

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Santa Ynez Valley Union High School serves the entire Santa Ynez Valley as the primary school of matriculation after 8th grade. Although there are two private high schools and various options for home school or modified home educational learning environments, the significant majority of high school-aged students in the Santa Ynez Valley attend Santa Ynez High School. Economically, the student population is diverse, ranging from the children of wealthy professional or landowning families to those of lower income families of various, though mostly Hispanic, ethnicity. Santa Ynez High School is a determinedly competitive school in a variety of arenas. Academically, students, teachers, site staff and community stakeholders all demonstrate a strong support for student achievement on assessments ranging from mandated state exams to nationally-normed Advanced Placement (AP) exams. Despite the reasonably small student body of about 1,000 students, the dedicated staff provides many rigorous, success-oriented AP programs in multiple departments. Likewise, students are able to complete community college coursework through a rapidly growing site-based dual and concurrent enrollment program. Even if students do not opt for the most advanced coursework, our most basic pathway to graduation includes the full completion of the UC A-G requirements. Our belief is that if we can guide the students to a position where they are eligible for California State and University of California schools, they will be more likely to matriculate there. We also offer a very robust selection of school-to-work (CTE) courses. Beyond academics, the Santa Ynez High School community ardently supports our school's athletic programs. Site coaches, frequently drawn from the ranks of our own faculty, can boast a great many league and even CIF championships. Many students who compete in sports are merely continuing their years of elementary athletic competition, with some of their previous youth coaches agreeing to pick up the reins of leadership at the high school level. Likewise, site faculty members have enjoyed great success leading our students in other endeavors such as top notch dramatic productions, competitive national robotics competitions and statewide agricultural competitions. The bottom line is that there is a predominant culture of extra-curricular participation helping to shape our school's youth into multi-dimensional agents of their own future. In fact, close to 900 of our 1,000 students engage in some form of co- or extracurricular activity each year.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

1. Implementation of new state standards in math. Multi-year development and implementation of Math 101, 201, 301. This is a significant achievement due to the re-structuring of the traditional math pathway in the form of Algebra 1, Geometry, Algebra 2. 2017-2018 is a commitment to a deeper implementation of these courses, including honors-level courses. We are also deeply committed to the implementation of NGSS and will devote a considerable amount of time and resources to this endeavor.
2. SBAC interim assessments piloted February, 2017. As we get deeper into the administration of these assessments, it is critical that we ensure that relevant formative assessment data is used to drive instruction at key point throughout the year.
3. Get Focused...Stay Focused! implementation continuing with second year at grade nine and rollout to grade ten. Ensuring that the follow-up curriculum in grade ten and then eleven and twelve in the ensuing years is critical to supporting successful post-secondary choices for our students.
4. We were able to achieve a significant expansion of concurrent enrollment course offerings this year going from six sections in two courses to twenty-five section in eleven courses this year. We are committed to this expansion in both 2017-2018 and the future. The other significant achievement for ensuring ongoing and increased offerings was entering into a deeper relationship with Allan Hancock College by moving their Solvang Center onto the SYHS campus. This will facilitate a much more robust relationship and make our district the hub of grades 9-14 education in the Santa Ynez Valley. We believe that ultimately this will result in increased post-secondary career success for our students.
5. A significant area of need for our district is to improve the quality of our facilities and thus our learning environment for students. For the first time in twenty-six years, we were able to pass a bond measure to secure the necessary funds for critical infrastructure improvements. We are also aggressively pursuing Prop 51 matching funds. Another significant partnership with the Santa Ynez Valley Community Aquatics Foundation has the potential to provide the funding for a new aquatics center that will result in the building of both a 50-meter Olympic pool and a 25-yard warm-up pool. This will ultimately lead to impactful instructional and engagement opportunities in physical education and the sciences, all couched in CTE-based programming.
6. We were able to maintain a higher level of counseling services this year. In addition to a full-time psychologist, we also increased counseling services for all students via an intensive partnership with a local non-profit organization. This will be maintained in 2017-2018.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Our greatest overall achievements are evidenced in our increased CAASPP scores and the pending improvements to our school facilities.

1. Our district took another step forward in student achievement as our eleventh-grade students improved their CAASPP math and English scores by 6%. It is our belief that as we continue to implement our new math sequence and continue with our professional development efforts that the rise in these scores will continue.
2. The safety and quality of our facilities took a significant leap forward with the passage of a bond measure last November. Bond funds and the possible infusion of significant additional funding stands to put us in a very good position to greatly improve the quality of our learning environment over the course of the next several years. Construction efforts will begin this summer, which was a significant victory in the process. Concurrently we are also developing a long-range fiscal plan to sustain these improvements into the ten years.
3. The significant expansion of our partnership with Allan Hancock College has allowed us to continue to expand our concurrent enrollment offerings. This benefits all of our students in terms of both an increase in rigor and paving a more clear path to post-secondary

education for our students in the areas of both college and career readiness. We are also moving the AHC Solvang Center to the SYHS campus for the 17/18 school year, which will provide even more opportunity to expand our offerings and provide much needed assistance to the Guidance Office staff, students and parents. We will continue this very important partnership.

4. The implementation of our Learning Management System, Canvas, has opened doors to better communication with students and families that we hope will lead to increased student achievement. Deeper implementation will continue throughout the 2017-2018 school year.
5. English Learner progress on CAASPP ELA increased 6%. EL students are 5% of our student population. We will continue to leverage Read 180 and System 44 to build on these successes.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Several needs surfaced this year that are important targets for us next year:

1. Suspension rates increased by 1.5% overall with “red” categories for our EL and SWD students. Orange categories include White, SED, Hispanic and All. Our first step is to investigate the accuracy of our reporting in order to confirm this data. Nevertheless, we will be implementing restorative justice and peer mediation programs.
2. Parent surveys ranked the following categories as “below average”:
  - School-home communication in emergencies
  - Overall quality of instruction
  - Providing input regarding the running of the school
  - Students being challenged to do their best
  - Students are “somewhat” safe on campus
  - Maintain music program

Implement a “Parent Senate” and use Principal’s Council to engage parents and teachers in the problem-solving process. Additionally, implementation of “Aeries Loop” to provide better home-school communication overall.

3. Repeated commentary about areas for improvement included the availability of drugs on campus, safety, equity, facilities and bullying. The restorative justice and peer mediation will also assist in addressing these issues.
4. Given some unique circumstances that surfaced on the SYHS campus this year, things were brought to light that need to be done in regards to improving our school culture. Our biggest task is to actively seek out student and student voice in our improvement processes.
5. Special education students: we need to continue to collaborate with our special education consortium regarding our team teaching model. We implemented a significant expansion of this instructional delivery method, but need to continue to fine-tune the process.
6. We scored in the red for our graduation rate for English Learners. Our approach is twofold: we need to check the accuracy of the data as we do not believe it is correct. Give these small numbers we are going to track pathways for these students.

## **GREATEST NEEDS**

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

Our dashboard shows a gap in graduation rate between all students and English Learners.

All students: ELA / 67% to 73%, Math / 47% to 53%

Hisp./Latino: ELA / 50% to 65%, Math 30% to 32%

Disability Status: ELA / 31% to 33%, Math / 37% to 34%

Economic Status: ELA / 47% to 59%, Math / 29% to 30%

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2016 CAASPP Percent Passing

White: ELA 78%, Math 68%

Hispanic: ELA 69%, Math 35%

Math is the most noted achievement gap that we are experiencing, particularly amongst Latinos, students with disabilities and economic status. Steps being taken to address this achievement gap include:

1. More collaboration with our feeder districts in order to articulate instruction so that students arrive better prepared.
2. Assigning a bilingual math teacher for math fundamentals support
3. Continuing to improve the effectiveness of our team-teaching instructional model with our special education students.

Dashboard shows a performance gap in grad rates between all students (blue) and ELs (red), as well as with Hispanic students and SED (yellow). One of our steps is conduct a deeper analysis as to how various factors impact graduation rates in our system. We believe that the implementation of GFSF! and concurrent enrollment courses will have a positive impact on graduation.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

1. More collaboration with our feeder districts in order to articulate instruction so that students arrive better prepared.
2. Assigning a bilingual math teacher for math fundamentals support
3. Continuing to improve the effectiveness of our team-teaching instructional model with our special education students
4. Continued implementation of Read 180 for language fluency
5. Continued implementation of System 44 (Read 180 for EL students); same teacher for second year
6. Sheltered English courses continuing
7. Student Academic Mentors: more rigorous application process to improve quality
8. Maintenance of AVID sections
9. More rigorous selection process for student Academic Mentors (many bilingual) to work these populations in core classes
10. Parent engagement outreach by Guidance Office to encourage school involvement

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 13,122,349.11

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year 2017-2018

\$ 2,770,939.95

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

None of the expenditures related to the district's core educational program are included in the LCAP. Some of these expenditures not contained in the LCAP include salaries related to teachers, administration, and maintenance. Other non-salaries and benefits expenditures would be utilities, legal fees, and property insurance. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to check out our website in which our SACS budget documents are posted.

\$11,620,993.00

Total Projected LCFF Revenues for LCAP Year