

SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT

SANTA YNEZ HIGH SCHOOL

Grades 9-12

Mark Swanitz, Principal

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(805) 688-6487

2016-17 School Accountability Report Card

Published January 2018



Principal's Message

Santa Ynez Valley Union High School was founded in 1896 and is located in the picturesque Santa Ynez Valley--a quaint, rural community just inland from the wild and beautiful central California coast. SYVUHS enjoys a long and rich tradition of excellence. With only 1,000 students enrolled, our pristine, park-like campus may be small, but our hard-earned reputation for success is widely recognized. Whether it be in academics, athletics, visual and performing arts, occupational arts, agriculture, community service, or any other endeavor, our students have historically excelled. The faculty and staff actively practice innovative teaching with the goal of readying our students to meet the uniquely unprecedented challenges of preparing for college and career in the 21st century.

Please visit our website at www.syvuhd.org. Most of what you need to know about Santa Ynez High School can be found there, but if you find we've missed anything, please don't hesitate to contact us.

Go Pirates!

Mark Swanitz
Principal
Class of '85



District & School Profile

The Santa Ynez Valley Union High School District is located in the Santa Ynez Valley, 30 miles north of the city of Santa Barbara. Established in 1896, the district is the primary provider of secondary education to the Santa Ynez Valley, serving students from the Ballard, Buellton, College, Los Olivos, Solvang, and Vista del Mar elementary school districts.

The Santa Ynez Valley Union High School District is proud of its fine tradition of excellence in secondary education. Educational programs offered by the district include a comprehensive high school and a continuation high school. All programs are situated on the beautiful Santa Ynez Valley Union High School campus, which also serves as a focal point for community events. The district is committed to ensuring the academic success of all students and leaving no child behind by offering a variety of programs to meet students' individual needs, such as advanced placement classes, vocational education, English language development, and special education.

Santa Ynez Valley Union High School serves students in grades nine through twelve and follows a traditional calendar. At the beginning of the 2016-17 school year, 939 students were enrolled, including 12.5% in special education, 6.4% English learners (students who either are in the process of learning English or who have recently become proficient in English) and 30.2% in the free and reduced lunch program.

Mission Statement

Provide a rigorous and broad academic experience, supported by a rich set of career technical and extracurricular options, so that every student graduates with the skills to pursue, and succeed in, his or her choice of post-secondary endeavors.

Vision Statement

The Santa Ynez Valley Union High School District will graduate the finest, best prepared young men and women, of excellent character, anywhere in the world.

Core Values

Excellence: We relentlessly pursue excellence in all academic and organizational endeavors.

Integrity: We believe that no accomplishment has value which has not been completed with integrity.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	0.2%	Grade 9	235
American Indian or Alaskan Native	1.1%	Grade 10	247
Asian	0.4%	Grade 11	242
Filipino	0.1%	Grade 12	215
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	42.4%		
White (not Hispanic)	51.8%		
Two or More Races	4.0%		
Socioeconomically Disadvantaged	30.2%		
English Learners	6.4%		
Students with Disabilities	12.5%		
Migrant Education	0.0%		
Foster Youth	0.1%	Total Enrollment	939

Board of Trustees
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District Administration
Scott Cory
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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Ynez Valley Union High School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Data for the instructional materials section was acquired in January 2018 and the school facilities section was acquired in March 2018.

Opportunity: We believe that all students should have the opportunity to discover and develop their unique strengths.

Community: We are better as a community than we are as individuals in our pursuit of excellence.

Innovation: We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, joining the PTSA, or simply attending school events.

Parents stay informed of upcoming events and school activities through daily bulletins, email, letters, progress reports, school marquee, school website, online Pirate's Daily Bulletin, Pirate Portal, automated messaging system, the *Parent 2 Parent* PTSA newsletter, and the Canvas Learning Management System through Parent Observer accounts. Contact the school principal's office at (805) 688-6487 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Chaperone School Dances
- Athletic Booster Clubs
- Band Boosters
- Robotics Boosters
- Robotics Mentorship (FIRST Mentors)
- Theater Boosters

Committees

- Alumni Project Advisory Committee
- LCAP Advisory Committee
- Parent Teacher Student Association
- School Site Council

School Activities

- Athletic Events
- Back to School Night
- Parent Education Nights
- School Activities
- Student Performances
- Student Recognition Assemblies
- Coffee with the Principal

Student Achievement

Physical Fitness

In the spring of each year, Santa Ynez Valley Union High School is required by the State to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	8.6%	19.0%	64.2%

Note: Percentages are not calculated 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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Santa Ynez Valley Union High School qualified for Targeted Assistance Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2017-18		
	SYVUHS	SYVUHSD
PI Status	In PI	In PI
First Year of PI Implementation	2011-12	2011-12
Year in PI	Year 4	Year 3
# Schools Currently In PI		1
% Schools Currently In PI		50%

Note: Cells with N/A values do not require data.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

**CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)
2016-17**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	227	224	98.7%	62.1%	228	225	98.7%	49.8%
Male	123	121	98.4%	53.7%	123	121	98.4%	52.9%
Female	104	103	99.0%	71.8%	105	104	99.1%	46.2%
African American	-	-	-	-	-	-	-	-
American Indian or Alaskan Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Hispanic or Latino	101	100	99.0%	51.0%	102	100	98.0%	30.0%
White (not Hispanic)	114	112	98.3%	69.6%	114	113	99.1%	66.4%
Two or More Races	-	-	-	-	-	-	-	-
Socioeconomically Disadvantaged	66	66	100.0%	42.4%	67	65	97.0%	23.1%
English Learners	24	23	95.8%	30.4%	24	22	91.7%	18.2%
Students with Disabilities	25	25	100.0%	12.0%	25	23	92.0%	-

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in
Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standards

	SYVUHS		SYVUHSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	74	62	72	60	48	48
Mathematics	55	50	53	48	36	37

Note: Percentages are not calculated 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. An asterisk (*) appears in the table when the number of students tested is ten or less.

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	SYVUHS		SYVUHSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	80	69	78	69	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

School Facilities & Safety

School Facilities

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Santa Ynez Valley Union High School's original facilities were built in 1936; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Campus Description

Year Built	1936
Acreage	35
Bldg. Square Footage	167763
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	34
# of Restrooms (student use)	5
Athletic Fields/Courts	1
Gyms	2
Library	1
Swimming Pool	1
Theater	1

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2016-17 Campus Improvements:

- Replacement of damaged gas lines
- Replacement of broken water pipes

While maintenance staff have worked diligently to maintain existing facilities, an assessment of school facilities during the 2013-14 school year revealed that there are significant needs to replace or reconstruct multiple parts of the campus including underground piping, selected roofs, parking lots, and heating/air conditioning systems, to name a few. These identified projects require multi-million dollar reconstruction effort. With this in mind, the District Board of Education voted to place a bond measure before the voters for the November 8, 2016 General Election in order to adequately address the needs.

Every morning before school begins, the Maintenance & Operations Manager inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Four maintenance staff, two groundskeepers, and six custodians are assigned to Santa Ynez Valley Union High School. The maintenance & grounds staff are responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The Superintendent, Principal, Maintenance & Operations Manager, and Business Manager communicate with maintenance/grounds and custodial staff daily concerning maintenance and school safety issues.

Campus Supervision

As students arrive on campus each morning, during breaks, and after school each day, administrators and three campus security officers monitor student activities throughout the campus buildings and grounds.

Santa Ynez Valley Union High School is a closed campus. During school hours, visitors are required to check in at the front office upon arrival and departure. All visitors wear a badge during their stay.

School Site Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Santa Ynez Valley Union High School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Santa Ynez Valley Union High School's most current school site safety plan was reviewed and updated in January 2017 and shared with school staff in August 2017.

Facilities Inspection

The district's maintenance department inspects Santa Ynez Valley Union High on an annual basis in accordance with Education Code §17592.72(c)(1). Santa Ynez Valley Union High uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in March 2018. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
March 2018			
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Classroom Environment

Discipline & Climate for Learning

Santa Ynez Valley Union High School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Santa Ynez Valley Union High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions									
	SYVUHS			SYVUHSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions (%)	3.70%	1.60%	3.30%	4.50%	1.90%	3.40%	3.80%	3.70%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.09%	0.09%	0.90%

Dropouts & Graduation Rates

Santa Ynez Valley Union High School's teachers and administrative staff practice the early identification and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the adjacent Dropout and Graduation Rates table, 2015-16 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	SYVUHS		
	12-13	13-14	14-15
Dropout Rate (%)	1.9	0.8	3
Graduation Rate (%)	97.1	95.5	95.18
	SYVUHSD		
	12-13	13-14	14-15
Dropout Rate (%)	3.1	1.9	2.8
Graduation Rate (%)	95.6	94.3	95.2
	CA		
	12-13	13-14	14-15
Dropout Rate (%)	11.4	11.6	10.7
Graduation Rate (%)	80.4	80.8	82.3

Graduation Requirements

To earn a diploma from Santa Ynez Valley Union High School, students must accumulate 250 course credits. Alternative methods of acquiring a diploma are available through the continuation school and the community college for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Santa Ynez Valley Union High School. The following table illustrates the percentage of students graduating from Santa Ynez Valley Union High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2016

	SYVUHS	SYVUHSD	CA
All Students	94%	92%	87%
African American	100%	100%	79%
American Indian or Alaskan Native	100%	100%	80%
Asian	100%	100%	94%
Filipino	0%	0%	94%
Hispanic or Latino	91%	90%	85%
Hawaiian or Pacific Islander	0%	0%	87%
White (not Hispanic)	96%	94%	91%
Two or More Races	100%	86%	91%
Socioeconomically Disadvantaged	89%	86%	86%
Students with Disabilities	73%	73%	64%
Migrant Education	-	-	-
Foster Youth	-	-	-

Teaching Load Distribution Departmentalized Instruction

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
2014-15				
English	22	20	24	3
Math	23	10	17	1
Science	22	14	15	3
History	25	7	21	7
2015-16				
English	23	8	37	0
Math	25	8	21	7
Science	19	10	12	1
History	23	8	24	2
2016-17				
English	24	15	24	3
Math	18	11	5	1
Science	20	10	12	2
History	23	8	14	7

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2006	*	READ 180 Intervention Program	0%	9-12
2006	*	Literature and Language Arts 3rd, 4th, and 5th Courses	0%	9-12
2006	*	The Norton Anthology of World Masterpieces Volume 1 & 2, 5th Edition (AP)	0%	9-12
Math				
2004	*	Algebra 1, Applications: Equations, Graphs	0%	9-12
2004	*	Geometry: Applying, Reasoning, Measuring	0%	9-12
2004	*	Algebra 2	0%	9-12
2004	*	Advance Mathematical Concepts	0%	9-12
2004	*	Calculus of Single Variable (AP)	0%	9-12
2004	*	Calculus Graphical, Numerical, Algebraic (AP)	0%	9-12
2004	*	The Practice of Statistics (AP)	0%	9-12
Science				
2004	*	Science Spectrum: A Physical Approach Modern Biology Modern Earth Science	0%	9-12
2004	*	Modern Biology	0%	9-12
2004	*	Chemistry 5th Edition	0%	9-12
2004	*	Physics	0%	9-12
2004	*	Agriscience: Fundamentals and Application	0%	9-12
2004	*	Biology: Concepts and Connections	0%	9-12
2004	*	Biology AP Edition	0%	9-12
2004	*	The Science of Agriculture, A Biological Approach, Modern Biology	0%	9-12
2004	*	Zumdahl: Chemistry (AP)	0%	9-12
2004	*	Physics, 3rd Edition (AP)	0%	9-12
2004	*	Physics for Scientist and Engineers, 8th Edition (AP)	0%	9-12
2004	*	Intro to Veterinary Science	0%	9-12
Social Science				
2004	*	World History: The Modern World	0%	9-12
2007	*	The Americans: Reconstruction through the 21st Century	0%	9-12
2006	*	American Government Magruder's	0%	9-12
2001	*	Economics Principles in Action	0%	9-12
	*	A History of Western Society, 10th Edition (AP)	0%	9-12
	*	American Pageant 11th and 13th Edition (AP)	0%	9-12
	*	American Pageant: A History of American People, 14th Edition (AP)	0%	9-12
	*	American Government Institutions and Policies, 13th Edition (AP)	0%	9-12
	*	Economic Application to Agriculture and Agribusiness, 4th Edition	0%	9-12

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum at Santa Ynez Valley Union High School District are aligned to the California State Standards, California State Standards as appropriate by discipline. Standards-based instructional materials are approved by the district's Governing Board. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 12, 2017, the Santa Ynez Valley Union High School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The adopted resolution 2017-2018-1 certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

Staff Development

All training and curriculum development activities at Santa Ynez Valley Union High revolve around the California State Standards. During the 2016-17 school year, Santa Ynez Valley Union High held staff development days devoted to:

- Training and Implementation of Canvas Learning Management System
- WASC Self-Study Process

Decisions concerning selection of staff development activities are performed by the principal and an instructional leadership team of four teachers using tools such as the District Strategic Plan, state assessment results and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Santa Ynez Valley Union High School offers professional development throughout the year on weekly early release days on Mondays. One early release day per month is devoted to a faculty meeting, one early release day per month is devoted to a department meeting, and the remaining early release days per month are devoted to staff development.

Santa Ynez Valley Union High offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
2	2	2

School Leadership

Leadership is a responsibility shared among the administrative team, school staff, and parents. The administrative team is comprised of the principal and assistant principal who work closely as a team to fulfill the many responsibilities associated with an effective high school. Principal Mark Swanitz is responsible for the day-to-day operations of the school, overall instructional program, and supervision of certificated staff.

Principal Mark Swanitz has served as principal of Santa Ynez Valley Union High School for seven years as of 2016-17. Santa Ynez Valley Union High School's Principal's Council is a collaborative of administrative staff and faculty. Once a month, the leadership team focuses on schoolwide issues, planning staff development, and other topics related to the operational components of the school.

College Preparation & Work Readiness

Advanced Placement

In 2016-17 Santa Ynez Valley Union High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2016-17		
	No. of Courses Offered*	% of Students Enrolled in AP Courses
Art	2	N/A
English	2	N/A
Foreign Language	1	N/A
Math	2	N/A
Science	3	N/A
Social Science	3	N/A
Totals	13	29.6%

Note: Cells with N/A values do not require data.

* Where there are student course enrollments of at least one student.

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses 2015-16		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		99.5
Graduates Who Completed All Courses Required for UC/CSU Admission		50.9

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 admission requirements, please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades/scores in specified courses and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Santa Ynez Valley Union High's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Santa Ynez Valley Union High offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2016-17 school year, Santa Ynez Valley Union High offered the following career technical education programs as elective courses:

- Advanced Agricultural Mechanics/Welding
- Advanced Animal Science
- Advanced Automotive
- Advanced Ornamental Horticulture
- Advanced Video Production/Filmmaking
- Agricultural Government
- Agricultural Mechanics/Welding
- Auto Brakes & Front-End
- Auto Tune-Up & Emissions
- Computer Aided Drafting/Manufacturing I
- Computer Aided Drafting/Manufacturing II
- Computer Software Applications
- Computer Technology & Repair
- Entrepreneurship
- Environmental Science & Technology/EAST
- Film Appreciation / Film Making
- Integrated Animal Science
- Introduction to Education
- Livestock Management I, II, III (summer)
- Multi-Media
- Ornamental Horticulture
- Photography Occupations
- Restaurant
- Sports Medicine
- Visual Technology/Multimedia

The Career Technical Education Program table in this report shows the total number of students enrolled in the district's vocational education courses. For more information on career technical programs, contact the high school's guidance center or the state's career technical website at <http://www.cde.ca.gov/ci/ct>.

Career Technical Education Program Participation 2016-17	
Total Number of Students Participating in CTE Programs	696
Percentage of Students Completing a CTE Program and Earning a High School Diploma	29.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.8%

Professional Staff

Counseling & Support Services Staff

Santa Ynez Valley Union High provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Santa Ynez Valley Union High's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE*
Academic/Guidance Counselor	3	3.0
Campus Security Officers	3	3.0
Library Media Technician	1	1.0
Speech/Language/Hearing Specialist	1	1.0
Psychologist	1	1.0
Average Number of Students per Academic Counselor		313

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2016-17 school year, Santa Ynez Valley Union High School had 43 teacher's who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments

	SYVUHS		
	15-16	16-17	17-18
Total Teachers	54	43	43
Teachers with Full Credential	54	43	43
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	SYVUHSD		
	15-16	16-17	17-18
Total Teachers	54	43	43
Teachers with Full Credential	54	43	43
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Santa Ynez Valley Union High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Santa Ynez Valley Union High's SARC and access the internet at any of the county's public libraries. The closest public library to Santa Ynez Valley Union High is Solvang Branch Library, a branch of Santa Barbara Public Library.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2015-16 school year, Santa Ynez Valley Union High School District spent an average of \$11,848 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report (1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and (2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2015-16		
	SYVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,212	45,374
Mid-Range Teacher Salary	71,517	67,188
Highest Teacher Salary	88,497	91,637
Average Principal Salaries:		
High School	134,678	123,947
Superintendent Salary	163,200	132,751
Percentage of Budget For:		
Teacher Salaries	30	28
Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2015-16					
Dollars Spent Per Student					
Expenditures Per Pupil	SYVUHS	SYVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	12,237	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,309	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,928	10,975	99.6%	6,574	166.2%
Average Teacher Salary	74,083	74,774	99.1%	69,964	105.9%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Santa Ynez Valley Union High School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Initiative
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Vocational Programs