



**Santa Ynez Valley Union High School District**

**Strategic Plan**

**2010 – 2013**

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# Introduction

## Our Challenge

The need for 21<sup>st</sup> century skills such as critical thinking and decision making, technological competencies, and language acquisition supersede the current 20<sup>th</sup> century model of academic curricula that is not inter-related, nor inter-dependent. As high school graduates, our students will be expected to possess the problem-solving abilities and interpersonal skills necessary to find solutions to problems that did not exist even 5 years ago.

We recognize that the Santa Ynez Valley community is becoming gradually more diverse. We also recognize that our changing demographics require a new approach to the delivery of instruction and the support we offer our students in an increasingly complex world. The Santa Ynez Valley Union High School District is committed to meeting this challenge because we understand that the world in which our students will live and work is vastly different than the world in which the educational system, pre-2009, was born.

Today and tomorrow, the Santa Ynez Valley community calls for high school graduates that can bridge geopolitical, social, cultural, and economic divides. Service to the community – local, state, national, or international – is an integral component of a student’s ability to fulfill this mission. Therefore, it is in our own best interests to provide each student in the Santa Ynez Valley Union High School District with an education that supports a greater understanding of global issues and a commitment to civic engagement.

If we are successful, the students who look back on the education they received in the Santa Ynez Valley Union High School District will remember teachers who were highly engaged; they will remember inter-related and relevant academic curricula; and they will remember a system that encouraged them to advance to new heights as they approached graduation.

## 21<sup>st</sup> Century learning skills are composed of the following components:

1. Critical thinking and problem solving
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written communication
6. Accessing and analyzing information
7. Curiosity and imagination

## Our Processes of Engagement

### Needs assessment

- Internal needs assessment to identify strengths and needs within the SYVUHSD
- Analysis of characteristics of successful school districts and organizations
- Analysis of LEAP and Board Focus goals related to the internal needs assessment
- Comparison of strengths and needs to develop recommended goals for Strategic Plan

### Community Input

- Drafts of the Strategic Plan goals reviewed by the SYVUHSD Board of Education and the community-at-large
  - **Constituencies:** Faculty; staff; students; Board of Education; neighboring school districts; alumni and parents; community friends and partners in education, non-profit, and business.
  - **Communication Forums:** Surveys; email; meetings and telephone conversations; Board meetings and workshops; and posting of preliminary drafts on the school district website for public consumption.

### Adoption

- Board of Education adoption of the SYVUHSD Strategic Plan after final review by constituencies in the community

## The Context for Planning

The goals we set and the strategies we employ to achieve our vision must be developed in the context of a rapidly changing and highly tumultuous financial environment in the state of California. Our plan must also reflect the strengths for which the Santa Ynez Valley Union High School District is known and the manner in which these strengths present opportunities for it to make distinctive contributions to the Santa Barbara County educational system.

### Key Environmental Influences on Secondary Education

The external environment for secondary education has changed markedly since the passage of the No Child Left Behind Act, 2001. Elementary and secondary schools are faced with increased public expectations for access and quality, constrained resources in an uncertain economic climate, changing and expanding societal needs, and the imperative of demographic change. Like other school districts, the Santa Ynez Valley Union High School District must strive to achieve its institutional aspirations while recognizing and determining the appropriate responses to these changes:

- Increasing demand for more advanced and/or specialized education in many fields, including recognitions beyond the general high school diploma (i.e. Regional Occupational Program certificates, Associate degrees from Alan Hancock College).
- Declining enrollment across the northern half of Santa Barbara County, in addition to a more competitive college entrance environment.
- A more diverse population of students in terms of ethnic, cultural and socio-economic backgrounds, and learning needs.
- Potential shortages of faculty in key subjects as a significant proportion of the existing work force retires and competition intensifies for NCLB-qualified candidates to replace and supplement their numbers.
- More intense competition for categorical funding, as more schools within districts seek to supplement instruction with state approved intervention programs for students at-risk of not passing the CAHSEE and/or graduating from secondary school.
- Demand for demonstrated accountability in the use of public funds including higher expectations for capitalizing on State-approved, research-based curriculum and instruction for students in every sub-group.
- Expectations of better pathways between secondary and college programs as stakeholders assess the contributions of secondary and post-secondary education to society.
- Need for balance between single-subject, discipline-based education and interdisciplinary approaches.
- Increased utilization of technologically-advanced delivery systems.

## Planning Assumptions

The strategic framework which will guide us in the years ahead is based upon a number of planning assumptions.

- **Engagement:** Many of the challenges facing Santa Barbara County and the state of California will require the full engagement of its schools and support systems in order to fully instill a sense of involvement and civic responsibility within their students. The Santa Ynez Valley Union High School District will be such an organization, where students and faculty together create engaging learning environments that focus on individual growth and civic leadership. All our students should have the opportunity to contextualize their specific programs of study with respect to local, state, federal and global issues.
- **Access:** The Santa Ynez Valley Union High School District must be committed to remaining accessible to all students, regardless of socioeconomic background. Student intervention strategies must support this goal by ensuring higher visibility of and easier access to a complete range of student assistance options so that financial circumstances need not preclude a student's participation in specialized elective courses or advanced courses of study. Our knowledge-based economy requires that all members of our society be educated to the full extent of their abilities and potential, whatever their financial circumstances. A commitment of inclusiveness is in keeping with our institutional values and will benefit the Santa Ynez Valley Union High School District by creating a vibrant learning environment characterized by diversity and equity.
- **Diversity and Equity:** The values of diversity and equity are critical to achieving the mission of the Santa Ynez Valley Union High School District. We should be known as an organization which is committed to promoting equity - an institution that always strives to create an environment free of discrimination in all its forms, a school district characterized by inclusivity, openness and mutual respect. It is essential that we create such an environment for learning, recognizing that this will require farsighted strategies and a shared commitment throughout our organization.
- **Technological Resources:** The demand for and associated costs of technological resources for academic administrative purposes will continue to increase. Our technological infrastructure is second-to-none in the Santa Ynez Valley, and must be fully utilized to enhance the academic and social development programs within the Santa Ynez Valley Union High School District, while also ensuring the efficient administration of essential service areas such as personnel, fiscal services, facilities, and educational services.

## The Santa Ynez Valley Union High School District Distinctive Strengths

The Santa Ynez Valley Union High School District shares many aspects of its mission with other school districts in Santa Barbara County and the state of California: the delivery of a foundational, standards-based curricula; the creation and support of high-quality learning environments, including specialized and advanced academic programs; and the betterment of society through a continued focus on civic engagement and service learning. However, we seek to fulfill this mission in a unique context - a context informed by both our 114-year history and long-held values, as well as by our particular strengths and our ability and commitment to respond to change and constantly evolving societal needs.

As we plan for the decade ahead, the Santa Ynez Valley Union High School District must build on this history of responsiveness. To do so will require that we focus on our distinctive strengths, even as we acknowledge and address the major demographic, technological, economic, generational and social changes which must inform our choices.

1. Outstanding Staff
2. Excellent Academic Programs
3. Exceptional Student Body
4. Beautiful Learning Environment
5. Involved Community

## Core Values

As we define a path for the future of the Santa Ynez Valley Union High School District, we will remain true to the values that define us as a community. These values are the foundation for all that we do – collectively and individually – in our roles as students, faculty and staff; in the decisions and actions we take to advance our mission; in the relationships we build; and in our interactions with others on campus and in the community of the Santa Ynez Valley. We value:

1. Staff and students who are engaged and excited about learning
2. An environment of high expectations for staff and students
3. Modeling ethical citizenship in a global world
4. Unique academic and extra-curricular opportunities for each student
5. Students who respect themselves and our community
6. Our ongoing partnership with the Santa Ynez Valley community

## GOALS AND OBJECTIVES

### STRATEGIC GOAL 1: STUDENT ACHIEVEMENT

#### **Build on academic program strengths to provide a distinctive educational experience in Santa Barbara County and the State of California**

A distinguishing feature of the Santa Ynez Valley Union High School District is the quality of the students who attend our schools, in addition to the deep commitment of our faculty and support staff. This combination of talented students and dedicated faculty leads to an environment of excellence, ensuring that our graduates are prepared for the rigors of college, and are ready to engage the global community in the 21<sup>st</sup> century.

#### **Objectives:**

- Strive to attain a State API ranking of 10 and a similar schools API ranking of 10
- Foster a learning environment that strives to close the achievement gap across all demographic subgroups
- Transition the curriculum across all departments from a traditional model of learning to a constructivist model that embraces the concepts of inquiry-based learning for all students, is informed by best practices in teaching and learning, and is supported with appropriate resources
- Support and foster the well-rounded education of our students to include concepts of citizenship and community, leadership skills, analysis, creativity and problem-solving, the expression and exchange of ideas, and diversity and equity
- Recruit, develop and retain faculty of outstanding caliber, characterized by an intense commitment to inquiry-based education through exceptional teaching and research

#### **We will mark our progress by such measures as:**

- Monitoring master schedules to assign teachers based on student-need
- The proportion of classroom activities that incorporate necessary 21<sup>st</sup> century skills, leading to increased analysis and synthesis of data and problem-solving
- Student success in achieving their first choice in college or internship programs
- Assessments by graduating seniors, informing us about their educational experience
- Frequency of student-faculty interaction in learning experiences beyond the classroom

**STRATEGIC GOAL 1: STUDENT ACHIEVEMENT SMART Goal #1**

Goal	Point Person	Funding Source	Action Plan
<p>By 2012-13, teachers across departments will deliver lessons that represent 21<sup>st</sup> century learning skills such as Learning and Innovation Skills, Digital Literacy Skills, and Career and Life Skills.</p>	<p>Principal Leadership Team Department Chairs</p>	<p>Categorical Flexibility General Fund</p>	<p><b>Specific:</b></p> <p><u>2010-2011:</u> Each department will develop a complete unit that involves 21<sup>st</sup> century learning skills that can be measured and assessed. The Leadership Team will provide guidance and support during this work.</p> <p><u>2011-2012:</u> In addition to monitoring new units, departments will also expand lesson-development to create another full unit that involves 21<sup>st</sup> century learning skills.</p> <p><b>Measurable/Timeline:</b></p> <ol style="list-style-type: none"> <li>a. Flex Days and departmental meetings will be devoted to developing lessons in 2010-11.</li> <li>b. Implementation of lessons will take place second semester of 2011.</li> <li>c. Initial process of development and implementation will continue through 2011-12.</li> </ol>

**STRATEGIC GOAL 1:      STUDENT ACHIEVEMENT SMART Goal #2**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-12, the District will develop a plan of action to meet the needs of at-risk students during the instructional day.</p>	<p>Principal Leadership Team</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010-2011</u>: The Leadership Team will investigate alternative bell schedules and/or tutorial options for at-risk students, developing an implementation plan for the 2011-12 school year.</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Flex Days, departmental meetings, and release time will be devoted to investigating instructional options in 2010-11.</li> <li>b. Options will be presented to the faculty second semester of 2011.</li> <li>c. Implementation will occur in the fall of 2011-12.</li> </ul>

**STRATEGIC GOAL 1: STUDENT ACHIEVEMENT SMART Goal #3**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-2012, all departments will offer at least one AVID strategy across the curriculum, in order to strategically help close the achievement gap.</p>	<p>Jennifer Rasmussen Principal</p>	<p>Categorical Flexibility  General Fund</p>	<p><b>Specific:</b>   <u>2010-2011:</u> All core academic departments will expand the use of specific AVID study-skill strategies to support academic learning. In addition, the use of Socratic Seminar, which promotes higher order thinking skills, will be extended to more classrooms.   <u>2011-2012:</u> Core academic departments will continue implementing AVID study-skill strategies, with an emphasis on the use of Socratic Seminar strategies in order to promote higher-order thinking skills.   <b>Measurable/Timeline:</b>             a. 5 new faculty members will attend AVID 2010 and 2011 summer seminars each for training            b. AVID workshops will be hosted during Fall in-services to provide additional support/training for teachers.</p>

**STRATEGIC GOAL 1:      STUDENT ACHIEVEMENT SMART Goal #4**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-2012 all teachers will be able to demonstrate the ability to use Digital Literacy Skills in classrooms.</p> <p><i>NOTE: This goal also found within the Technology section.</i></p>	<p>Principal  Technology Committee</p>	<p>EETT Grant  USDA Distance Learning Grant  General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2011</u>: Investigation of Digital Learning Skills (i.e. Information literacy, media literacy, and computing literacy)</p> <p><u>2011 – 2012</u>: Specific use of identified Digital Learning Skills across departments.</p> <p><b>Measurable/Timeline:</b></p> <p>a. Training needs will be reviewed at the end of 2010 – 2011</p> <p>b. Implementation will be monitored monthly in 2011 – 2012</p>

**STRATEGIC GOAL 1: STUDENT ACHIEVEMENT SMART Goal #5**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2010-2011, a web-based survey for Seniors will be developed and implemented, in order to inform the staff about their perceptions of the level of preparation for college at SYVUHS.</p>	<p>Counseling Department Vicki Storey</p>	<p>No cost</p>	<p><b>Specific:</b></p> <p><u>2009-2010</u>: Development and initial pilot of online survey for Seniors. This survey will measure academic preparedness, accessibility to support systems, and overall high school experience.</p> <p><u>2010-2011</u>: Surveys for graduated Seniors conducted, in addition to modification of survey based on feedback from pilot study.</p> <p><b>Measurable/Timeline:</b></p> <ol style="list-style-type: none"> <li>a. Development of online survey will take place June 2010.</li> <li>b. Senior English Teachers will collect Senior e-mail addresses by June 2010.</li> <li>c. Survey will be uploaded by September 2010 on website.</li> <li>d. Students will be contacted with password and survey information in December, 2010.</li> </ol>

**STRATEGIC GOAL 1:      STUDENT ACHIEVEMENT SMART Goal #6**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2011-12, the District and Faculty will create and implement standards-based teacher evaluations that reflect California teacher standards, in order to provide strategic, comprehensive professional development opportunities for individuals.</p>	<p>Superintendent Faculty Association</p>	<p>Categorical Flexibility  General Fund</p>	<p><b>Specific:</b>   <u>2010-2011:</u> Sample evaluations will be collected and input from all stakeholders will be solicited. A pilot teacher evaluation system reflecting the California teaching standards will be developed.   <u>2011-2012:</u> The pilot evaluation system will be implemented and monitored for necessary changes prior to full adoption by the Board of Education and the Faculty Association.   <b>Measurable/Timeline:</b>             a. Development of pilot system and preliminary approval will occur by the end of 2010-2011.            b. The pilot will be monitored during first semester of 2011-2012            c. Modifications will occur by Spring of 2012.            d. Final adoption of the new evaluation system will occur by June 2012.</p>

## **STRATEGIC GOAL 2: FINANCE**

### **Develop a strong financial base that produces student-centered budgets and maintains multiple sources of revenue across all sectors**

The Santa Ynez Valley Union High School District is able to offer a variety of academic and extra-curricular activities to students because of a healthy budget that is supported by a diverse range of partners. Our status as a Basic Aid school district, in addition to our partnerships with Regional Occupation Programs (ROP), local colleges, and local non-profits and parent boosters allow us to provide a more comprehensive program than other school districts in Santa Barbara County. While representing a diverse number of interests in the Santa Ynez Valley, our combination of dedicated academic and community partners ensures that our annual budgets are centered on student needs.

#### **Objectives:**

- Align budget priorities in adopted budgets with the district mission statement
- Ensure staffing assignments reflect the needs of the district and ultimately result in an increase to student achievement
- Use cash management strategies that recognize the dynamic economic environment of a Basic Aid school district
- Implement a reserve growth plan that will buffer the school district's budget in future economic downturns
- Maintain and nurture academic and community partnerships that supplement the district's annual budget

#### **We will mark our progress by such measures as:**

- The proportion of the annual instructional budget that supports the acquisition of 21<sup>st</sup> century skills on an annual basis, including a concentrated effort on closing the achievement gap
- Monitoring the district's cash flow projections to maintain adequate cash balances for district operations
- Monitoring the reserve growth plan, as adopted in the Economic Recovery Plan (2009)
- Monitoring of annual department priority lists to determine the level of financial support necessary across all curricular areas
- Number and breadth of opportunities for outside agencies, booster clubs, and non-profits to support district programs

**STRATEGIC GOAL 2: FINANCE SMART Goal #1**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-12, the District will align its budget with the instructional needs of students in the 21<sup>st</sup> century.</p>	<p>Superintendent  Business Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010-2011:</u> Monitoring of annual department priority lists to determine the level of financial support necessary to develop Learning and Innovation Skills, Digital Literacy Skills, and Career and Life Skills.</p> <p><u>2011-2012:</u> Goals for annual instructional budget allocations will be implemented to specifically support the acquisition of 21<sup>st</sup> century skills (as listed above), including a concentrated effort on closing the achievement gap</p> <p><b>Measurable/Timeline:</b></p> <ol style="list-style-type: none"> <li>a. Determine the level of current funding for 21<sup>st</sup> century learning skills versus non-21<sup>st</sup> century skills (by the end of 2010-11.</li> <li>b. Shift funding priorities to match newly identified instructional needs and reduce funding for non-critical needs by the end of 2011-12.</li> </ol>

**STRATEGIC GOAL 2: FINANCE SMART Goal #2**

Goal	Point Person	Funding Source	Action Plan
<p>Develop and implement a Capital Replacement Fund (Fund 40) in anticipation of significant future capital replacements.</p> <p><i>NOTE: This goal also found within the Facilities and Budget sections.</i></p>	<p>Superintendent</p> <p>Business Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2013:</u> For every 3% increase in property taxes (year over year), the District will allocate 6.25% of the total dollar increase to Fund 40 for capital and/or technology needs.</p> <p><u>2013 and Beyond:</u> The District will consider allocating 6.25% of the total increase in property taxes (year over year) to Fund 40 for capital and/or technology needs on an annual basis.</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Property tax allocations will be reviewed annually</li> <li>b. Funds can only be transferred from Fund 40 with Board approval</li> </ul>

**STRATEGIC GOAL 2: FINANCE SMART Goal #3**

Goal	Point Person	Funding Source	Action Plan
<p>By 2015-16, the District will accumulate a balance of \$1.7 million in the Special Reserve (Fund 17), in order to meet ongoing cash-flow needs associated with Basic Aid school districts.</p>	<p>Superintendent  Business Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2016:</u> The District will apply an equitable formula to transfer funds into the Special Reserve on an annual basis, until the goal is met.</p> <p><u>2016 and Beyond:</u> The District will consider allocating future funds to the Special Reserve through discussions with the Board of Education in regularly scheduled meetings.</p> <p><b>Measurable/Timeline:</b></p> <p>a. Property tax allocations will be reviewed annually for transfer options into the Special Reserve</p>

**STRATEGIC GOAL 2: FINANCE SMART Goal #4**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-12, the District will identify and apply for multiple external funding sources to support operational and curricular programs.</p>	<p>Superintendent  Business Manager</p>	<p>General Fund</p>	<p><b>Specific:</b>  <u>2010 – 2012:</u></p> <ul style="list-style-type: none"> <li>a. The District will identify areas of need that would benefit from business partnerships and grant funding.</li> <li>b. The District will develop funding requests and grant applications to fulfill the needs identified in (a).</li> </ul> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. A list of District program needs will be identified annually</li> <li>b. Grant applications and/or community partnerships will be monitored annually</li> </ul>

### **STRATEGIC GOAL 3: TECHNOLOGY**

**Strengthen the technological environment in order to provide a superior educational experience in that supports the attainment of 21<sup>st</sup> century learning skills for each student**

The Santa Ynez Valley Union High School District currently hosts a robust technological infrastructure that includes classrooms with tremendous resources, highly qualified teachers in the area of technology, interactive websites for the district and each school, and excellent support staff. Our goal is to use technology as a tool in to improve student achievement across all subgroups. We plan to succeed in this goal by continually offering effective training for our staff, evaluating our infrastructure, and monitoring the overall technological environment as it applies to student learning.

#### **Objectives:**

- Align priorities within the technology plan with the district mission statement
- Ensure technology use in classrooms reflect the needs of students, ultimately resulting in an increase to student achievement
- Use best-practice strategies across all departments and student support areas in order to support the acquisition of 21<sup>st</sup> century learning skills among all students
- Implement a technology reserve that will allow for technological upgrades without having a negative effect on the overall district budget
- Implement a process of virtual meetings, conferences, and field trips for the purpose of gathering data, improving best-practices, and reducing travel costs to visit out-of-County school districts and organizations.

#### **We will mark our progress by such measures as:**

- Monitoring classroom-based technology use to meet student needs
- The proportion of classroom activities that incorporate necessary 21<sup>st</sup> century technology skills, leading to increased analysis and synthesis of data and problem-solving
- Monitoring staff and student use of website capabilities for online submission of assignments
- Frequency of online trainings, meetings, or seminars attended by staff members
- Frequency of distance learning opportunities for students (i.e. online courses, tutorials)
- Monitoring technological upgrades on an annual basis, within budgetary guidelines

**STRATEGIC GOAL 3:      TECHNOLOGY SMART Goal #1**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011, replace old computers with zero clients in administrative and support offices to reduce hardware replacement and maintenance costs.</p>	<p>Technology Manager  Technology Committee</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2009 – 2010</u>: Place zero client test units in 1 classroom, library, and 1 administrative office for evaluation</p> <p><u>2010 – 2011</u>: Where practicable, all administrative and support offices in A Building and MP building will transition to zero clients</p> <p><u>2012 and Beyond</u>: Explore replacement of computer lab, library, and classroom computer replacements using zero clients.</p> <p><b>Measurable/Timeline:</b></p> <p>a. Replacement needs will be reviewed/evaluated annually</p>

**STRATEGIC GOAL 3:      TECHNOLOGY SMART Goal #2**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-2012 all teachers and students will have access to online assignment submission via district website “lockers” on school websites</p>	<p>Principal Technology Committee</p>	<p>EETT Grant General Fund</p>	<p><b>Specific:</b>  <u>2010 – 2011</u>: Acquisition of Synergy software for online assignments and faculty training (Phase I)  <u>2011 – 2012</u>: Faculty training (Phase II) and implementation of online “lockers” for student assignment submissions</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Training needs will be reviewed at the end of 2010 – 2011</li> <li>b. Implementation will be monitored monthly in 2011 – 2012</li> </ul>

**STRATEGIC GOAL 3:      TECHNOLOGY SMART Goal #3**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-2012 all teachers will be able to demonstrate the ability to use Digital Literacy Skills in classrooms.</p> <p><i>NOTE: This goal also found within the Student Achievement section.</i></p>	<p>Principal Technology Committee</p>	<p>EETT Grant USDA Distance Learning Grant General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2011</u>: Investigation of Digital Learning Skills (i.e. Information literacy, media literacy, and computing literacy)</p> <p><u>2011 – 2012</u>: Specific use of identified Digital Learning Skills across departments.</p> <p><b>Measurable/Timeline:</b></p> <p>a. Training needs will be reviewed at the end of 2010 – 2011 b. Implementation will be monitored monthly in 2011 – 2012</p>

**STRATEGIC GOAL 3:      TECHNOLOGY SMART Goal #4**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-2012 all teachers and students will have access to a Distance Learning Center for online meetings and learning resources</p>	<p>Superintendent  Technology Committee</p>	<p>EETT Grant  USDA Technology Grant  General Fund</p>	<p><b>Specific:</b>  <u>2010 – 2011</u>: Applications for grant funding; assess site needs for development of a Distance Learning Center (DLC)  <u>2011-2012</u>: Implementation of DLC, including faculty training  <b>Measurable/Timeline:</b>  a. Funding and training needs documented by the end of 2010 – 2011  b. Usage of DLC will be monitored monthly in 2011 – 2012</p>

**STRATEGIC GOAL 3:      TECHNOLOGY SMART Goal #5**

Goal	Point Person	Funding Source	Action Plan
<p>Develop and implement a Capital Replacement Fund (Fund 40) in anticipation of significant future capital replacements.</p> <p><i>NOTE: This goal also found within the Facilities and Budget sections.</i></p>	<p>Superintendent</p> <p>Business Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2013:</u> For every 3% increase in property taxes (year over year), the District will allocate 6.25% of the total dollar increase to Fund 40 for capital and/or technology needs.</p> <p><u>2013 and Beyond:</u> The District will consider allocating 6.25% of the total increase in property taxes (year over year) to Fund 40 for capital and/or technology needs on an annual basis.</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Property tax allocations will be reviewed annually</li> <li>b. Funds can only be transferred from Fund 40 with Board approval</li> </ul>

## **STRATEGIC GOAL 4: FACILITIES**

**Provide a safe and healthy learning environment that reflects the needs of all students, and is accessible to the Santa Ynez Valley community**

The Santa Ynez Valley Union High School District occupies a 42-acre campus, providing an outstanding environment for students to learn academically and socially. Our goal is to provide students with an atmosphere that encourages a constant exploration of learning in classrooms, ROP career settings, hands-on agricultural placements, or highly technological surroundings. Additionally, our goal is to continually reflect the Santa Ynez Valley's needs by offering our facilities as a place for the community to congregate on a variety of levels.

### **Objectives:**

- Maintain and support all instructional spaces (inside and outside the classroom) in order to maximize student learning in all departments
- Investigate and implement the most efficient systems to support the operations of district facilities
- Continue to emphasize the SYVUHS campus as a focal point for the social, intellectual and athletic pursuits of students, faculty and staff, and as a gathering place for the community.
- Continue to promote the "Little Theater" as a focal point for the creative pursuits of students, faculty and staff, and as a resource for the community.
- Enhance the campus environment to ensure that it is safe, accessible and supportive of the health and well-being of those who work, study and live here.

### **We will mark our progress by such measures as:**

- Monitoring of facility needs as outlined in the Facilities Master Plan (Attachment B)
- Monitoring of on-schedule upkeep of facilities in deferred maintenance plan
- Frequency of district facility use by outside organizations, partners, and non-profits
- Monitoring of district facility costs related to fair-market value rental costs and utility costs
- Frequency of trainings for district operations staff to improve skills in necessary areas

**STRATEGIC GOAL 4: FACILITIES SMART Goal #1**

Goal	Point Person	Funding Source	Action Plan
<p>Develop and implement a Capital Replacement Fund (Fund 40) in anticipation of significant future capital replacements.</p> <p><i>NOTE: This goal also found within the Technology and Budget sections.</i></p>	<p>Superintendent  Business Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2013:</u> For every 3% increase in property taxes (year over year), the District will allocate 6.25% of the total dollar increase to Fund 40 for capital and/or technology needs.</p> <p><u>2013 and Beyond:</u> The District will consider allocating 6.25% of the total increase in property taxes (year over year) to Fund 40 for capital and/or technology needs on an annual basis.</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Property tax allocations will be reviewed annually</li> <li>b. Funds can only be transferred from Fund 40 with Board approval</li> </ul>

**STRATEGIC GOAL 4: FACILITIES SMART Goal #2**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2010-2011 the District will modify its Facility Use fees to represent fair market value and prevent an operating loss to the unrestricted general fund.</p>	<p>Business Manager  Maintenance &amp; Operations Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>a. The District will conduct a study of facility use/rental fees to ascertain local fair market value of District property.</li> <li>b. The District will present the Board of Education and the community with an updated facility use schedule.</li> </ul> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Facility use costs will be reviewed annually after 2010 – 2011</li> </ul>

**STRATEGIC GOAL 4: FACILITIES SMART Goal #3**

Goal	Point Person	Funding Source	Action Plan
<p>By 2011-2012 the District will update the Facility Master Plan in order to identify areas of future need for district facilities.</p>	<p>Business Manager  Maintenance &amp; Operations Manager</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <p><u>2010 – 2011:</u> District staff will monitor the implementation of the adopted Facility Master Plan to determine changes in predicted facility needs.</p> <p><u>2011 – 2012:</u> District staff will use data regarding projected student enrollments, community facility-use needs, and deferred maintenance projects to develop a “Future Needs Plan” for district facilities. The “Future Needs Plan” will be used to determine the potential need for a future Bond Measure initiative.</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. A facility needs-assessment will be conducted annually, in conjunction with the Facility Master Plan and ongoing community/District needs</li> <li>b. A digitized map of the district property will be developed to visualize any recommended changes to the facilities (end of 2012)</li> </ul>

## **STRATEGIC GOAL 5: PROFESSIONAL DEVELOPMENT**

**Deliver intense professional development opportunities for all staff that is built around student needs in the 21<sup>st</sup> century**

The Santa Ynez Valley Union High School District has high expectations for its staff and students alike. Our dedicated staff has led our school district in becoming the highest performing high school district in Santa Barbara County; however, our goal is to become a leading high school in the state of California. In order to achieve this goal, our environment of outstanding academic achievement will be supported by a focused professional development plan that is aligned with the budget, has clarity of focus, and is sustained over time.

### **Objectives:**

- Provide comprehensive professional development opportunities for all staff, making them the best supported staff in Santa Barbara County.
- Provide faculty with professional development opportunities that is built around student needs, emphasizing the areas of critical thinking and problem-solving, 21<sup>st</sup> century skills, and essential core subject competencies that focus on all students and reduce the achievement gap.
- Create and implement standards-based teacher evaluations that support student learning needs and reflect the California Teaching Standards
- Forge relationships with local colleges to support the professional development needs of the faculty and support staff.

### **We will mark our progress by such measures as:**

- Frequency of professional development requests that are built around student needs at all levels (i.e. EL, AVID, Special Education, and advanced learners)
- Frequency of budget-monitoring to ensure appropriate spending on approved activities
- Frequency of observed techniques from professional development activities in the classroom
- Effects on student achievement at all levels
- Effects on collaborative actions within departments, as they lead to new practices in the classroom and on the campus

**STRATEGIC GOAL 5: PROFESSIONAL DEVELOPMENT SMART Goal #1**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2010-12, the professional development budget will be aligned to close the achievement gap, and to support the needs of students in the 21<sup>st</sup> century.</p>	<p>Superintendent Business Manager Principal</p>	<p>Categorical Flexibility General Fund</p>	<p><b>Specific:</b></p> <p><u>2010-2011:</u> Monitoring of annual student achievement data to determine the level of support necessary in core academic departments. Identify “best-practice” professional development opportunities to meet teacher/student needs in closing the achievement gap and teaching 21<sup>st</sup> century learning skills.</p> <p><u>2011-2012:</u> Monitor changes in classroom practice and student achievement data based on professional development in core departments.</p> <p><b>Measurable/Timeline:</b></p> <ol style="list-style-type: none"> <li>a. Determine the level of funding for necessary for identified professional development opportunities (by the end of 2010-11)</li> <li>b. Shift funding priorities to match newly identified instructional needs and reduce funding for non-critical needs by the end of 2011-12.</li> </ol>

**STRATEGIC GOAL 5: PROFESSIONAL DEVELOPMENT SMART Goal #2**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2011-2012, all departments will have at least 2 members who have attended an AVID training, in order to close the achievement gap.</p>	<p>Jennifer Rasmussen Principal</p>	<p>Categorical Flexibility General Fund</p>	<p><b>Specific:</b>  <u>2010-2011:</u> All core academic departments will have at least one member who has attended a training session on AVID study-skill strategies to support academic learning.  <u>2011-2012:</u> Core academic departments will continue to explore training opportunities with AVID study-skill strategies, with an emphasis on the use of Socratic Seminar strategies in order to promote higher-order thinking skills.</p> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. 5 new faculty members will attend AVID 2010 and 2011 summer seminars each for training</li> <li>b. AVID workshops will be hosted during Fall in-services to provide additional support/training for teachers.</li> </ul>

**STRATEGIC GOAL 5: PROFESSIONAL DEVELOPMENT SMART Goal #3**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2010-2011, professional development opportunities will be developed for all classified employee departments.</p>	<p>Laura Cypert</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>a. A needs assessment will be conducted with classified personnel to determine the areas of greatest need.</li> <li>b. A list of professional development opportunities will be developed to meet the needs of the classified employees by department.</li> </ul> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Determine the level of funding for necessary for identified professional development opportunities (by the end of 2010-11)</li> <li>b. Shift funding priorities to match newly identified needs and reduce funding for non-critical needs by the end of 2010-11.</li> <li>c. Implement professional development plan beginning 2011-12.</li> </ul>

## **STRATEGIC GOAL 6: CULTURE & COMMUNITY**

### **Maintain a vibrant culture of learning that seeks ongoing partnerships with the communities of the Santa Ynez Valley**

A distinctive strength of the Santa Ynez Valley Union High School District lies in the relationships between the students, the staff, and the members of our community. Our school district has been the center of community activity for more than a century, and our goal is to continue to be a focal point for the social, intellectual and athletic pursuits of students, faculty and staff, and as a gathering place for the community.

#### **Objectives:**

- Emphasize the SYVUHS campus as a focal point and as a gathering place for the community, in academics, athletics, and the arts
- Enhance the campus environment to ensure that it is safe and accessible, and continually meets the needs of the Santa Ynez Valley residents
- Strengthen relationships with community organizations in order to provide and improve service learning opportunities for students before graduation

#### **We will mark our progress by such measures as:**

- Number and breadth of opportunities for student involvement in extra-curricular activities beyond the purely academic (e.g. leadership opportunities, clubs, sports, volunteerism)
- Frequency of staff and student celebrations for achievements in and out of the classroom
- Student-initiated community-based projects and programs
- Frequency of guest visits to classrooms by community members and/or organizations
- Frequency of student-faculty interaction in learning experiences beyond the classroom
- Student participation in civic life
- Frequency of facility-use requests by the community

**STRATEGIC GOAL 6: CULTURE & COMMUNITY SMART Goal #1**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2010-2011 the District will identify ways in which it can further cooperate with community partners to maintain a high-profile stature in the community.</p>	<p>Principal Leadership Team</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>a. District staff will engage community members to visit campus as guests for classroom activities, student events, and in library/lab settings.</li> <li>b. District staff will endeavor to make the facility-use process a user-friendly process for community members.</li> </ul> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Community “on-campus” opportunities will be advertised and monitored annually</li> <li>b. Facility-use requests will be monitored annually by frequency and “ease of use” surveys</li> </ul>

**STRATEGIC GOAL 6: CULTURE & COMMUNITY SMART Goal #2**

Goal	Point Person	Funding Source	Action Plan
<p>By the end of 2010-11, the District will identify ways to use community partnerships to increase experiential and community-based opportunities for students.</p>	<p>Principal Leadership Team</p>	<p>General Fund</p>	<p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>a. District staff will compile a list of community partners who will provide students with opportunities to participate in projects and extra- curricular activities.</li> <li>b. A satisfaction survey will be developed to assess the effectiveness of the community partnership program.</li> </ul> <p><b>Measurable/Timeline:</b></p> <ul style="list-style-type: none"> <li>a. Community-based student activities will be monitored annually</li> <li>b. A satisfaction survey will be used to monitor the success of the program annually</li> </ul>