

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

January 2012

Santa Ynez Valley Union High School District

CD Code: 42-69328-4236345

<u>Reason for Identification (First Year)</u>	<u>Reason for Identification (Second Year)</u>
LEA did not make Adequate Yearly Progress (AYP) in 2010 for:	LEA did not make AYP in 2011 for:
Percent Proficiency <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math	Percent Proficiency <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math
Participation Rate <input type="checkbox"/> ELA <input type="checkbox"/> Math	Participation Rate <input type="checkbox"/> ELA <input type="checkbox"/> Math
API <input type="checkbox"/>	API <input type="checkbox"/>
Graduation Rate <input type="checkbox"/>	Graduation Rate <input type="checkbox"/>
Student Groups Failing to Make AYP:	Student Groups Failing to Make AYP:
Students with Disabilities <input type="checkbox"/> ELA <input type="checkbox"/> Math	Students with Disabilities <input type="checkbox"/> ELA <input type="checkbox"/> Math
English Learners <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math	English Learners <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math
SED <input type="checkbox"/> ELA <input type="checkbox"/> Math	SED <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math
Other: _____ <input type="checkbox"/> ELA <input type="checkbox"/> Math	Other: <u>Hispanic or Latino</u> <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Math
Other: _____ <input type="checkbox"/> ELA <input type="checkbox"/> Math	Other: <u>Hispanic or Latino</u> <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math

Part 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

NEEDS ASSESSMENT PROCESS

Santa Ynez Valley Union High School District (SYVUHSD) convened a districtwide team of stakeholders (DSLTT) for the purpose of analyzing data and reviewing current practices. SYVUHSD contracted with Santa Barbara County Education Office (SBCEO) as its external entity to conduct the needs assessment and facilitate the review process. As a result of this review, along with an extensive self-analysis through the Western Association of Schools and Colleges (WASC) self-study process, SYVUHSD identified several areas of focus specifically targeted to the needs of students not yet proficient and who need extra support to successfully graduate high school.

Results from the following surveys, assessments, reports and documents were analyzed as part of the needs assessment process:

- State testing results including AYP, API, CAHSEE, CST and CELDT disaggregated into groups:
 - Schoolwide
 - English learners
 - Hispanic/Latino
 - Gender
- District Assistance Survey
- Academic Program Survey
- English learner data
 - EL student course placement
 - EL student profiles, including each CELDT, CST, CAHSEE score and current grades
- Student, parent, teacher surveys
- Classroom Walkthrough data (All core subject areas visited: 2 days facilitated by SBCEO, with participation from the DSLT)
- EL Student Shadowing data
- Graduation rates by subgroups
- A – G completion rates by subgroups
- District and site level documentation (i.e., School Plan, prior LEA Plan, Strategic Plan, master schedule, WASC documentation, etc.)

FOCUS AREAS IDENTIFIED AS A RESULT OF THE NEEDS ASSESSMENT

After careful analysis of these data, the DSLT identified the following focus areas:

1. Greater focus on instructional practices, including enhanced student engagement, elevated instructional rigor, and expanded implementation of research-based instructional practices. (See Part 4, #1-3)
2. A more informed approach to academic intervention, including targeted supports within every classroom and the creation of a formal system of schoolwide supports. (See Part 4, #4)
3. Greater focus on the academic needs of English Learners, including identification and placement procedures, teacher training around CELDT levels and corresponding instructional implications, implementation of research based instructional strategies, and academic advisement practices. (See Part 6)
4. Enhanced collaboration practices for faculty, including a more structured approach to monthly collaboration meetings and greater participation in monthly collaboration meetings among guidance counselors. (See Part 4, #5)

5. Greater attention to the identified needs of students when developing the master schedule and in the academic advisement of students. (See Part 4, #6-7)
6. Development of a targeted professional development plan that prioritizes faculty and staff training in areas that support the implementation of this plan. (See Part 5)

WHY THE PRIOR LEA PLAN DID NOT PRODUCE REQUIRED LEVELS OF ACHIEVEMENT

As part of the needs assessment, the prior LEA Plan was reviewed to determine why it failed to bring about increased student achievement. Included in the LEA Plan review was a closer look at AYP results so see which subgroups were not proficient. The following tables show which subgroups were proficient (green), which subgroups met proficiency through “Safe Harbor” (yellow), and which subgroups were not proficient (red). In 2008-2009, English Learners emerged as a significant subgroup, adding a new area of focus for the district.

AYP results for English Language Arts:

Districtwide and Subgroups	2006-07 (Target = 22.3%)		2007-08 (Target = 33.4%)		2008-09 (Target = 44.5%)		2009-10 (Target = 55.6%)		2010-11 (Target = 66.7%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
LEA-wide	70.4%	YES	78.8%	YES	77.5%	YES	79.4%	Yes	79.5%	Yes
Hispanic or Latino	39.5%	YES	69.0%	YES	55.3%	YES	60.2%	Yes	59.3%	No
White	84.3%	YES	84.0%	YES	87.6%	YES	89.3%	Yes	93.4%	Yes
Socioeconomically Disadv	29.5%	YES	62.3%	YES	49.2%	YES	55.2%	Yes (SH)	59.4%	Yes (SH)
English Learners					37.5%	YES (Y2)	43.8%	Yes (SH)	50.9%	Yes (SH)

AYP results for mathematics:

Districtwide and Subgroups	2006-07 (Target = 20.9%)		2007-08 (Target = 32.2%)		2008-09 (Target = 43.5%)		2009-10 (Target = 54.8%)		2010-11 (Target = 66.1%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
LEA-wide	69.8%	YES	75.8%	YES	80.8%	YES	78.6%	Yes	71.9%	Yes
Hispanic or Latino	44.7%	YES	60.2%	YES	61.2%	YES	64.5%	Yes	55.8%	No
White	82.0%	YES	85.3%	YES	89.3%	YES	85.7%	Yes	82.5%	Yes
Socioeconomically Disadv	30.6%	YES	58.1%	YES	59.0%	YES	61.2%	Yes	55.7%	No
English Learners					53.6%	YES	49.1%	No	45.3%	No

After reviewing the prior LEA Plan along with the AYP data, several key areas in the plan emerged that had not yet been addressed by the district:

Specific strategies, persons responsible, timeline, cost and funding sources as related to failed plan:

Lack of implementation in key areas include the fact that the District hired a new superintendent in 2008 and has had a 100% turnover in site administration within the past two years, including the principal and vice principal. Due to budget reductions, the site administration decreased from one principal and three vice principals to one principal and one vice principal.

At the site administrative level, the following action items were not accomplished: specific pathways for English learners to ensure graduation and A-G completion were not fully developed and implemented by administration and the Guidance Department; concentrated professional development in specific EL strategies was not provided to the core department faculty; and seven sections of academic tutorials which had previously been implemented had to be discontinued due to budget cuts. Additionally, there has not been a complete alignment of core curricula with our six feeder elementary school districts. Interventions and support during the school day and beyond have not been consistently and systematically implemented. While this is due, in part, to the statewide budget cuts to education, appropriate, reasonable alternatives have not been identified. Another factor is that the school formerly had content-specific CAHSEE intervention courses. These courses were also eliminated due to budget cuts and have since been embedded in the core curriculum. Feeder school articulation meetings have focused almost exclusively on textbook adoption and support rather than on student learning outcomes. Finally, the physical posting of academic content standards has not been systematically maintained in each classroom.

Departmentally, English Learners were not always and consistently placed by the Guidance Department and administration in appropriate classes for targeted support. Additionally, the academic departments' collaboration time was not purposefully designed to include the examination of student work, especially that of English Learners.

At the classroom level, teachers have not been adequately provided with information about English Learners, students of low socio-economic status, or at-risk students disaggregated by test scores and other indicators. As a result, targeted instructional strategies within the classroom setting have been inconsistent.

Part 2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

The Annual Measurable Objectives (AMOs) as established by California's implementation of No Child Left Behind (NCLB), a provision of the Federal Elementary Secondary Education Act (ESEA), will be met both schoolwide and in each statistically significant subgroup. (See all GOAL columns in tables below.)

Schoolwide

Measure	(2010-2011)	2011-2012 GOAL	2012-2013 GOAL	2013-2014 GOAL
Student achievement: ELA	80%	(AYP target is 77.8%) Maintain or increase 80%	88.9%	100%
Student achievement: Math	72%	At least 77.4%	88.7%	100%
Growth on API	826	Maintain 800+	Maintain 800+	Maintain 800+
Graduation rate	98.2%	Maintain 90%+	Maintain 90%+	Maintain 90%+
Participation rate	98%	Maintain 95%+	Maintain 95%+	Maintain 95%+

Hispanic or Latino

Measure	(2010-2011)	2011-2012 GOAL	2012-2013 GOAL	2013-2014 GOAL
Student achievement: ELA	59.5%	77.8%	88.9%	100%
Student achievement: Math	55.3%	77.4%	88.7%	100%
Growth on API	765	At least 770	At least 775	At least 780
Participation rate	100%	Maintain 95%+	Maintain 95%+	Maintain 95%+

White

Measure	(2010-2011)	2011-2012 GOAL	2012-2013 GOAL	2013-2014 GOAL
Student achievement: ELA	93.3%	(AYP target is 77.8%) Maintain or increase 93.3%	(AYP target is 88.9%) Maintain or increase 93.3%	100%
Student achievement: Math	82.6%	(AYP target is 77.4%) Maintain or increase 82.6%	88.7%	100%
Growth on API	860	Maintain 800+	Maintain 800+	Maintain 800+
Participation rate	98%	Maintain 95%+	Maintain 95%+	Maintain 95%+

Socioeconomically Disadvantaged

Measure	(2010-2011)	2011-2012 GOAL	2012-2013 GOAL	2013-2014 GOAL
Student achievement: ELA	59.7%	77.8%	88.9%	100%
Student achievement: Math	55.1%	77.4%	88.7%	100%
Growth on API	758	At least 763	At least 768	At least 773
Participation rate	99%	Maintain 95%+	Maintain 95%+	Maintain 95%+

English Learners

Measure	(2010-2011)	2011-2012 GOAL	2012-2013 GOAL	2013-2014 GOAL
Student achievement: ELA	50%	77.8%	88.9%	100%
Student achievement: Math	44.2%	77.4%	88.7%	100%
Growth on API	711	At least 716	At least 721	At least 726
Participation rate	100%	Maintain 95%+	Maintain 95%+	Maintain 95%+

Part 3. Incorporate scientifically based research strategies that strengthen the core academic program.

RESEARCH INFORMING RECOMMENDATIONS: IMPROVING STUDENT ACHIEVEMENT

The DSLT reviewed several key pieces of research that guided the development of this LEA Plan Addendum. Relevant components of each study are listed below:

Essential Program Components, California Department of Education: The nine Essential Program Components (EPCs) have been identified in numerous research studies as key factors for school improvement and for the functioning of schools that are “beating the odds” by demonstrating success with challenging student populations. By focusing on the instructional core (e.g., curriculum and instruction, and supports for curriculum and instruction) the EPCs aim to ensure the program improvement process remains focused intensively on the improvement of student achievement in key academic subject areas. While each individual component is considered an important piece of the school improvement process, no one component should be seen as a silver bullet. The nine components are intended to work together to form a comprehensive and coherent improvement process; addressing all components in combination bolsters the strength of each component. Recent research shows that a *coherent* instructional program is key to successful improvement (Bitter, Pérez, Parrish, González, Socías, & Saizfuss, 2005). Implemented together, the EPCs foster coherence.

Elements Every High School Should Have in Place, Alliance for Excellent Education, 2006.

Challenging Classes: All students must learn the advanced skills that are the key to success in college and in the 21st-century workplace. Every student should take demanding classes in the core subjects of English, history, science, and math; and no student should ever get a watered-down course of study.

Personal Attention for All Students: Every high school should be small enough—or divided into small enough units—to allow teachers and staff to get to know all students as individuals and to respond to their specific learning needs. By the ninth grade, student should have a detailed plan for graduation— identifying the specific courses they must take, opportunities they should pursue, and extra help they need in order to succeed in high school and beyond. Students should receive frequent and ongoing support from at least one academic advisor throughout their high school years.

Extra Help for Those Who Need It: Every high school should have a system in place to identify kids as soon as they start to struggle in reading, math, or any core subject. And every school should allocate time and resources to provide the immediate help that those kids need to stay on course. Students must develop the work habits, character, and sense of personal responsibility needed to succeed in school, at work, and in society.

Skilled Teachers: All high school teachers should know the subjects they teach and how to teach all kinds of students, from all kinds of backgrounds. New teachers should get the

guidance and mentoring they need to be successful in the classroom. All teachers should have enough time to plan lessons, carefully review student performance, and continuously improve their teaching.

Strong Leaders: Every high school needs a skillful principal, one who supervises personnel effectively, manages finances capably, and keeps the organization running smoothly. Every school also needs a strong educational leader (this could be the principal, a senior teacher, or another staff member) to define a vision of academic excellence, work with teachers to develop an engaging and coherent curriculum, and serve as a mentor and role model for teachers and students alike.

Visible Learning, John Hattie, 2008: This meta-analysis study represents the largest ever evidence-based research into what actually works in schools to improve learning. The study was used by the DSLT to study the influence of the student, home, school, curricula, teacher, and teaching strategies on student achievement, and will continue to be used as we study, identify and implement specific instructional strategies to be used by all teachers in all classrooms.

Classroom Instruction that Works, Robert Marzano, 2001: This meta-analysis study identifies nine broad teaching strategies that have positive effects on student learning. The findings in this study were considered in the development of this LEA Plan Addendum.

Increasing Student Engagement (Doug Reeves, Ed.D.): Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This basic premise drives *The Highly Engaged Classroom*. The authors designed this self-study text to provide an in-depth understanding of how to generate high levels of student attention and engagement.

Rigor and Relevance Framework (Willard Daggett, Ed.D.): The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on traditional elements of education yet encourages movement to application of knowledge instead of maintaining an exclusive focus on acquisition of knowledge. The Framework offers a common language with which to express the notion of a more rigorous and relevant curriculum, and can be used to measure progress in adding rigor and relevance to instruction.

Professional Learning Community (PLC): Research from the DuFour group was studied during the development of the LEA Plan Addendum. Research demonstrates that teachers in a PLC improve their practice by gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying new knowledge in the next cycle of continuous improvement. Collaboration is a key component of the SYUHSD Plan. PLCs can be most effective when their purpose is to enhance teacher effectiveness for the ultimate benefit of students (Stoll et al., 2006). By participating in PLCs, teachers may experience a variety of benefits that contribute to improved student achievement, including increased commitment to

the mission and goals of the school; shared responsibility for student success; greater job satisfaction and higher morale. Sustained school improvement efforts also have been attributed to PLCs (DuFour & Eaker, 1998).

Response to Intervention (RtI): Compelling evidence shows that **RtI** is an extremely effective structure for giving every student the additional time and support needed to learn at high levels (Burns, Appleton, & Stehouwer, 2005). RTI's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, they should provide targeted and systematic interventions to *all* students as soon as they demonstrate the need. RtI is a significant area of focus in this LEA Plan Addendum.

RESEARCH INFORMING RECOMMENDATIONS: PROFESSIONAL DEVELOPMENT

Embedded, Site-Based Staff Development, (Rick DuFour)

Site-based staff development moves the focus of professional learning to the school site. The best staff development is in the workplace, not in a workshop. (National Staff Development Council, 2004.) Recommendations in this plan are based on the premise that the district will embed teacher inquiry and learning within their instructional practice.

RESEARCH INFORMING RECOMMENDATIONS: ENGLISH LEARNERS

Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010). Research on “Effective English Literacy Instruction for English Learners” (August and Shanahan) includes the following:

- Oral English proficiency plays a much greater role in reading comprehension development in English learners
- Oral English proficiency and the skills that allow accurate and effortless recognition of printed words are essential factors in comprehension development
- Programs incorporating culturally appropriate curriculum result in higher levels of engagement
- Teachers sometimes assume that students’ academic language is more developed than it is because of their facility with discourse in more informal situations where context helps mediate language
- Scaffolding in the form of visual representations, as well as enhanced or more explicit modeling or explanation helps to clarify difficult words and passages and consolidates text knowledge
- Comprehensive models of professional development that focus on concurrent attention to developing content and academic English, build teachers’ knowledge and skills
- Additional time for instructor to provide sufficient explanation of vocabulary, better supports students’ comprehension
- Differentiated instruction is important to attend to individual learning needs and to ensure same high standards; these include varied reading activities and resources matched to students’ levels of second-language proficiency and domain knowledge

Part 4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Enhance engagement for <i>all</i> students by:</p> <ul style="list-style-type: none"> a. Analyzing student engagement research as a staff and identifying a model for schoolwide implementation (i.e., <i>The Highly Engaged Classroom</i> by Marzano & Pickering, etc.) b. Studying the model as a staff to develop and align expectations for classroom practice c. Providing professional development for all teachers through specific training, continued study, and embedded coaching support (see Area 5) d. Monitoring implementation of student engagement strategies through frequent administrative observation of classroom practice e. Providing opportunities for teachers to visit and observe peer classrooms to build capacity and calibrate professional practice 	<p>Principal, Leadership Team, Department Chairs</p> <p>Principal, Leadership Team, Department Chairs</p> <p>Superintendent, Principal, Leadership Team</p> <p>Superintendent, Principal, Leadership Team</p> <p>Superintendent, Principal, Vice-Principal</p>	<p>August – October 2012 @ monthly Flex Days</p> <p>October - December 2012 @ monthly Flex Days</p> <p>January – June 2013 @ monthly Flex Days</p> <p>Aug. 2012 – June 2013 @ monthly walkthroughs</p> <p>Jan. 2012 – June 2013 during teacher preps</p>	<p>\$1,500 (books/materials)</p> <p>N/A</p> <p>\$25,000</p> <p>N/A</p> <p>\$5,000</p>	<p>Title II</p> <p>N/A</p> <p>Prof. Dev. Block Grant</p> <p>N/A</p> <p>Prof. Dev. Block Grant</p>
<p>2. Elevate instructional rigor in all classrooms, for all students by:</p> <ul style="list-style-type: none"> a. Evaluating specific models (i.e., Rigor / Relevance, Bloom's Taxonomy, Costa's DOK, etc.) to adopt a model for schoolwide implementation 	<p>Superintendent, Principal, Leadership Team</p>	<p>August – October 2012 @ monthly faculty meetings</p>	<p>N/A</p>	<p>N/A</p>

<p>b. Monitoring implementation of model and level of rigor to ensure consistency of teacher practice and opportunities for students</p> <p>c. Preparing for transition and full implementation of California Common Core State Standards in ELA and Mathematics</p> <p>d. Studying and preparing for implementation of new California state standards in ELD, Science and History/Social Science</p> <p>e. Analyzing SMARTER Balanced Content Specifications to understand the claims about student learning and prepare for the implementation of the new summative, interim, and formative assessment supports</p> <p>f. Examining the CAHSEE to calibrate cognitive demands and align classroom instruction</p>	<p>Superintendent, Principal</p> <p>Superintendent, Principal, Leadership Team</p> <p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Leadership Team, Dept. Chairs</p>	<p>Aug. 2012 – June 2013 @ monthly walkthroughs</p> <p>February 2012 – June 2013 @ monthly dept. meetings</p> <p>Aug. 2012 – June 2013 @ monthly dept. chair meetings</p> <p>Aug. 2012 – June 2013 @ monthly leadership team meetings</p> <p>Jan. 2012 – June 2012 @ monthly leadership team meetings</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$1,500 (faculty release time)</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>General Fund</p>
<p>3. Study and implement research-affirmed instructional practices by:</p> <p>a. Researching the elements of effective lesson design and identifying/implementing a schoolwide model of practice (i.e., Gradual Release)</p> <p>b. Requiring the use of the following instructional supports in every classroom: prompts, stems, & frames (Kinsella); academic language and tier 2 vocabulary; higher-level questioning; structured routines for constructing language; timely, informative feedback for students</p>	<p>Principal, Leadership Team</p> <p>Principal, Vice Principal</p>	<p>January – June 2012 @ monthly leadership meetings</p> <p>Aug. 2012 – June 2013 @ monthly walkthroughs</p>	<p>\$2,000 (faculty release time)</p> <p>N/A</p>	<p>General Fund</p> <p>N/A</p>

<p>c. Increasing opportunities for students to learn and work collaboratively on explicitly designed tasks</p> <p>d. Expanding the use of AVID strategies (interactive notebooks, note-taking, organization of materials)</p>	<p>Principal, Vice Principal</p> <p>Principal, Leadership Team, Dept. Chairs</p>	<p>Aug. 2012 – June 2013 @ monthly walkthroughs</p> <p>Aug. 2012 – June 2013 @ monthly Flex Days</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>4. Improve intervention supports for underperforming students by:</p> <p>a. Implementing targeted supports within every classroom (i.e., reteaching, flexible instructional groups)</p> <p>b. Creating a schoolwide Response to Intervention (RtI) system</p> <p>i. Researching and studying effective high school academic support systems (i.e., Whittier, Adlai Stevenson, etc.) that serve diverse populations of underperforming students (both those who can't and those who don't)</p> <p>ii. Designing an RtI model to serve students both within (sheltered support classes, extended learning period) and beyond the school day (mandatorials, tutorials, Saturday or summer school)</p> <p>iii. Developing an implementation plan for the identification, placement, and tracking of students in need of intervention (RtI)</p> <p>iv. Creating and implementing a data system to monitor student participation and program effectiveness</p>	<p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Head Counselor, Testing Coordinator</p> <p>Principal, Head Counselor, Testing Coordinator</p>	<p>Jan. 2012 – June 2013 @ monthly faculty meetings</p> <p>January – June 2012 monthly leadership team meetings and off site school visitations</p> <p>March-July 2012 monthly leadership team meetings</p> <p>March – July 2012</p> <p>March – July 2012</p>	<p>N/A</p> <p>\$13,000</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>Prof. Dev. Block Grant</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

<p>v. Evaluating the effectiveness of the school RtI system through the use of structured, periodic reviews (D/F list, credit deficiency, etc.)</p>	<p>Principal, Leadership Team, Dept. Chairs</p>	<p>August – June 2013 @ each quarter and semester (grading periods)</p>	<p>N/A</p>	<p>N/A</p>
<p>5. Increase opportunity for and improve effectiveness of teacher collaboration practices:</p> <ul style="list-style-type: none"> a. Enhancing monthly collaboration meetings by developing targeted agendas, to include analysis of data, sharing of strategies, and calibrating rigor of assignments for all students b. Increasing participation of guidance counselors in teacher collaboration meetings in an effort to develop shared vision and responsibility c. Researching master schedule models that include time for teacher collaboration during the school day 	<p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Head Counselor</p> <p>Principal, Leadership Team, Head Counselor</p>	<p>March - June 2012 @ monthly collaboration meetings</p> <p>Jan. 2012 – June 2013 @ monthly collaboration meetings</p> <p>January - June 2012 @ monthly leadership team meetings</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>6. Expand the role of guidance counselors to broaden support and advisement services by:</p> <ul style="list-style-type: none"> a. Participating in an external audit of current practices (i.e. American School Counseling Association, ASCA) 	<p>Principal, Counselors</p>	<p>March/April 2012</p>	<p>\$3,000</p>	<p>Title II</p>

<p>b. Increasing number of annual face-to-face advisory sessions with EL, SED, and academically underperforming students (individual and group settings)</p> <p>c. Increasing the use of UC Transcript Evaluation Service and Naviance to improve four-year college eligibility for EL, SED, and academically underperforming students</p> <p>d. Increasing the opportunities for parents to learn about and participate in academic decision making related to their children (course selection and placement; pathways; college and career prerequisites and opportunities)</p>	<p>Principal, Head Counselor, EL Counselor</p> <p>Principal, Head Counselor</p> <p>Principal, Head Counselor</p>	<p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>7. Improve the design and implementation of course offerings by:</p> <p>a. Assigning direct responsibility and oversight of school master schedule to site administrators (to include course offerings, schedule, assignment of faculty, and student placement procedures)</p> <p>b. Including faculty input for student placement</p> <p>c. Researching effectiveness of and alternatives to two-year algebra course</p> <p>d. Expanding and enhancing “sheltered” classes in core subject areas</p>	<p>Principal, Vice-Principal, Head Counselor</p> <p>Dept. Chairs</p> <p>Superintendent, Principal, Math Dept. Chair</p> <p>Principal, Head Counselor</p>	<p>Jan. 2012</p> <p>Every Feb/March to plan for next year’s master schedule February – June 2012</p> <p>Spring 2012 for Fall 2012 master schedule</p>	<p>N/A</p> <p>N/A</p> <p>\$2000 (consultant)</p> <p>\$32,000</p>	<p>N/A</p> <p>N/A</p> <p>Title II</p> <p>General Fund</p>

e. Clustering English Learners by proficiency level	Principal, Head Counselor, Dept. Chairs	Each semester beginning January 2012	N/A	N/A
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Part 5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and how the LEA plans to support professional development.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Professional development goals were identified as a result of a comprehensive needs assessment effort as described in part one. The following professional development activities will support the action steps delineated in parts 4 and 6:</p> <ol style="list-style-type: none"> 1. Increase Student Engagement (see part 4.1) <ol style="list-style-type: none"> a. Conduct faculty book study to identify research-based practices and build capacity around student engagement. (i.e. <i>The Highly Engaged Classroom</i>, Marzano & Pickering) b. Engage in a facilitated faculty book study and use of related web resources to identify areas of focus for classroom teachers c. Monitor implementation through the use of classroom walkthroughs. 	<p>Principal, Leadership Team</p> <p>Principal, Leadership Team, Dept. Chairs</p> <p>Superintendent, Principal, Leadership Team</p>	<p>August – October 2012 @ monthly Flex Days</p> <p>October - December 2012 @ monthly Flex Days</p> <p>Aug. 2012 – June 2013 @ monthly walkthroughs</p>	<p>\$1,500 (books/materials)</p> <p>N/A</p> <p>N/A</p>	<p>Title II</p> <p>N/A</p> <p>N/A</p>

<p>2. Increase Academic Rigor (see part 4.2)</p> <p>a. Hire consultant or utilize previously-trained faculty to provide refresher training for all classroom teachers in <i>Rigor and Relevance</i> (Daggett)</p> <p>b. Create opportunities for faculty to visit classrooms in order to promote modeling and sharing of ideas</p> <p>c. Participate in Common Core professional development to facilitate learning and create an implementation plan</p> <p>d. Provide opportunities for teacher collaboration by department to study the demands and calibrate instruction:</p> <ul style="list-style-type: none"> - Common Core ELA and math standards - new ELD standards - new science standards - new history standards - CAHSEE 	<p>Superintendent, Principal</p> <p>Superintendent, Principal</p> <p>Principal, Vice Principal, faculty</p> <p>Principal, Vice Principal</p>	<p>Aug. 2012</p> <p>Jan. 2012 – June 2013</p> <p>Feb. 2012 – June 2013 @ workshops</p> <p>Jan. 2012 – June 2013 @ monthly collaboration meetings</p>	<p>\$2,500</p> <p>\$5,000</p> <p>\$2,500</p> <p>N/A</p>	<p>Prof. Dev. Block Grant</p> <p>Prof. Dev. Block Grant</p> <p>Prof. Dev. Block Grant</p> <p>N/A</p>
<p>3. Increase the Use of Research-Based Instructional Strategies in ALL Classrooms (see part 4.3)</p> <p>a. Provide time for AVID-trained faculty to meet, review and identify key strategies to be implemented in identified classrooms</p> <p>b. Provide time for AVID-trained teachers to teach and model recommend for staff the strategies for subsequent implementation in identified classrooms</p> <p>c. Monitor implementation through the use of classroom walkthroughs.</p> <p>d. Utilize additional resources for identifying instructional strategies such as <i>Visible Learning for Teachers</i>, John Hattie</p>	<p>Principal, Leadership Team, AVID-trained faculty</p> <p>Principal, Leadership Team, AVID-trained faculty</p> <p>Principal, Vice Principal</p> <p>Principal, Vice Principal</p>	<p>January – June 2012 @ leadership team mtgs.</p> <p>August 2012-June 2013 @ staff meetings</p> <p>September 2012-June 2013 monthly walkthroughs</p> <p>Jan. 2012-June 2013</p>	<p>\$10,000</p> <p>N/A</p> <p>N/A</p> <p>\$1500 (materials)</p>	<p>Title II</p> <p>N/A</p> <p>N/A</p> <p>Title II</p>

<p>4. Increase Support for English Learners (see part 6)</p> <p>a. Provide opportunity for all faculty to understand CELDT assessment</p> <p>b. Provide opportunity for all faculty to understand individual student language proficiency profiles and related implications for instruction</p> <p>c. Provide training for faculty to learn research-based strategies specific to the needs of English learners, and identify strategies to be implemented schoolwide (i.e., Academic Oral Language training, etc.)</p> <p>d. Implement a process for monitoring implementation of identified strategies such as:</p> <ul style="list-style-type: none"> - Classroom Walkthroughs - English learner Student Shadowing 	<p>Principal, Leadership Team, EL Counselor</p> <p>Principal, Leadership Team, EL Counselor</p> <p>Principal, Leadership Team, EL Counselor, faculty</p> <p>Principal, Vice Principal, EL Counselor</p>	<p>Jan. 2012 – June 2013 @ leadership team mtgs.</p> <p>Jan. 2012 – June 2013 @ faculty meetings</p> <p>Jan. 2012 – June 2013 @ workshops</p> <p>January 2012- June 2013 monthly walkthroughs</p>	<p>\$6,500</p> <p>N/A</p> <p>\$5,000</p> <p>N/A</p>	<p>Title I</p> <p>N/A</p> <p>Title II</p> <p>N/A</p>
<p>5. Evaluate and Improve Interventions for Students (see part 4.4)</p> <p>a. Create a committee to research and study effective high school academic support systems (i.e., Whittier, Adlai Stevenson, etc.) that serve diverse populations of underperforming students (both those who can't and those who don't).</p> <p>b. Provide time for the intervention committee to analyze grades, progress toward graduation and similar reports of student achievement in order to identify needs and appropriate supports.</p>	<p>Principal, Leadership Team</p> <p>Principal, Leadership Team, Dept. Chairs</p>	<p>January – June 2012 @ leadership team meeting and off site school visitations</p> <p>Aug. – June 2013 @ each quarter and semester grading periods</p>	<p>\$13,000</p> <p>N/A</p>	<p>Prof. Dev. Block Grant</p> <p>N/A</p>

<p>6. Improve Monthly Collaboration Meetings (see part 4.5)</p> <ul style="list-style-type: none"> a. Define expectations for monthly collaboration meetings b. Determine process and protocol for collaboration meetings c. Provide related professional development d. Monitor meetings for implementation of identified processes and protocols, and to support group success 	<p>Superintendent, Principal</p> <p>Principal, Leadership Team, Dept. Chairs</p> <p>Principal, Leadership Team</p> <p>Superintendent, Principal, Vice Principal</p>	<p>March – June 2012</p> <p>March – June 2012 @ monthly collab. Mtgs.</p> <p>August – December 2012</p> <p>August 2012- June 2013</p>	<p>N/A</p> <p>N/A</p> <p>\$5,000</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>Title II</p> <p>N/A</p>
<p>7. Analyze Effectiveness of Two-Year Algebra (see part 4.7c)</p> <ul style="list-style-type: none"> a. Hire a consultant to assist the mathematics department to analyze algebra readiness measures and criteria; analyze goals and effectiveness of two-year algebra; analyze the math pathway students follow after two-year algebra b. Work with consultant to modify course offerings and related entry requirements c. Administration and math department chair establish quarterly meetings with feeder schools to clarify existing articulation agreement and monitor alignment 	<p>Superintendent, Principal, Math Dept. Chair</p> <p>Superintendent, Principal, Math Dept. Chair</p> <p>Superintendent, Principal, Math Dept. Chair</p>	<p>Feb. – June 2012</p> <p>Feb. – June 2012</p> <p>Feb. – June 2012</p>	<p>\$2,000 (consultant)</p> <p>N/A</p> <p>N/A</p>	<p>Title II</p> <p>N/A</p> <p>N/A</p>
<p>8. Enhance and Expand Counseling and Guidance Services (see part 4.6)</p> <ul style="list-style-type: none"> a. Hire an external entity to train on best practices, audit current practices, and develop a plan for implementation (i.e. American School Counseling Association, ASCA) 	<p>Principal, Counselors</p>	<p>March/April 2012</p>	<p>\$3,000</p>	<p>Title II</p>

Part 6. English Learners: (Year 1) Include specific academic achievement and English Language Proficiency goals, targets, and strategies for ELs consistent with goals 1 and 2 of ESEA.

AMAO 1 – Progress in English Proficiency

SYVUHSD EL students’ CELDT growth is below the state average in Beginning and Early Intermediate levels.

AMAO 2 – Proficiency Levels

SYVUHSD EL students’ language proficiency targets (for those in school fewer than five years) were not met. The target was 18.7%, while SYVUHSD achieved 7.1%.

AMAO 3 – EL Subgroup Meeting AYP

SYVUHSD EL subgroup did not meet AMAO 3 target for percent proficient in mathematics. The target was 67.3%, while SYVUHSD achieved 44.2%

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Specific Goals and Targets for English Language Proficiency:				
1. Increase number of student gains in language proficiency level by implementing a comprehensive program to serve and monitor English learners (to include assignment of qualified teachers, clustering of students with similar language proficiency, and training for all staff in research-affirmed strategies	Principal, EL Counselor, Testing Coordinator	Aug. 2012 – June 2013 beginning with building of master schedule	\$32,000	General Fund
2. Increase support and advisement by assigning faculty and counselors as case managers for students with beginning and early intermediate language proficiency	Principal, EL Counselor, ELD Teacher	Aug. 2012 – June 2013	N/A	N/A

<p>3. Increase number of EL students who are proficient or above in mathematics (the target for 2012 AYP = ELA 77.8% and Math 77.4%) by implementing a comprehensive program to serve and monitor English learners (to include assignment of qualified teachers, clustering of students with similar language proficiency, and training for all staff in research-affirmed strategies</p>	<p>Principal, EL Counselor, Testing Coordinator, ELD Teacher</p>	<p>Aug. 2012 – June 2013</p>	<p>\$32,000</p>	<p>General Fund</p>
<p>4. Mathematics department course offerings: An alternative to the Algebra 1A/Algebra 1B sequence will be investigated and implemented</p>	<p>Principal, Math Dept. Chair</p>	<p>February – June 2012</p>	<p>\$10,000</p>	<p>General Fund</p>
<p>Specific Goals and Targets for <i>Increased Academic Achievement</i>:</p>				
<p>5. Identify all EL students (including proficiency levels) in Aeries data management system and on corresponding class lists</p>	<p>Principal, Head Counselor, Guidance Specialist</p>	<p>Jan. 2012</p>	<p>N/A</p>	<p>N/A</p>
<p>6. Educate all staff on reclassification and CELDT levels</p>	<p>EL Counselor</p>	<p>2 times per year, prior to new semester, beginning Jan. 2012 – June 2013</p>	<p>N/A</p>	<p>N/A</p>
<p>7. Identify counselors as case managers for RFEPS to monitor and support academic achievement</p>	<p>Principal, Head Counselor</p>	<p>Jan. 2012</p>	<p>N/A</p>	<p>N/A</p>

<p>8. Provide training and collaboration time for teachers who work with students who are dually identified as Special Education and EL</p>	<p>Principal, Vice-Principal, Spec. Ed Dept. Chair</p>	<p>Jan. 2012 – Aug. 2013</p>	<p>\$5,000</p>	<p>General Fund</p>
<p>9. Create common protocol for placement of EL students in appropriate courses</p>	<p>Principal, Head Counselor</p>	<p>Jan. 2012</p>	<p>N/A</p>	<p>N/A</p>
<p>10. Provide opportunities for parents to understand and participate in class placement, course pathways, and college entry requirements</p>	<p>Head Counselor, EL Counselor</p>	<p>Jan. 2012 – June 2013</p>	<p>N/A</p>	<p>N/A</p>
<p>11. Improve re-designation protocol to reflect CDE-recommendations and to include broader participation of faculty in Language Assessment Team functions</p>	<p>Principal, EL Counselor</p>	<p>Jan. 2012 – June 2012</p>	<p>N/A</p>	<p>N/A</p>
<p>12. Implement research-based instructional strategies to support the academic achievement and language development of ELs:</p> <ul style="list-style-type: none"> - Placement of students in “sheltered clusters” of ELs in core classes (by proficiency level) - Differentiation Strategies - Academic Vocabulary - Accountable Student Talk 	<p>Principal, Dept. Chairs, ELD Teacher</p>	<p>Jan. 2012 – June 2013</p>	<p>N/A</p>	<p>N/A</p>

Part 7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Provide, enhance and evaluate tutorial programs for academic and personal support.</p> <p>a. Voluntary, drop-in Wednesday night tutorials in the school library for any student to receive additional support</p> <p>b. Mandatory lunchtime, period 7, and after school intervention tutorials for students who have been identified by core and world language teachers for additional support.</p> <p>c. Extended library hours during which time students may have access to computers and other resources to support classroom learning</p> <p>d. Voluntary, drop-in center for at-risk students to receive personal and/or group counseling, academic, attendance and disciplinary monitoring called "Pirates Cove."</p>	<p>Intervention Tutorial Coordinator</p> <p>Intervention Tutorial Coordinator</p> <p>Principal, Intervention Tutorial Coordinator</p> <p>Superintendent, Principal</p>	<p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p>	<p>\$27,000</p> <p>\$56,000</p> <p>N/A</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p> <p>N/A</p> <p>in-kind contribution of the classroom – "People Helping People" Organization subsidizes the other costs</p>

<p>2. Provide, enhance and evaluate college and career opportunities for all students.</p> <p>a. Career technical education Work Experience for 11th and 12th grade students through Regional Occupational Programs</p> <p>b. Spring semester Counselor visits to English dept classrooms for grades 9-12</p> <p>c. Naviance software career and personality inventories and planning provided by counseling department to 9-12th grade students</p>	<p>Principal</p> <p>Principal, Head Counselor</p> <p>Head Counselor</p>	<p>Jan. 2012 – June 2013</p> <p>March/April 2012 and 2013</p> <p>Jan. 2012 – June 2013</p>	<p>\$64,000</p> <p>N/A</p> <p>\$2,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>3. Provide (as fiscally feasible) summer programs to support English Learners and at-risk students.</p> <p>a. Incoming freshman AVID classes for targeted underperforming students during summer school fast track class.</p> <p>b. Freshman orientation program provided by student council to all incoming 9th graders</p> <p>c. Summer school classes to support D/F students in core subject areas</p>	<p>Principal, AVID Coord.</p> <p>ASB Director</p> <p>Superintendent, Principal</p>	<p>July 2012 and 2013</p> <p>July 2012 and 2013</p> <p>July 2012 and 2013</p>	<p>\$10,000</p> <p>\$600 (stipend)</p> <p>\$30,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>4. Extended opportunities for students with special needs.</p> <p>a. Extended school year for students with disabilities through county regional special day class</p> <p>b. Remediation classes for students who have failed one or more sections of the CAHSEE prior to graduation</p>	<p>Director of Special Education</p> <p>Principal, Testing Coordinator</p>	<p>July 2012 and 2013</p> <p>July 2012 and 2013</p>	<p>\$15,000</p> <p>N/A</p>	<p>General Fund</p> <p>N/A</p>

Part 8. Include strategies to promote effective parental involvement in the school.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. Provide relevant, translated communication to parents</p> <p>a. Auto dialer communications, in primary home language of the student, to update parents about important school events and activities.</p> <p>b. Bilingual school staff, including both certificated and classified staff (also includes guidance counselor) assist in all district communications</p> <p>c. Pirate Portal student information software allows internet access for parents to monitor student progress in all classes on a daily basis</p>	<p>Principal, Vice Principal, Guidance Counselor (bilingual)</p> <p>Principal, EL Counselor</p> <p>IT Director</p> <p>Principal</p>	<p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013</p>	<p>\$2,000</p> <p>\$3,500</p> <p>N/A (Included as part of Student Information System)</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p> <p>N/A</p> <p>PTSA Activity</p> <p>General Fund</p>
<p>2. Provide “Parent Nights” to support families in their efforts to help students at home with homework.</p> <p>a. Hispanic parent nights promote school awareness as well as college preparation and readiness as well as strengthening the home to school communication for all families</p>	<p>Principal, Vice Principal</p> <p>Guidance Counselors, Organizations of Latinos and Americans Advisors</p>	<p>Jan. 2012 – June 2013: (1 per month)</p> <p>Jan. 2012 – June 2013</p> <p>Jan. 2012 – June 2013: (1 per Quarter)</p>	<p>\$1,600</p> <p>\$1,000</p>	<p>General Fund</p> <p>General Fund</p>

<p>b. 9th -12th Grade-level parent nights to communicate high school transitions, registration and college/ career preparation and readiness</p> <p>c. Hispanic parent computer classes to teach basic skills and improve home to school communication for all families</p>	<p>Guidance Counselors</p> <p>EL Counselor, OLA Advisor</p>	<p>Jan. 2012 – June 2013: (1 per year)</p> <p>Jan. 2012 – June 2013: (1 per Quarter)</p>	<p>\$1,000</p> <p>N/A</p>	<p>General Fund</p> <p>Volunteer</p>
<p>3. Maintain District and school websites to promote and enhance communication.</p>	<p>District IT Director, Librarian, Superintendent, Principal</p>	<p>Jan. 2012 – June 2013</p>	<p>\$4,500</p>	<p>General Fund</p>
<p>4. Research and collaborate to determine ways to promote outreach to parents of English Learners and engage parents (a) in an advisory capacity, (b) in District and school sponsored parent education trainings, and (c) in other District and school activities.</p> <p>a. Transcript Evaluation Service parent trainings to educate parents about college opportunities</p> <p>b. Naviance software parent trainings to expand and promote college and career awareness and readiness</p>	<p>Guidance Counselors, OLA Advisors</p> <p>Head Counselor</p> <p>Head Counselor</p>	<p>Jan. 2012 – June 2013: (1 per quarter)</p> <p>Jan. 2012 – June 2013: (1 per semester)</p>	<p>\$1,000</p> <p>\$500</p>	<p>UCSB Educ. Outreach Stipend</p> <p>General Fund</p>

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Santa Ynez Valley Union High School District

County District Code: 42-69328-4236345

Date of Local Governing Board Approval: January 19, 2012

District Superintendent: Dr. Paul Turnbull

Address: 2975 E. Hwy 246, P.O. Box 398

City: Santa Ynez

Zip Code: 93460


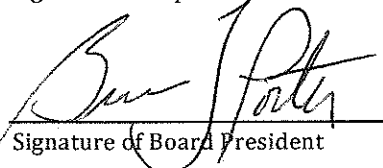
Phone: (805) 688-6487

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E-mail:
pturnbull@syvuhd.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

	Paul Turnbull	1/19/2012
Signature of Superintendent	Printed Name of Superintendent	Date
	Bruce Porter	1/19/2012
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

Glossary

AMAO	Annual Measurable Achievement Objectives
AMO	Annual Measurable Objective
API	Academic Performance Index
APS	Academic Program Survey
AYP	Adequate Yearly Progress
CST	California Standards Test
CBEDS	California Basic Educational Data System
CELDT	California English Language Development Test
CMA	California Modified Assessment
DAS	District Assistance Survey
DSLTT	District School Leadership Team
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELLSA	English Learner Subgroup Self Assessment
EPC	Essential Program Component
GATE	Gifted and Talented Education
IEP	Individualized Education Program
NCLB	No Child Left Behind
PI	Program Improvement
PLC	Professional Learning Community
RLA	Reading/Language Arts
RTI	Response to Intervention
SBCEO	Santa Barbara County Education Office
SBE	State Board of Education
SED	Socio-Economically Disadvantaged
SWD	Students with Disabilities
SYVUHSD	Santa Ynez Valley Union High School District
UA	Universal Access

