

SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT

SANTA YNEZ HIGH SCHOOL

Grades 9-12

Mark Swanitz, Principal

2975 East Highway 246

2009-10 School Accountability Report Card

Published February 2011



Principal's Message

Welcome to Santa Ynez Valley Union High School, a California Distinguished School.

Our beautiful campus is still considered small with a student population of just over 1,000. We are located in the picturesque Santa Ynez Valley, a quaint, rural community. We have a long and rich tradition of excellence. Whether it's academics, athletics, the arts, or community service, our high school students have historically excelled. Santa Ynez Valley Union High School is proud to be the highest-achieving high school in Santa Barbara County, and our faculty and staff continue to innovate and excel as we prepare students to meet the challenges of the 21st century.

As always, should you have any questions or concerns, please contact me at 688-6487 x3563.

Go Pirates!

Mark Swanitz
Principal

District & School Profile

The Santa Ynez Valley Union High School District is located in the picturesque 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 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.

The Santa Ynez Valley Union High School serves students in grades nine through twelve and follows a traditional calendar. At the beginning of the 2009-10 school year, 1,080 students were enrolled, including 11% in special education, 8% English learners and 22% in the free and reduced lunch program. Santa Ynez Valley Union High achieved a 2010 Academic Performance Index (API) score of 844 and met all 2010 Adequate Yearly Progress criteria.



Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	0.5%	Grade 9	257
Amer. Indian or Alaskan Native	0.7%	Grade 10	285
Caucasian	58.1%	Grade 11	282
Asian	0.7%	Grade 12	256
Filipino	0.1%		
Hispanic or Latino	35.6%		
Pacific Islander	0.2%		
Two or More Races	4.1%		
Total Enrollment			1,080

Board of Trustees

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District Administration

Paul Turnbull
Superintendent

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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 and school facilities sections were acquired in November 2010.

Mission Statement

The mission of Santa Ynez Valley Union High School, in partnership with students, parents, and community, is to provide a safe, inspiring learning environment where all students will master skills enabling them to think critically, communicate effectively and honestly, work cooperatively, and become responsible and productive citizens.

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, 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, InTouch automated messaging system, and "The Black & Orange" online school newspaper. Contact any school office member 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

Committees

- Parent Teacher Student Association
- School Site Council
- WASC Committee
- Band Boosters

School Activities

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

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/resources.asp.

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 that 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/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	7.10%	22.90%	64.20%

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	SYVHS			SYVUHS			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	62	68	71	60	66	69	46	50	52
Math	32	37	40	31	35	40	43	46	48
Science	60	59	76	58	58	74	46	50	54
History	54	62	68	51	60	65	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10									
	SYVHS								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	*	*	*		52	*	81	79	
Math	*	*	*		28	*	47	48	
Science	*	*	*		59		83	*	
History	*	*	*		46	*	78	84	

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

STAR Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	SYVHS					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	65	76	25	52	20	*
Math	37	43	22	26	15	*
Science	74	78	15	55	23	*
History	68	68	7	44	25	*

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 96% of Santa Ynez Valley Union High's tenth grade students who took the test passed the math portion of the exam and 95% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	SYVHS			SYVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	79.1	78.0	80.0	78.8	77.4	79.0	52.9	52.0	54.0
Mathematics	76.4	80.9	79.0	75.8	80.7	78.0	51.3	53.6	54.0

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	19.5	27.9	52.6	20.2	41.2	38.6
Male	28.0	28.0	44.1	18.2	40.6	41.3
Female	10.1	27.9	62.0	22.5	41.9	35.7
African American	*	*	*	*	*	*
American Indian or Alaska Nati	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	38.9	34.4	26.7	33.3	46.7	20.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	9.6	25.1	65.3	13.8	38.9	47.3
Two or More Races	*	*	*	*	*	*
English Learners	54.7	39.6	5.7	49.1	47.2	3.8
Socioeconomically Disadvantaç	43.8	32.8	23.4	35.9	43.8	20.3
Students Receiving Migrant Edi	*	*	*	*	*	*
Students with Disabilities	80.8	11.5	7.7	69.2	26.9	3.8

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	9	9	9			
Similar Schools Rank	9	6	7			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-15	21	28	844	836	767
Ethnic Subgroups						
Hispanic or Latino	16	2	25	761	749	715
Caucasian	-24	28	27	888	883	838
Other Subgroups						
Economically Disadvantaged	29	8	33	750	743	712
English Learners			26	710	698	691

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	SYVUH	
	SYVHS	SD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	Yes
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act 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 2009-10, Santa Ynez Valley Union High School qualified for Title I funding.

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. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	SYVHS	SYVUHSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

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 1896; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. 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. In the last 12 months, the following improvements have been completed:

- Repainting projects throughout the campus where needed
- Roofing repairs on the science building
- Replace flooring in cafeteria area with restaurant quality flooring
- Cover cafeteria walls with new material

Every morning before school begins, the Director of Facilities & Maintenance inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Eight maintenance & grounds day staff and five evening 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

Campus Description	
Year Built	1896
Acreage	35
Square Footage	167,763
	Qty.
# of Permanent Classrooms	27
# of Portable Classrooms	34
# of Restrooms (student use)	5
Athletic Fields / Courts	1
Gymnasium	2
Library	1
Swimming Pool	1
Theater	1

The principal communicates 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, all administrators and 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, 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, updated and shared with school staff in September 2010.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October, 2010				
Gas Leaks	✓			No Deficiencies were found during the inspection.
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall Cleanliness	✓			
Overall Summary of School Facility		Good Repair Status		
	Exemplary	Good	Fair	Poor
Overall Summary	✓			
<i>Exemplary: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.</i>				

Deferred Maintenance

Santa Ynez Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Santa Ynez Valley Union High School received a portion of \$38,637 of deferred maintenance funds for campus upkeep projects.

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 on October, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

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

Suspensions & Expulsions			
	SYVHS		
	07-08	08-09	09-10
Suspensions (#)	37	32	32
Suspensions (%)	3.4%	2.9%	3.0%
Expulsions (#)	1	1	0
Expulsions (%)	0.1%	0.1%	0.0%

	SYVUHSD		
	07-08	08-09	09-10
Suspensions (#)	40	40	34
Suspensions (%)	3.5%	3.4%	3.1%
Expulsions (#)	2	2	0
Expulsions (%)	0.2%	0.2%	0.0%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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. 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.

Dropouts & Graduation Rates

Santa Ynez Valley Union High School's teachers and administrative staff practice the early identification of 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 monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, 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 following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	Dropout & Graduation Rates		
	SYVHS		
	06-07	07-08	08-09
Dropout Rate (%)	0.6	0.5	0.4
Graduation Rate (%)	98.8	98.3	98

	SYVUHSD		
	06-07	07-08	08-09
Dropout Rate (%)	1.3	0.7	0.9
Graduation Rate (%)	96.3	96.9	96.3

	California		
	06-07	07-08	08-09
Dropout Rate (%)	5.5	4.9	5.7
Graduation Rate (%)	80.6	80.2	78.6

Class Size & 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 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	22.0	26	22	
Math	24.0	15	22	1
Science	22.0	18	14	
Social Science	27.0	4	28	1

Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	23.0	27	23	
Math	25.0	9	26	1
Science	26.0	5	24	
Social Science	28.0	5	21	9

Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.5	9	33	
Math	24.2	6	28	2
Science	26.9	3	29	2
Social Science	22.9	8	18	2

Graduation Requirements

To earn a diploma from Santa Ynez Valley Union High School, students must accumulate 250 course credits and pass both portions of the CAHSEE exam. 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 both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements*		
2008-09**		
SYVHS	SYVUHSD	California
98.0%	96.3%	78.6%

**The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.*

***Most current information available.*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Santa Ynez Valley Union High revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Santa Ynez Valley Union High held two staff development days devoted to:

- Data analysis
- Instructional strategies
- WASC Review

Decisions concerning selection of staff development activities are performed by the principal and school leadership team 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 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		
2007-08	2008-09	2009-10
3	3	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 began his term as principal of Santa Ynez Valley Union High School in 2010-11. Santa Ynez Valley Union High School's Leadership Team 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.

Instructional Materials

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

On Tuesday, September 14, 2010, 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 which 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.

Textbooks			
Adoption Year	Series	Grade	% Pupils Lacking Textbooks
Language Arts			
2006	READ 180 Intervention Program Literature and Language Arts 3rd, 4th, and 5th Courses	9-12	0%
Math			
2004	Algebra 1, Applications: I	9-12	0%
2004	Geometry: Applying, Reasoning, Measuring	9-12	0%
2004	Algebra 2	9-12	0%
2004	Advance Mathematical Concepts	9-12	0%
Science			
2004	Science Spectrum: A Physical Approach Modern Biology Modern Earth Science	9-12	0%
2004	Modern Biology	9-12	0%
2004	Chemistry 5th Edition	9-12	0%
Social Science/History			
2004	World History: The Modern World	9-12	0%
2007	The Americans: Reconstruction through American Government	9-12	0%
2006	Magruders		0%
2001	Economics Principles in Action	9-12	0%

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials

College Preparation & Work Readiness

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).

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>.

* UC/CSU - Matriculación en y Conclusión de Cursos Requeridos 2008-09	
	%
Estudiantes Matriculados en Cursos Requeridos para la Admisión a UC/CSU	77.7%
Graduados que Completaron Todos los Cursos Requeridos para Admisión a UC/CSU	50.1%

**Los datos más recientes disponibles.*

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; 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/>.

Advanced Placement

In 2009-10 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.

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 2009-10 school year, Santa Ynez Valley Union High offered the following career technical education programs as elective courses:

- 3D Art & Design
- Advanced Art Experience
- Advanced Automotive
- Advanced Ceramics
- Advanced Drama
- Ag Biology
- Business/Economics
- AP 3D-Std Art
- Art Exploration
- Beginning Theatre Art

- Drafting 1-T
- Drafting 2-T
- Film Appreciation
- Law Related Studies
- Stage Band
- Web Site Creation
- Yearbook Production

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	2	2.0
Guidance Counselor	4	3.5
Librarian	1	1.0
Library Clerk	1	1.0
Campus Security Officers	3	3.0

FTE = Full-Time Equivalent
* = On an as needed basis

	Teacher Credentials & Assignments							
	SYVHS				SYVUHS			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	53	51	51		55	53	52	
Teachers with Full Credential	53	51	51		55	53	52	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers in Alternative Routes to Certification	1	0	0		0	0	0	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	1	0		0	0	0	
Teacher Misassignments - Total	14	9	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	14	9	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
SYVHS	100.0	0.0
District Totals		
All Schools	100.0	0.0
High-Poverty Sch.	N/A	N/A
Low-Poverty Sch.	100.0	0.0

	Teacher Education Levels 2009-10	
	SYVHS	SYVUHS
	%	%
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	23.5	23.1
Master's Degree	19.6	21.2
Bachelor's Degree plus 30 or more semester hours	51.0	50.0
Bachelor's Degree	3.9	3.8
Less than a Bachelor's Degree	2.0	1.9

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.

Teacher Assignment

For the 2009-10 school year, Santa Ynez Valley Union High School had 51 who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table in this report, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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 and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

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 2008-09 school year, Santa Ynez Valley Union High School District spent an average of \$10,467 of total general funds to educate each student (based on 2008-09 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 <http://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.)

Salary Comparison 2008-09		
	SYVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,456	\$41,782
Mid-Range Teacher Salary	\$66,929	\$65,939
Highest Teacher Salary	\$85,061	\$85,680
Average Principal Salary		
High School	\$126,757	\$116,780
Superintendent Salary	\$176,000	\$147,560
Percentage of General Funds Expenditures For:		
Teacher Salaries	34.80 %	36.40 %
Administrative Salaries	7.00 %	6.20 %

Current Expense of Education per Pupil 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	SYVHS	SYVUHSD	% Difference - School and District	% Difference - State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$11,337	\$11,364	99.8%	N/A	N/A
Restricted (Supplemental)	\$1,522	\$1,470	103.5%	N/A	N/A
Unrestricted (Basic)	\$9,815	\$9,895	99.2%	\$5,681	172.8%
Average Teacher Salary	\$71,028	\$70,939	100.1%	\$67,234	105.6%

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 2008-09 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA Peer Assistance & Review Program for Teacher (CPARP)
- CA School Information Service (CSIS)
- Class Size Reduction, Grade 9
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- Title I
- Title II
- Title IV
- Title V
- Transportation