

A PROGRESS REPORT FOR 2001 - 02

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

This symbol in the text indicates additional SARC information is available from the California Department of Education on the Internet at:
<http://www.lusd.org/maphighschool.html>

Kay Eatmon, Principal

2001 - 02 School Year

School Profile

Maple High School's purpose 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. 8 enrolled in the Pregnant Minors Program (PMP), 18 in the LUSD Opportunity Class for 9th graders. Another 25 - 35 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 at Maple.

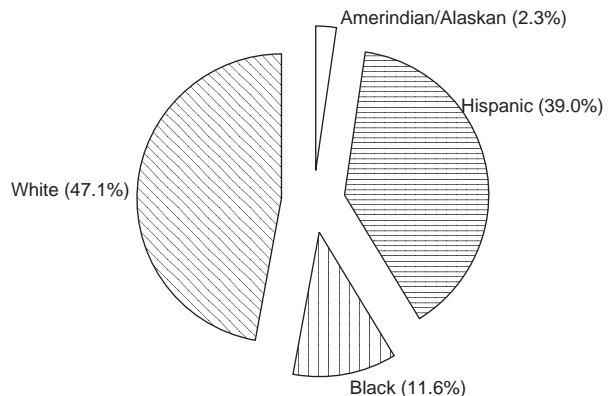
The entire staff at Maple High provides a "family" atmosphere in order to promote personal responsibility, self-respect and overall accountability for student conduct and success. The mission of Maple High School is to give students an opportunity to focus on their future and become thinking, contributing members of society.

Community Connections:

With strong support from the Lompoc Industry Education Council, community business leaders and from the district, students at Maple High have the opportunity to develop and practice job related skills and behaviors. Many students are currently employed while others are intently developing the necessary requirements to allow them to be a contributing member of any work team.

Maple students are represented as members of the Youth Leadership Lompoc Valley, a year-long program sponsored by the Lompoc Chamber of Commerce and Visitors Bureau, to help develop leadership skills and opportunities for students from the district's three high schools.

Events at school include regular participation in Student Leadership activities and as paid Peer Mediators. Because a safe school and conflict resolution have become part of the culture at Maple, all students know that they must work together to solve problems.



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.

The California state Standardized Testing and Reporting (STAR) Program requires that all public school districts in California use the Stanford Achievement Test Ninth Edition (SAT-9) test to assess each student in grades 2 through 11 in the spring of each school year.

SAT-9

The SAT-9 was administered to our students in April, 2002. The results of that testing are illustrated in the charts to the right showing mean national percentile rank in scores for the three years 2000, 2001 and 2002.

SAT-9 Subgroups

Percentage of students at or above the 50th percentile: Reading: 9th grade - 17%; 10th grade - 6% and 11th grade - 16%. 19% of 9th graders and 21% of 11th graders were Socio-economically Disadvantaged and scored above the 50th percentile. 40% of our Hispanic students in all three grades scored above the 50th percentile. In Math, 15% of 9th graders, 10% of 10th graders, and 16% of 11th graders, were above the 50th percentile and 7% of 9th graders and 7% of 11th graders were Socio-economically Disadvantaged and 29 percent of our Hispanic students scored above the 50th percentile.

California Standards Test (CST)

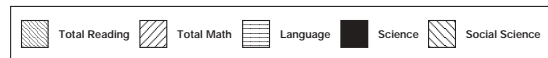
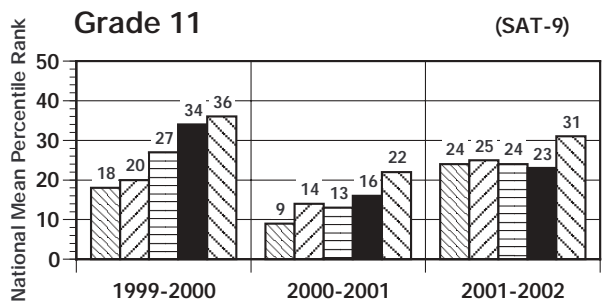
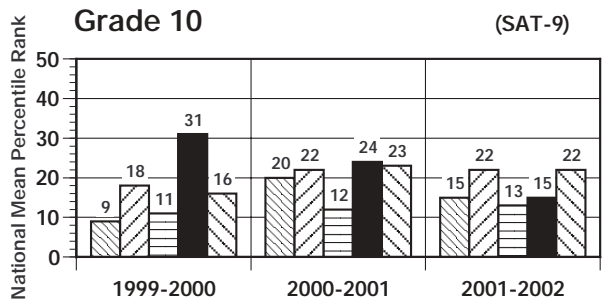
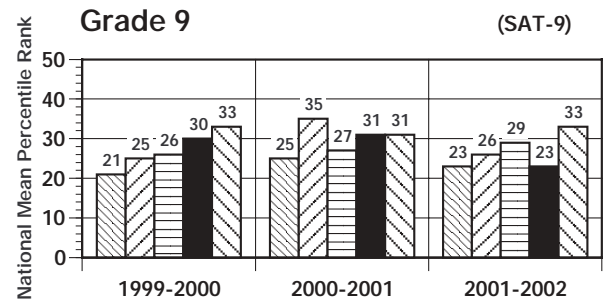
The California Standards Tests show how well students are doing in relation to the state content standards. Percentage of Students at Proficient or Advanced:

Subject	9th	10th	11th
Reading	9	7	10
Mathematics		Not given	
Science		Not given	
History	6	3	—

California Standards Test - subgroups

Percentage of Students at Proficient or Advanced:

Subject	9th	10th	11th
SES - Reading	—	8	7
Minority - Reading	6	11	13
Mathematics		Not Given	
Science		Not Given	
Minority - History	—	16	13



District Assessment

California High School Exit Examination

Of those students with us for one year and taking the high school exit exam, 62% of students passed the English Language Arts portion of the test; and 22% passed the Math portion of the test.

Physical Fitness Testing

9th graders taking the California Physical Fitness Test in 2002: 57% were within or exceeded the five fitness standards.

SAT-1 and ACT Testing

At this time, Maple High School does not have the minimum number of students to offer testing on site. Interested students take the SAT after entering community college.

Progress Toward Reducing Dropout Rates

Dropout rates continue to require our efforts to keep students in school. Dropout numbers have increased along with our annual total enrollments: '00 - 36 dropouts/331 enrollment = 11% drop-out rate; '01 - 46 dropouts/364 enrollment = 13% drop-out rate; '02 - 49 dropouts/369 enrollment = 13%. We are seeing more students recommended for transfer to Maple who are Far Below Basic and behind in credits toward graduation. To address that issue, we have begun a GED Preparation Class on our campus, with LUSD Adult Education, to help those students who are not yet 18 but getting close, to continue to earn credits plus gain the knowledge and skills that will help them pass the GED and earn their high school diploma. Check on us next year to see if it is working.

Expenditures Per Student and Types of Services Funded

During the 2001 - 02 school year, Lompoc Unified School District spent an average of \$6,181 per pupil for all basic educational services, including transportation, health screening, instructional materials and maintenance.

Maple High School received \$3,662 of EIA/LEP funds and \$38,000 of Title I monies to supplement the instructional program provided to at-risk students. A Safe Schools Grant of \$5,000 was awarded for the sixth year in a row to provide incentives and field trips to encourage positive school participation and safe behaviors. This year we also received \$6,329 to maintain our Peer Mediation Program at Maple. Students are trained by Dr. Doug English in a "Government, History and Conflict Resolution" academic class. Those who demonstrate talent and interest are given extra training and become a paid Peer Mediator, helping other students to resolve problems and maintain our safe campus. We were also awarded a Michael Jordan Fundamentals Grant of \$2,500 which allowed us to purchase extra reading materials and books for our graduating seniors.

Progress Toward Reducing Class Size and Teaching Loads

All class size reduction requirements have been met in grades K-3. The District is receiving Federal class size reduction funds in grades 6-9 for intervention programs.

The student to teacher ratio at Maple High School is 20:1. Smaller class size is necessary to meet the individual and academic needs of each student on a personal basis.

Assignment of Teachers Outside Their Subject Areas of Competence

The staff at Maple consists of eight full-time teachers, a quarter time Resource Specialist and aide, the Independent Study tutor, the principal, a secretary, half time attendance technician, two custodians and an instructional aide assigned to the PMP and the Opportunity Program.

All teachers have their Master's degrees except for three of the newer teachers and one has his PhD in Political Science.

Quality and Currency of Textbooks and Other Instructional Materials

Grades 1 to 8 are textbooks used in core subjects from among those adopted by State Board of Education.

All Maple textbooks and instructional materials are up-to-date, mirror the regular district course of instruction and are aligned with the State Board-adopted content standards. As part of our "teaching differently," we use History Alive! multi-media curriculum in Social Science and Saxon Math as instruction and reinforcement for math fundamentals and Algebra. Supplemental materials provide a direct connection to reading and students' own lives. Curricular focus is centered on achieving academic standards, technology literacy, School-to-Career preparation and preparing students to pass the California High School Exit Exam.

Availability of Qualified Personnel to Provide Counseling and Other Support Services

Counseling and support services are provided through the joint efforts of the teaching staff, the principal, and a Family Service youth counselor (3 days each week). All students meet with their homeroom teacher at least twice daily and every Friday afternoon during 5th period for counseling and goal setting. Belle, our therapy dog, is also available when students need a listening ear and good friend to offer consolation and support.

Availability of Qualified Substitute Teachers

Regular substitutes for Maple are experienced, qualified teachers. For this school year, the District was able to fill 93.4% of requests for substitutes.

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.

Adequacy of Teacher Evaluations and Opportunities for Professional Development

Teacher evaluations are performed by the site administrator every two years and focus on the achievement of Professional Growth Goals and Objectives as well as the teacher’s performance in the classroom and the results of student learning. A minimum of three days each year is spent on Professional Development opportunities at the district and site levels. In addition, teachers are encouraged to participate in other workshops and conferences to further improve and expand on their knowledge, expertise and instructional abilities.

Classroom Discipline and Climate for Learning (Suspension and Expulsions)

Student Enrollment - including Maple, Opportunity Class, Pregnant Minors and Independent Study

	99/00	00/01	01/02
Total Enrollment	251	364	369
Suspensions	30	12	26

Discipline figures show that the numbers of suspensions have remained relatively low in the past three years: 30, 12 and 26 respectively. There were no expulsions for the past two years. 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.

Our 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.

Teacher and Staff Training; Curriculum Improvement Programs

The staff practices continuous curricular improvement and life-long learning through participation in professional growth opportunities including various technology training sessions and state and local subject area conferences.

Each teacher is trained in the use of computer technology and actively integrates appropriate software into their curriculum. Students use the programs to demonstrate and apply learning through the creation of presentations, projects, reports and other activities, frequently integrating several areas of curriculum. The use of technology to support learning is an integral part of each classroom. We have two computer labs; one PC and one Macintosh.

Three staff development days were provided for additional professional growth. All teachers have participated in reading instruction and teach reading through their content.

All Maple teachers serve on various district wide curriculum development committees and are frequently presenters at professional conferences throughout the state.

Quality of Instruction and Leadership

Maple High School is committed to finding effective instructional practices. As an alternative educational site and the district’s final intervention for students who are at-risk of dropping out of high school, we strive to “teach differently.” We believe that “more of the same” will not only fail to help students learn but will continue to alienate students from re-entering the educational and social system within which they must learn to live.

We have an excellent instructional staff, dedicated professionals who enjoy the challenge of finding ways to reach and teach disaffected youth at-risk of not graduating from high school. Passion, love of learning, critical thinking and content standards help teachers develop effective lessons and actively engage students in learning. The principal was previously the English teacher at Maple and is dedicated to making connections with staff, students, parents and the community as well as developing a collaborative team environment where all staff members contribute to decisions and implementation.

The Degree to Which Students are Prepared to Enter the Work Force

Students engage in various activities that better prepare them for the world of work. They gain significant proficiency in the use of computers and program applications. All students are required to complete ROP /Capstone courses at Maple or with the county, and receive counseling and advice with regard to the workplace skills needed. Major emphasis has been placed on computer literacy, both with PC’s and Macintosh technologies.

Current efforts are being made to expand the list of businesses willing to hire a Maple student. During this year 34% of our students were regularly employed, working within a 60 miles radius of school. All students are required to have a valid and up-to-date work permit allowing them employment in conjunction with maintaining satisfactory attendance and academic achievement.

Total Number of Instructional Minutes Offered in the School Year

Yearly Instructional Minutes

State Min. Requirements	32,400 Minutes
Maple High School 01-02	43,200 Minutes

Various incentives and rewards have been implemented to encourage students’ presence.

Total Number of Minimum Days in the School Year

School hours are from 8:45 am to 1 pm because of bus transportation schedules. Staff uses the additional time after school to work with Independent Study students, small group and individual tutoring and for Staff Development and Professional Improvement. The last day of school is the only regularly scheduled minimum day.

Advanced Placement Tests

While Advanced Placement classes are not yet offered at Maple, students take advantage of concurrent enrollment with Maple and Allan Hancock Community College. Each year 1 - 5 students are taking Adult Education and Hancock classes while also enrolled at Maple and completing work toward high school graduation.

ACADEMIC PERFORMANCE INDEX (API) DATA

Continuation, charter and court and community schools are not currently participating in the regular API accountability. Instead, because of high student mobility, the state has developed an Alternative Accountability Score that became active last year. In June, 2002, we submitted baseline data to the California Department of Education on which to base growth. Currently, Maple has developed our own "multiple measures" which include Attendance; Academic Credits Earned; Reading, Writing and Math improvement; and our SAT 9 scores.

Immediate Intervention Underperforming Schools Program

Maple High School is on the Alternative School Accountability Model (ASAM). This year we will be measuring ourselves in growth based on last year's data on Attendance and Perseverance (keeping kids in school); Academic Credits Earned; SAT9 scores and Reading and Math measurements, still to be determined.

Whether the school qualifies for the Governor's Performance Award Program

ASAM schools are not currently participating in the Performance Award Program.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

Of those students with us for one year and taking the high school exit exam during all of 2002, 62% of students passed the English Language Arts portion of the test; and 22% passed the Math portion of the test.

CAHSEE - Subgroup Results

Language Arts Subgroup Results	% Passed	Word Analysis	Reading Comprehension	Literary Response	Writing Strategies	Writing Conventions
11th Graders	53%	67%	56%	61%	54%	61%
Gender - Male	58%	67%	57%	62%	52%	56%

One 12th grader did not pass the test; 8 females; 10 Hispanic and 10 White students; 1 English Learner; and 8 Economically Disadvantaged students did not pass.

Mathematics Subgroup Results	% Passed	Probability & Statistics	Number Sense	Algebra & Functions	Measurement & Geometry	Algebra 1
11th Graders	19%	57%	51%	47%	40%	28%
Male	20%	58%	52%	45%	41%	29%
Female	18%	55%	49%	50%	39%	26%
Hispanic	12%	52%	49%	42%	38%	25%
White	33%	64%	55%	56%	46%	30%
English Only	24%	56%	53%	48%	40%	29%

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.

Personal contact can always be made with Kay Eatmon, Maple principal, 734-3995.

Preparation for UC or CSU

Students may earn grades that will allow them entry to four year colleges and universities. A-F requirements include: 2 years history / social science; 4 years of college prep English; 3 years of college prep math; 2 years of college prep lab science (which can also be earned through High School Special classes at the community college); 2 years of foreign language (also at the community college); and 2 years of college prep electives.

Last year, only one student completed two years of foreign language and three years of math, which qualified her for entrance to a four year college.

College Admission Test Preparation Course Program

At this time, we do not have a college test preparation Program.

Salary Information

	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%

COMPREHENSIVE SCHOOL SAFETY PLAN

In September of each school year, the staff and administration regularly reviews, amends and approves the school Safety Plan. This guides us in our actions and decision making during the year.

School Crime

California Safe Schools Assessment (CSSA) Program Data from 2001 - 2002 school year.

There were 7 suspensions for mutual combat and 19 suspensions for defiance / disruption of school activities. Maple High School has had no crimes that needed to be reported to the CSSA Program.

California Safe Schools Assessment (CSSA)

The California Safe Schools Assessment (CSSA) incident reporting began in July of 1995, as mandated in the Penal Code (§628). This requirement was in response to a broad based interest in having a common source of quantifiable information about the frequency, magnitude, and types of crime occurring on public school sites in California. The information is gathered in a report that aggregates state-wide data in four categories: Drug and Alcohol Offenses, Crimes Against Persons, Property Crimes, and Other. The

CSSA data for the entire state can be viewed at www.cde.ca.gov/spbranch/safety.

Child Abuse Report 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.

Suspension/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 7144.2 (I). This regulation is in the school Comprehensive School Safety Plan and the Parent and Student Orientation Handbook.

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 through letters sent by the court and/or district office notifying the administrator at Maple that a student has committed a particular offense. Administrators at schools that refer students to Maple also notify the site administrator during the referral and discussion process. 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. Special attention is provided for students who have previously been in trouble with the law so that they are receiving additional support at school and through the juvenile justice system.

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 (I) in the School District is provided to parents and students on page 13 of the First Day Packet, Form D-200a.

Schoolwide Dress Code Per Education Code 35183

Dress codes for students' safety may be established following Education Code 35183. However, schools may establish dress standards that enhance students' best performance in meeting the curriculum objectives. These dress standards are in the school's behavior plan 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.

Maple High School has applied for, and been granted for the past five 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.

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.

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.

School Rules and Procedures 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 Safe School Plan Per Education Code 35294.8

The school, for its Comprehensive School Safety Plan committee, announces, creates an agenda, and minutes for a public meeting during which input is gathered about the Comprehensive School Safety Plan. The School Safety Plan was discussed, improved and approved at meetings with all staff and students and parents held prior to Back to School Night in September, 2001 and again reviewed and approved at Open House in April, 2002..



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