

Lompoc Unified School District

1301 North A Street Lompoc, CA 93436 ▪ www.lusd.org

Dr. Clara Finneran, Superintendent ▪ finneran.clara@lusd.org ▪ (805) 742-3300

SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Maple High School

Grades 9-12
CDS Code 42-69229-4233029

Laurel Ciervo, Principal
ciervo.laurel@lusd.org

4010 Jupiter Avenue
Lompoc, CA 93436
(805) 742-3150

www.lusd.org/Domain/934



District Mission Statement

Lompoc Unified School District is a community of learners that provides educational experiences for each of our students to meet high expectations.

District Vision Statement

Every student prepared to graduate from high school ready to meet the challenges of post-secondary education and the demands of a successful career.

Principal's Message

Maple High School (MHS) believes that, as a team, we empower students to thrive in, and contribute to, a highly connected world. Our goal is that students who attend will learn to become self-advocates who are able to transition to a college and career of their choice. From the first day of school, we work to teach students the skills they will need to be successful. We want students and families to know we are about them. Maple High School offers many programs to support students' academic, personal and social-emotional development.

MHS offers many programs to support academic development. Some of these programs include Career Technical Development courses, concurrent enrollment courses, and daily progress monitoring of student goals and credit attainment. We offered English 100, Political Science 103, and we also offered Introduction to Career and Life Planning, a concurrent enrollment course taught on the Maple campus where students developed a 10-year plan and earned college credits. Students can earn college credit in different courses taught on campus.

At Maple, we expect each student to show self-discipline in three areas during each six-week session: academics, behavior and attendance. Maple focus areas include raising basic reading and math scores, improving student attendance, increasing the number of students who enroll in college classes, and increasing the number of opportunities students have to participate in college and career readiness activities. We strive to ensure every student is receiving a quality education while attending Maple.

Maple High School has many opportunities to support social-emotional development. Students participate in social-emotional learning lessons weekly in their Advisory class. Students who need the support can also sign up for weekly counseling sessions with our school therapist. We also have two school counselors on staff who are available as needed. Beginning in the 2022-23 school year, we also began a partnership with Future for Lompoc Youth, and students participated in a career-readiness academy. We also provide support for pregnant and parenting teens through our community closet, counseling and outreach as needed.

Maple High School has a highly qualified Positive Behavioral Interventions and Supports (PBIS) team collecting data and implementing strategies to reteach behaviors and prevent suspensions. Every teacher and staff member, including our lead custodian, have been trained in PBIS and are contributing members of our team. All teachers meet as a team on Wednesday afternoons to discuss concerns and accomplishments of students and collaborate around how to better support struggling students. We have a counselor on campus who supports students in this area. Our goal is that students CARE about themselves and their education by earning credit, attending school, respecting themselves, others, and school property, and engaging in school and community activities.

We believe that high school graduates must know how to reason, problem-solve and be active members of the community. As a Big Picture Learning school, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills and abilities, and a guide for creating personalized curriculum. The Five Learning Goals are:

Personal Qualities • Communication • Quantitative Reasoning • Empirical Reasoning • Social Reasoning

School Mission Statement

Maple High School believes that, as a team, we empower students to thrive in, and contribute to, a highly connected world.

School Vision Statement

Our goal is that students who attend will learn to become self-advocates who are able to transition to a college and career of their choice. From the first day of school, we work to teach students the skills they will need to be successful. We want students and families to know we are about them. Maple High School offers many programs to support students' academic, personal and social-emotional development.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Administration

Dr. Clara Finneran
Superintendent of Schools

Doug Sorum
Assistant Superintendent, Business Services

Brian Jaramillo
Assistant Superintendent, Education Services

Paul Bommersbach
Assistant Superintendent, Human Resources

Tina Wall
Director, Curriculum & Instruction

Christopher Holmes
Director, Pupil Support Services

Jamie Johnson
Director, Special Education

Open
Director, IT Services

Cynthia Carrillo
Director, Classified Human Resources

Angelica Hernandez
Director, Fiscal Services

Samuel Blanton
Director, Maintenance & Operations

Michelle MacKinnon
Director, Child Nutrition Services

Governing Board

William, "Franky," Caldeira, President

Tracy Phillips, Vice President

Brenda Villa, Clerk

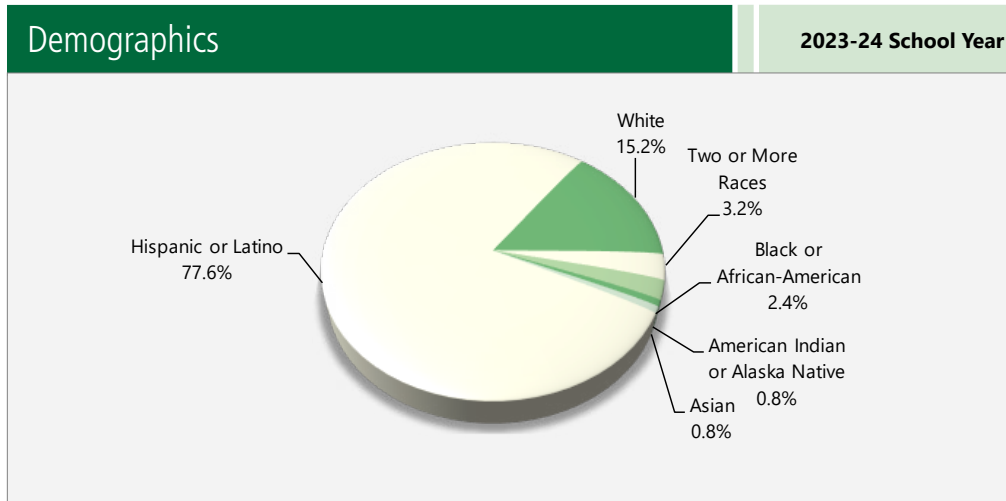
Mitch Torina, Member

LeAnne Woolever, Member



Enrollment by Student Group

The total enrollment at the school was 125 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

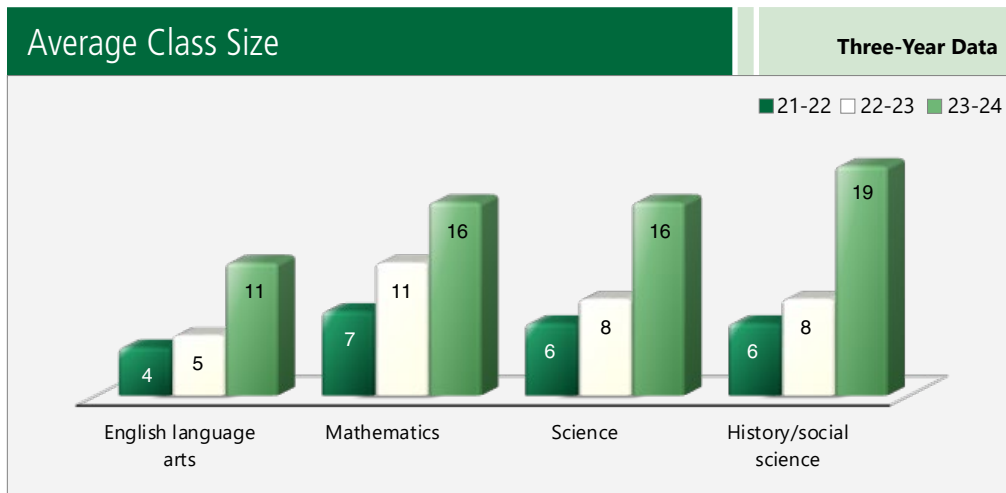


Enrollment by Student Group

Demographics	
2023-24 School Year	
Female	44.80%
Male	53.60%
Non-Binary	1.60%
English learners	13.60%
Foster youth	2.40%
Homeless	9.60%
Migrant	0.00%
Socioeconomically Disadvantaged	88.80%
Students with Disabilities	13.60%

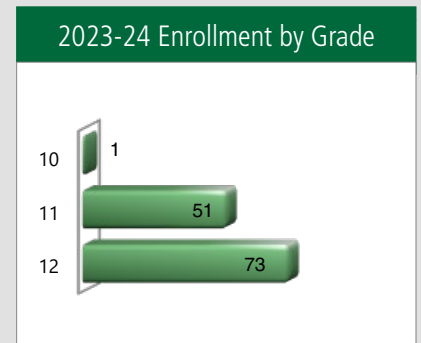
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.



Subject	Number of Classrooms by Size								
	2021-22			2022-23			2023-24		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	3			28			2		
Mathematics	2			9			2		
Science	1			7			4		
History/social science	1			17			2		

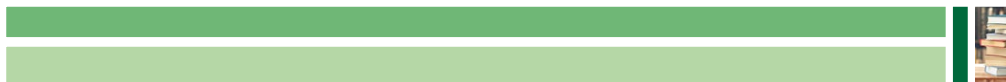




Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Maple HS			Lompoc USD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	6.10%	6.70%	4.00%	5.20%	5.60%	5.40%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	4.00%	0.00%	
Female	0.00%	0.00%	
Male	7.10%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	3.90%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	3.30%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	4.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	4.20%	0.00%	

Professional Development

Lompoc Unified School District's Professional Development Plan for our 2024-25 school year is designed to strengthen educators' instructional practices and enhance support for all students. This year, our focus areas include:

- Literacy:** Educators will engage in professional learning centered on improving reading instruction through evidence-based practices. Our primary teachers will focus on phonemic awareness and phonics instruction through the use of a structured literacy program that incorporates whole-class and small-group instruction.
- Mathematics:** Professional development in math will emphasize deepening conceptual understanding and promoting problem-solving skills. Educators will explore ways to scaffold math instruction and use data to implement targeted instruction, ensuring students at all levels receive appropriate support. Great emphasis will be placed on sparking curiosity, increasing mathematical discourse, and growth mindsets.
- Universal Design for Learning (UDL):** To create more inclusive learning environments, UDL principles will guide selected teachers, who are being trained to train others, in designing lessons that provide multiple means of engagement, representation, and expression. Training will help educators remove barriers to learning by planning for learner variability from the start.
- Inclusion Support through Co-Teaching:** Lead co-teaching educators will receive training in effective co-teaching strategies to foster successful partnerships between general and special education teachers. This approach will help create a more inclusive learning environment where students of all abilities can thrive with the necessary support. Teachers will understand the importance of each of their roles within the classroom environment and best practices to support diverse learners.
- Writing:** Professional learning will focus on enhancing students' writing skills across the curriculum. Secondary teachers will explore strategies to support students in all stages of the writing process, from idea generation to revision and publication, as well as integrating writing across content areas to build communication skills.

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California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	▲	▲	▲	▲	▲

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	199	187	138	73.80%	
Female	84	82	59	72.00%	
Male	112	102	76	74.50%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	155	144	103	71.50%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	0	0	0	0.00%	
White	30	29	26	89.70%	
English Learners	24	22	16	72.70%	
Foster Youth	0	0	0	0.00%	
Homeless	20	20	15	75.00%	
Socioeconomically Disadvantaged	176	167	122	73.10%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	24	24	18	75.00%	

▲ At the time of this publication, PFT participation data was not available from Fitnessgram.

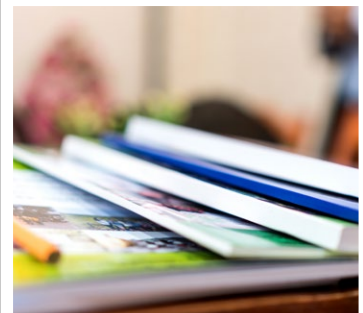
Professional Development

Continued from page 4

6. Social Emotional Learning (SEL) for Adults and Students: This year, we are expanding our focus on SEL from last year to support both educators and students. For students, SEL professional development will emphasize fostering emotional regulation, building relationships, and creating a positive school climate. For educators, SEL training will address managing stress, building resilience, and creating a supportive work environment that promotes well-being and professional growth.

By integrating these areas into our professional development plan, we aim to equip educators with the skills and strategies needed to foster academic success and emotional well-being, creating a more inclusive, supportive, and engaging learning environment for all students.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2022-23	3
2023-24	3
2024-25	3



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

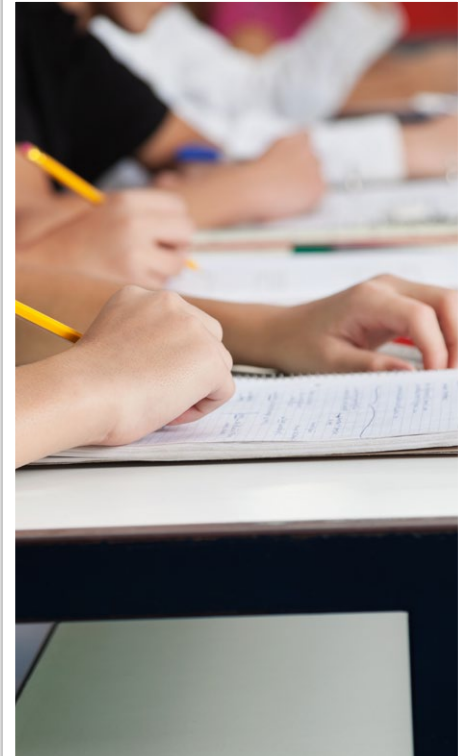


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Maple HS		Lompoc USD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
Science	0.00%	20.00%	23.76%	23.90%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Maple HS		Lompoc USD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	15%	4%	32%	32%	46%	47%
Mathematics	0%	0%	22%	22%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	101	11	10.89%	89.11%	20.00%
Female	49	3	6.12%	93.88%	❖
Male	52	8	15.38%	84.62%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	8	10.26%	89.74%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	18	1	5.56%	94.44%	❖
English Learners	15	0	0.00%	100.00%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	82	8	9.76%	90.24%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	71	68	95.77%	4.23%	4.41%
Female	39	36	92.31%	7.69%	5.56%
Male	32	32	100.00%	0.00%	3.13%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	52	50	96.15%	3.85%	4.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	15	93.75%	6.25%	6.67%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	55	52	94.55%	5.45%	5.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

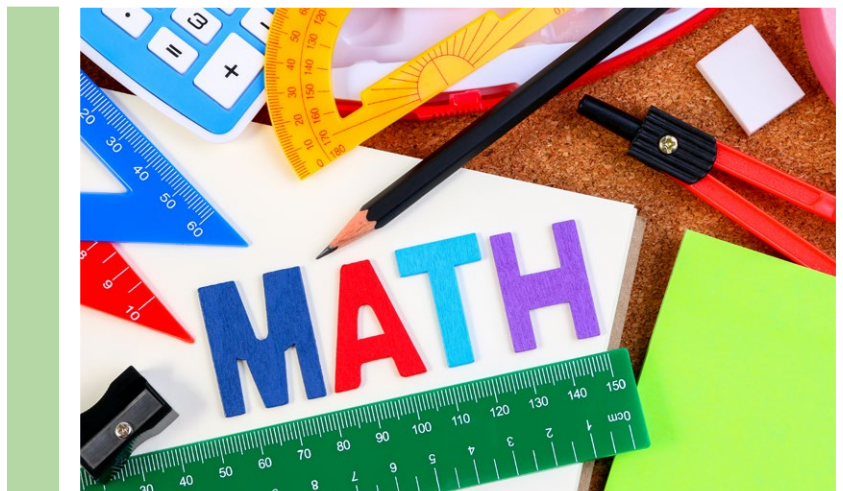


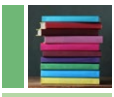


CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	71	68	95.77%	4.23%	0.00%
Female	39	36	92.31%	7.69%	0.00%
Male	32	32	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	52	50	96.15%	3.85%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	15	93.75%	6.25%	0.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	55	52	94.55%	5.45%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





Career Technical Education Programs

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.

Lompoc Unified School District offers students a plethora of Career Technical Education programs and sequences, varying at the different secondary sites.

In the past, Maple High School has not had district approved CTE programs, but was able to offer students classes such as Careers, Mediation, Typing, Parenting and field trips to the local community college.

Students were required to complete an extensive reflection project as their senior project to show competency and research.

Maple High School now has district approved CTE courses in line with the traditional high schools, allowing students to complete one of the College and Career Indicators aligned to curriculum standards and with high expectations. Career preparation courses offered to Maple High School students are listed below.

Business and Finance

- Business Technology
- Accountings and Finance

Agriculture and Natural Resources: Ornamental

- Ornamental Horticulture

Agriculture and Natural Resources: Animal

- Agriculture Biology
- Intro to Vet Science
- Advanced Vet Science

Information and Communication Technologies Sector

- Gaming Concepts and Design

Concurrent Enrollment Courses

- Political Science 103
- Introduction to High School Prod 301
- English 100

These classes are supported by Study Hall, Campus Advisors, Career and industry-based field trips, college and tech school field trips, hands-on classes where students create their own businesses, on-campus garden and water catchment system, Allan Hancock Retention Specialist and CTE Advisor availability.

The success of these programs is measured by an increase in student attendance, participation, graduation rate and positive behavior.

LUSD CTE Coordinator: Chris Holmes.

Parental Involvement

Parents and the community are supportive of the educational program at Maple High School. Parents are always welcome to school events, including Back-to-School night, spring open house and family nights throughout the year.

Maple High School has a School Site Council and English Learner Advisory Committee (ELAC) that will meet throughout the year to work on the Single Plan for Student Achievement (SPSA) and make recommendations to the school for changes. Maple will connect with the families and community by holding numerous parent events in the evening to get more parent involvement.

Maple is in the process of becoming a Big Picture School and applying for community school funding. Parents are an active part of this process. All families had individual meetings at the beginning of the school year, were invited to Back to School Night and were invited to take a parent survey. Parents also serve on the Community Schools Task Force and School Site Council.

Each year, Maple's graduates receive scholarships from community members and community service clubs.

Parents are encouraged to serve on various committees throughout the school year, attend school events and volunteer at the school when possible. Parents are valuable members of our schoolwide focus groups for WASC, as well as our Model School Application process.

For more information on how to become involved at the school, please contact Theresa Moldt, administrative assistant, at moldt.theresa@lUSD.org.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Maple HS

2023-24 Participation

Number of pupils participating in a CTE program	161
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	21-22	22-23	23-24	21-22	22-23	23-24
Maple HS	64.90%	85.50%	85.60%	16.90%	9.10%	10.20%
Lompoc USD	88.60%	91.00%	90.50%	6.40%	4.20%	7.20%
California	87.00%	86.20%	86.40%	7.80%	8.20%	8.90%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2023-24 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	118	101	85.60%
Female	47	41	87.20%
Male	69	59	85.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	95	80	84.20%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	15	13	86.70%
English Learners	18	14	77.80%
Foster Youth	❖	❖	❖
Homeless	27	23	85.20%
Socioeconomically Disadvantaged	109	93	85.30%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	18	15	83.30%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2023-24 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Maple HS	
2022-23 and 2023-24 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2023-24	13.60%
Percentage of graduates who completed all courses required for UC/CSU admission in 2022-23	0.00%



Textbooks and 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. The district held a public hearing on September 24, 2024, and determined that each school within the district has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, and 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, foreign language, health, and visual/performing arts, 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Education Services 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.

Textbooks and Instructional Materials List		2024-25 School Year
Subject	Textbook	Adopted
English language arts	<i>My Perspectives</i> , Pearson Learning (9-12)	2017
English language arts/ language development	<i>My Perspectives</i> ELD Companion, Pearson Learning (9-12)	2018
English language arts	<i>Pearson Literature: An Introduction to Reading & Writing</i> , 2nd Ed, AP Edition (12)	2016
English language arts	<i>Language of Compositions Reading & Writing</i> , Bedford/St. Martin (AP 11)	2016
Mathematics	<i>An Integrated Approach</i> , by the Mathematics Vision Project, Courses 1, 2, 3	2023
Mathematics	<i>Precalculus: Mathematics for Calculus</i> , Cengage	2016
Mathematics	<i>Calculus for AP</i> , Cengage	2016
Mathematics	<i>Elementary Statistics: Picturing the World</i> , Pearson	2016
Mathematics	<i>Cengage Calculus: AP Edition</i> , (for AP Course BC)	2014
Mathematics	<i>The Practice of Statistics</i> ; Bedford, Freeman, & Worth (AP 12)	2015
Science	<i>California Miller & Levine Experience Biology: In the Living Earth</i> (11)	2022
Science	<i>Chemistry in the Community</i> , ACS	2022
Science	<i>Living by Chemistry</i> , BFW	2022
Science	<i>Physics: A first Course</i> , 2nd Edition, Frey CPO Science	2019
Science	Holt McDougal Physics, HMH	2021
Science	AP Environmental Science, BFW	2013
Science	<i>Physics: Principles with Applications</i> , AP Edition; Pearson (AP)	2014
Science	<i>Environmental Science for AP</i> ; Bedford, Freeman, & Worth	2014
Science	<i>Health Science Fundamentals: Exploring Career Pathways</i> , Pearson (10-12)	2014

Continued on page 13

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2024-25 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2024-25 School Year	
Data collection date	9/24/2024





Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2024-25 School Year
Subject	Textbook	Adopted
Science	<i>Marine Science</i> , McGraw-Hill (11-12)	2022
Science	<i>Agriscience Explorations</i> , Fourth Edition; Pearson (9-12)	2014
Science	<i>Creating Exhibitions</i> , Wiley Publications	2017
History/social science	<i>Modern World History</i> , Houghton Mifflin Harcourt (10)	2019
History/social science	<i>American History: Reconstruction to the Present</i> , Houghton Mifflin Harcourt (11)	2019
History/social science	<i>America's History: For the AP Course</i> , Bedford, Freeman, & Worth (12)	2015
History/social science	<i>Economics</i> , Houghton Mifflin Harcourt (12)	2019
History/social science	<i>MacGruder's American Government</i> , Pearson (12)	2019
History/social science	<i>The Unfinished Nation: A Concise History of the American People</i> , McGraw-Hill	2016
Foreign Language	<i>Tejidos</i> , Wayside Publishing (7-12)	2016
Foreign Language	Carnegie French, Levels 1-4	2023
Foreign Language	Carnegie Spanish, Levels 1-4	2023
Health	<i>Career Choices and Changes</i> , Academic Innovations (9-12)	2014

School Safety

The safety of students and staff is a primary concern of Maple High School. The school complies 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 a visitor's badge while on school grounds. During lunch, before, and after school, teachers and administrators supervise students and school grounds including the cafeteria, 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 October 2024. A copy of the plan is available to the public at the school and district offices.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2024-25 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Types of Services Funded

For the 2023-24 school year, Lompoc Unified School District received federal and state aid for the following categorical, special education and support programs:

- Carl D. Perkins Grant
- Local Control Funding Formula (LCFF) Base/Supplemental/Concentration/Grade Span
- Agriculture Career Technical Education
- Tobacco-Use Prevention Education Program (TUPE)
- Lottery funds
- After School Education and Safety (ASES) Program
- Special education IDEA, preschool, mental health
- Title I
- Title II
- Title III English learner (EL) and immigrant
- Title IV
- Comprehensive Support and Improvement
- Career Technical Education Incentive Grant (CTEIG)
- Elementary and Secondary School Emergency Relief (ESSER) I
- ESSER II
- Governor's Emergency Education Relief (GEER) I
- COVID Relief Fund
- Learning loss
- In-person instruction
- Expanded learning and expanded learning paraeducator
- Medi-Cal
- Office of Juvenile Justice and Delinquency Prevention/Youth Violence Prevention Grant
- Career Technical Education (CTE)



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

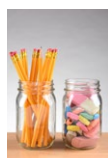
School Facility Good Repair Status		2024-25 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Fair	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	9/3/2024	



Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Electrical	2 lights out in room 12. Work orders submitted.	December 2024
Restrooms/fountains	Faucet not working in room 4. Work orders submitted.	December 2024
External	Windows need to be replaced school wide. Gophers are in the fields. Awaiting funding for windows. Gophers require ongoing maintenance.	Ongoing



“We believe that high school graduates must know how to reason, problem-solve and be active members of the community.”

School Facilities

Maple High School was built in 1961 and is 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 basketball courts for the PE program, as well as classroom Chromebooks for student use. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Maintenance and Repair: Safety concerns are the No. 1 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.

Cleaning Process and Schedule: 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. Our custodial staff includes a lead custodian who arrives at 6 a.m. and leaves at 2:30 p.m. and an evening custodian who is on-site for four hours a day.

Safe and Effective School: The administrator, teachers and student safety liaison all do campus duty before school, during lunch and breaks, and after school until the students leave the campus. Maple has an active Safe School Plan that is reviewed tri-annually by the School Site Council and with the Safety Team at Maple. The plan is updated after any safety incident.

Maple High School uses alternative methods of discipline whenever possible. Students are referred to our Character Connections after school program to complete accountability projects in lieu of traditional discipline methods.

Maple High School also shares a school resource officer (SRO) part time with another high school in the district.





Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.8	68.7%	403.9	81.3%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	6.5	1.3%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	11.3%	39.9	8.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	7.9%	20.4	4.1%	12,115.8	4.4%
Unknown	1.1	11.9%	25.8	5.2%	18,854.3	6.9%
Total Teaching Positions	10.0	100.0%	496.6	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.2	60.9%	414.3	81.9%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	6.7	1.3%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	6.9%	38.2	7.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	15.3%	21.7	4.3%	11,953.1	4.3%
Unknown	1.7	16.8%	25.1	5.0%	15,831.9	5.7%
Total Teaching Positions	10.3	100.0%	506.1	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.5	50.8%	400.4	78.8%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	14.4	2.9%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	9.8%	52.3	10.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	19.7%	20.2	4.0%	11,746.9	4.2%
Unknown	1.7	19.7%	20.9	4.1%	14,303.8	5.2%
Total Teaching Positions	9.0	100.0%	508.5	100.0%	277,697.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	1.1	0.7	0.8
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.1	0.7	0.8



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.2	0.0	0.0
Local Assignment Options	0.5	1.5	1.7
Total Out-of-Field Teachers	0.7	1.5	1.7

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	125:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.250
Social worker	0.200
Nurse	0.125
Speech/language/hearing specialist	0.125
Resource specialist (nonteaching)	0.000

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.0%	9.6%	11.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	6.3%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2022-23 Fiscal Year	
	Lompoc USD	Similar Sized District
Beginning teacher salary	\$57,506	\$58,855
Midrange teacher salary	\$84,775	\$92,518
Highest teacher salary	\$104,621	\$114,664
Average elementary school principal salary	\$131,838	\$142,791
Average middle school principal salary	\$134,474	\$151,077
Average high school principal salary	\$154,091	\$167,094
Superintendent salary	\$257,500	\$281,085
Teacher salaries: percentage of budget	28.00%	30.99%
Administrative salaries: percentage of budget	5.00%	5.37%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Maple HS	\$22,001	\$87,383
Lompoc USD	\$12,379	\$70,192
California	\$10,771	\$94,694
School and district: percentage difference	+77.7%	+24.5%
School and California: percentage difference	+104.3%	-7.7%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	\$25,713
Expenditures per pupil from restricted sources	\$3,711
Expenditures per pupil from unrestricted sources	\$22,001
Annual average teacher salary	\$87,383



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2024.