,166	\$39,708
Mid-Range Teachers	\$64,109	\$63,805
Highest Teachers	\$77,320	\$82,081
Elementary School Principals	\$94,197	\$102,166
Middle School Principals	\$94,288	\$107,816
High School Principals	\$110,423	\$116,474
Superintendent	\$160,400	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.6%
Administrative Salaries	5.9%	5.2%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$65,464
District	\$63,642
Percentage of Variation	2.86%
School & State	
School	\$63,458
Percentage of Variation	3.16%

Data Sources

Data within the SARC was provided by Lompoc Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

