

REFUGIO High School

Grades 10-12

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2015-16 School Accountability Report Card

Published January 2017

RHS



REFUGIO
HIGH SCHOOL

Principal's Message

Welcome to Refugio High School, the preferred alternative high school.

Refugio High School provides unique learning opportunities for students, such as shorter grading/credit periods (18 days in length), smaller class sizes on a smaller campus, 1:1 student to Dell tablet ratio, and individualized educational programs. Students have access to Microsoft Office 365 and are able to save documents to the Cloud using OneDrive which allows them to access their schoolwork from home. Our professional and highly trained staff are very proud of the programs offered and the successes students have experienced over the years. Refugio High School curriculum emphasizes the rigor students need to be competitive beyond high school. Refugio High School offers instructional and skills-based programs on a safe, comfortable, and clean school site. We are looking forward to providing the students of Refugio High School another excellent academic year. Please feel free to contact us at any time.

Dr. Lorraine Hope
Principal

District & School Profile

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 the academic success of all students and to leave 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.

Refugio High School serves students in grades ten through twelve, following a traditional calendar, and serves as the alternative education high school for the Santa Ynez Valley Union High School District. Refugio High School offers credit recovery opportunities for those students who need assistance. At the beginning of the 2015-16 school year, 31 students were enrolled, including 19.4% in special education, 3.2% English learners and 61.3% in the free and reduced lunch program.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.0%	Grade 10	2
American Indian or Alaskan Native	3.2%	Grade 11	9
Asian	0.0%	Grade 12	20
Filipino	0.0%		
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	58.1%		
White (not Hispanic)	32.3%		
Two or More Races	6.5%		
Socioeconomically Disadvantaged	61.3%		
English Learners	3.2%		
Students with Disabilities	19.4%		
Migrant Education	0.0%		
Foster Youth	3.2%	Total Enrollment	31

Mission Statement

The mission of Refugio High School is to provide students a high-quality education in a safe, encouraging and nurturing learning environment that promotes mutual respect, personal responsibility and accountability, and enables every student the opportunity to graduate and become an ethical, productive and contributing member of society.

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Ynez Valley Union High School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available.

Data for the instructional materials section was acquired in November 2016 and the school facilities section was acquired in December 2016.

Vision Statement

At Refugio High School, the vision is to provide a student-centered environment where all individuals are provided access to purposeful, meaningful, relevant curriculum that promotes life-long learning and provides students the skills to be ethical, respectful, informed and productive citizens.

Local Control Accountability Plan (LCAP)

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

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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

Parent Involvement

Parents are encouraged to get involved in their student'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 email, flyers, parent conferences, school website, InTouch automated messaging system, phone calls, and student notes. Contact Dr. Lorraine Hope at (805) 688-6487 for more information on how to become involved in your student's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Fundraisers

Committees

School Site Council

School Activities

Back to School Day
Open House
Parent Conferences

Student Achievement

Physical Fitness

Refugio High School serves only students in grades 10 through 12 and is therefore not required to administer the fitness test.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Refugio High School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

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

Federal Intervention Program 2016-17		
	RHS	SYVUHSD
PI Status	Not Title I	In PI
First Year of PI Implementation	N/A	2011-12
Year in PI	N/A	Year 3
# Schools Currently In PI		1
% Schools Currently In PI		50%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	RHS			SYVUHSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	-	-	0	72	78	0	60	56	0

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percentage of Students Meeting or Exceeding the State Standards

	RHS		SYVUHSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	8	*	65	73	44	49
Mathematics	*	*	47	53	33	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
	Grade 11				Grade 11			
All Students Tested	9	8	88.9%	*	9	8	88.9%	*
Male	4	4	100.0%	*	4	4	100.0%	*
Female	5	4	80.0%	*	5	4	80.0%	*
Hispanic or Latino	7	6	85.7%	*	7	6	85.7%	*
White (not Hispanic)	2	2	100.0%	*	2	2	100.0%	*
Socioeconomically Disadvantaged	3	3	100.0%	*	3	3	100.0%	*
English Learners	1	1	100.0%	*	1	1	100.0%	*
Students with Disabilities	1	1	100.0%	*	1	1	100.0%	*

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

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. Refugio High School's original facilities were built in the 1980's; 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.

2015-16 Campus Improvements:

- Painting and upgrades to classrooms where needed
- Creation of an administration office
- Creation of a designated copy/supply room
- Upgrades to science classroom (blacktop science/chemistry tables, digital microscopes, new materials and supplies)

Every morning before school begins, the Maintenance & Operations Manager inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Refugio High Schools' facilities are maintained by Santa Ynez High Schools' crew that consists of five maintenance staff, two groundskeepers, and six custodians. The day staff are responsible for:

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

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

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

The superintendent communicates with maintenance, grounds, and custodial staff daily concerning maintenance and school safety issues.

Campus Supervision

Students are greeted by teachers and the site administrator as they arrive on campus each morning. Students are supervised during breaks and after school each day. The site administrator and teachers monitor students in classrooms and on the grounds. During the lunch break, students eat in the lunch area at the Santa Ynez Valley Union High School campus and are monitored by security officers.

Refugio 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 Refugio High School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Refugio High School's most current school site safety plan was reviewed, updated and shared with school staff in September 2016.

School Facility Good Repair Status		Repair Status
Item Inspected	Good	Fair
Inspection Date:	November 29, 2016	
	Good	Fair
	Fair	Poor
	Repair Needed and Action Taken or Planned	
Systems	✓	Old Gym Drinking Fountain - Sewer odors present
Interior Surfaces	✓	B Foyer, B-2 & MP Foyer - Wall damaged; Board Room - Termite dropping evident; E Boys Restroom - Corner tile broken; Guidance Board Room - Wall damaged, south wall; MP-1 - Ceiling section open; Old Gym - Wood flooring damaged; Old Gym Drinking Fountain - Drinking fountain needs cleaning; P-5 & P-8 - Wood flooring damaged
Cleanliness	✓	
Electrical	✓	
Restrooms/Fountains	✓	Old Gym - Deficiency noted; Old Gym Drinking Fountain - Water leak at fountain, water pressure inadequate; S Building Drinking Fountain East Side - Fountain stained
Safety	✓	E-5, E-6, L-1, L-3, L-5, LB-1, P-1, P-13, P-14, P-15, P-17, P-18, P-4, P-7 & P-9 - More than 20% of wall covered with paper
Structural	✓	B Foyer - Roof drains damaged; E-1, E-1-A, E-2, E-3, E-5, E-6, L-1, L-3, L-4 & L-5 - Visible damage to roof; E-4, EP-5/6 & L-2 - Roof down spouts damaged; Guidance Board Room - North corner ceiling tile water stain; MP-1 - Ceiling section open; MP Foyer - Roof is leaking into attic causing water to leak into foyer wall and ceiling; Old Gym - Roof is leaking, structural floor members are in need of replacement, also the bleachers are in need of repair
External	✓	New Gym - Window glass broken, north side, bleachers are in need of repair
Overall Summary of School Facility Good Repair Status		
	Exemplary	Good
	Fair	Poor
Overall Summary		✓

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

Facilities Inspection

The district's maintenance department inspects Refugio High School on an annual basis in accordance with Education Code §17592.72(c)(1). Refugio High uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in November 29, 2016. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions and Expulsions									
	RHS			SYVUHSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	1	9	2	23	47	11	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	0	0	6,611	5,692	6,227

Dropouts & Graduation Rates

Refugio 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 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 and Graduation Rates table, 2014-15 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	RHS		
	12-13	13-14	14-15
Dropout Rate (%)	3.1	-	2.8
Graduation Rate (%)	95.6	-	96.14
SYVUHSD			
Dropout Rate (%)	3.1	1.9	2.8
Graduation Rate (%)	95.6	94.3	95.2
CA			
Dropout Rate (%)	11.4	11.6	10.7
Graduation Rate (%)	80.4	80.8	82.3

Graduation Requirements

To earn a diploma from Refugio High School, students must accumulate 230 course credits. Alternative methods of acquiring a diploma are available through the local charter schools and the community college for those students who have been unsuccessful in a continuation high school environment or have exhausted their opportunities to remain at Refugio High School. The following table illustrates the percentage of students graduating from Refugio High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2015			
	RHS	SYVUHSD	CA
All Students	100%	100%	85%
African American	-	-	77%
American Indian or Alaskan Native	100%	93%	75%
Asian	-	58%	99%
Filipino	100%	100%	97%
Hispanic or Latino	-	77%	84%
Hawaiian or Pacific Islander	-	82%	85%
White (not Hispanic)	93%	86%	87%
Two or More Races	-	60%	91%
Socioeconomically Disadvantaged	50%	50%	77%
Students with Disabilities	-	98%	68%
Migrant Education	0%	0%	0%
Foster Youth	0%	0%	0%

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				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	5	5	0	0
Math	5	5	0	0
Science	7	3	0	0
History	8	4	0	0
2014-15				
English	9	5	0	0
Math	4	6	0	0
Science	10	3	0	0
History	11	4	0	0
2015-16				
English	0	0	0	0
Math	0	0	0	0
Science	0	0	0	0
History	0	0	0	0

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

Curriculum & Instruction

Instructional Materials

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

On Tuesday, September 13, 2016, 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 2016-2017-3 certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials

were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

Staff Development

All training and curriculum development activities at Refugio High School revolve around the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	2

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

Textbook information was obtained from district office personnel in November 2016

During the 2015-16 school year, Refugio High School held two staff development days devoted to:

- 21st Century Assessments
- Common Core State Standards
- Cultural Literacy
- Instructional Strategies
- Literacy Across the Curriculum
- Next Generation Science Standards
- Technology Driven Instruction
- Technology Training on Microsoft Surface

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

In January 2016 Refugio High School launched a 1:1 student technology program where each student was assigned a Dell tablet with touch screen. Refugio is serving as the pilot for the District's 1:1 technology implementation before launching it at Santa Ynez High School. Refugio High's teachers are receiving technology training on campus through the Santa Barbara County Office of Education as we prepare to increase the school's rigor through cross-curricular project-based learning and inquiry-based learning next year. Refugio High's teachers meet one Monday each month for morning faculty meetings on a late start day.

Refugio High School offers support to new and veteran teachers through peer coaching and mentoring. 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.

School Leadership

Leadership is a responsibility shared among the administrative team, school staff, and parents. Principal Dr. Lorraine Hope is responsible for the day-to-day operations of the school, overall instructional program, and supervision of certificated staff. Dr. Hope has worked for the District in various administrator and teacher positions for the past ten years.

Refugio High School's Leadership Team is a collaboration of administrative staff and grade level representatives. Once a month, the leadership team focuses on schoolwide issues, planning staff development, and other topics related to the operational components of the school.

College Preparation & Work Readiness

College Preparation Courses

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

Enrollment in and Completion of UC/CSU-Required Courses 2014-15	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	*
Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Data not available at the time of this report.

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 www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades/scores in specified courses and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University website at www.calstate.edu/admission/.

Advanced Placement

Refugio High School offers only those classes required for graduation from high school and does not offer Advanced Placement courses.

Workforce Preparation

Students in grades ten 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 School District'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. Students may attend courses at the Santa Ynez Valley Union High School which 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 on site at the Santa Ynez Valley Union High School. 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 2014-15 school year, Refugio students had the opportunity to attend classes at the Santa Ynez Valley Union High School who offered the following career technical education programs as elective courses:

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

Professional Staff

Counseling & Support Services Staff

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

Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
Academic Counselor	As needed	
Guidance Counselor	As needed	
Psychologist	As needed	
Speech Therapist	As needed	
Drug & Alcohol Counselor	As needed	
People Helping People Counselor	As needed	

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

Teacher Assignment

During the 2015-16 school year, Refugio High School's teachers met all credential requirements in accordance with state guidelines. A group of Santa Ynez Valley High School teachers provide instruction for Refugio High School students. The combined total hours of instruction provided by Santa Ynez Valley High School staff is equivalent to two full-time teachers.

*All teachers at Refugio are included in the total teachers count shown in Santa Ynez High School. The teachers at Refugio are assigned to Santa Ynez High and spend a portion of their day providing instruction in classes at Refugio High.

Teacher Credentials and Assignments

	RHS		
	14-15	15-16	16-17
Total Teachers	*	*	*
Teachers with Full Credential	*	*	*
Teachers without Full Credential	*	*	*
Teachers Teaching Outside Subject Area (with full credential)	*	*	*
Teacher Misassignments for English Learners	*	*	*
Total Teacher Misassignments*	*	*	*
Teacher Vacancies	*	*	*
	SYVUHSD		
	14-15	15-16	16-17
Total Teachers	54	54	56
Teachers with Full Credential	54	54	56
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0

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

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 below, 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.

Core Academic Classes Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
RHS	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Refugio High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

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

Salary Comparison 2014-15		
	SYVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,212	43,787
Mid-Range Teacher Salary	69,633	64,314
Highest Teacher Salary	88,497	85,084
Average Principal Salaries:		
High School	134,678	111,896
Superintendent Salary	163,200	131,536
Percentage of Budget For:		
Teacher Salaries	32	26
Administrative Salaries	5	5

Expenditures Per Student

For the 2014-15 school year, Santa Ynez Valley Union High School District spent an average of \$10,813 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report (1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and (2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	RHS	SYVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,456	N/A	N/A	N/A	N/A
Restricted (Supplemental)	318	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,138	10,835	93.6%	5,677	178.6%
Average Teacher Salary	77,763	73,818	105.3%	67,969	114.4%

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

In addition to general fund state funding, Santa Ynez Valley Union High School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Initiative
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- State Lottery
- Title I
- Title II
- Tobacco Use-Prevention Education
- Vocational Programs