

REFUGIO HIGH SCHOOL

Grades 10-12
Mark Swanitz, Principal
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2013-14 School Accountability Report Card

Published January 2015



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, and individualized educational programs. 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.

Mark Swanitz
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 meets 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. At the beginning of the 2013-14 school year, 20 students were enrolled, including 5% in special education, 15% English learners and 6% in the free and reduced lunch program.

Mission Statement

The mission of Refugio High School is to be "The Preferred Alternative" for students who find traditional educational programs unsuited to their particular needs. We strive to provide a safe and inviting family atmosphere that promotes personal responsibility, respect, and accountability. We believe these to be fundamental requirements for a healthy and productive life. We will offer an individualized educational plan to ensure that each student is literate in technology use and applications, is qualified for meaningful work, and is prepared for additional education after graduation.

Board of Trustees
Bruce Porter, President
Kyle Abello, Clerk
Jan Clevenger, Member
Christine Burtness, Member
Jerry Swanitz, Member

District Administration
Scott Cory
Superintendent

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Percentage of Students by Ethnicity/Grade Level			
2013-14			
Ethnic Group	%	Grade Level	#
African American	0.0%	Grade 10	5
American Indian or Alaskan Native	5.0%	Grade 11	4
Asian	0.0%	Grade 12	11
Filipino	0.0%		
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	55.0%		
White (not Hispanic)	35.0%		
Two or More Races	5.0%		
Total Enrollment			20

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Ynez Valley Union High School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Data for the instructional materials and school facilities sections were acquired in January 2015.

Vision Statement

At Refugio High School, our educational philosophy is simply this: every child has the capacity to learn when academics are supported with powerful teaching, a disciplined environment, and parent/guardians who are pro-active in their child's life.

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.

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

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

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

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.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, parent conferences, school website, InTouch automated messaging system, phone calls, and student notes. Contact Mark Swanitz at (805) 688-6487 for more information on how to become involved in your child'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

Standardized State Assessments

Students at Refugio High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Refugio High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only. During the 2013-14 school year, Refugio High School had fewer than ten 10th grade students, therefore, scores are not shown.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; the number of students in this category was too small for statistical accuracy or was withheld for privacy protection. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

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

Academic Performance Index

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

	STAR Results								
	All Students								
	Percentage of Students Scoring at Proficient and Advanced Levels								
	RHS			SYVUHSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	14	6	8	68	66	66	54	56	55
Math				37	38	30	49	50	50
History		11		61	62	63	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	RHS			SYVUHSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	*	*	*	70	70	75	56	57	56
Math	*	*	*	76	78	77	58	60	62

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

California High School Exit Exam Tenth Grade Results by Student Group 2013-14						
	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
SYVUHSD						
All Students	25	32	43	23	43	34
RHS						
All Students	0	0	0	0	0	0

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Refugio High School did not qualify for Title I funding and therefore is not subject to comply with Title I program participation requirements.

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.

Academic Performance Index Three-Year Performance Comparison			
	RHS		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	B		
Similar Schools Rank	B		
	Actual API Change		
	2010-11	2011-12	2012-13
	All Students	61	
Ethnic Subgroups			

Title I PI Status 2014-15		
	RHS	SYVUHSD
PI Status	Not in PI	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. *DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Adequate Yearly Progress

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

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	RHS	SYVUHSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	Yes
Math	No	No
Graduation Rate	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	16/17	18/21
Number of Criteria Possible		

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

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.

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

As students arrive on campus each morning, during breaks, and after school each day, the superintendent and teachers monitor student activities throughout the campus buildings and 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 2014.

Deferred Maintenance

Santa Ynez Valley Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Refugio High School did not have any deferred maintenance projects.

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 24, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2013-14, 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	0	1	1	53	32	23	366629	329370	279383
Expulsions (#)	0	0	0	1	4	0	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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 monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, and referral to an alternative high school setting. Understanding

Item Inspected	School Facility Good Repair Status			
	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
November 24, 2014				
Systems	✓			Principal's Office & Room E-6 - Ventilation problem; Room E-5 - Supply air not adequate
Interior Surfaces	✓			Guidance Counseling - Wall damaged; Pool - Tile floor damaged; Principal's Office & Room B-1, E-1, E-2, EP6, L1, L2 & S-3 - Ceiling water damaged
Cleanliness	✓			Maintenance Shop - Signs of rodent droppings
Electrical	✓			
Restrooms/Fountains	✓			Room IA2-IA Drinking Fountain - Water leak at fountain
Safety	✓			Room E-2 - Moisture problem
Structural	✓			Ceramics - Ceiling sagging; Guidance Counseling, Maintenance Shop, Room E-3, L1, L2, L5, P-7, Room-Library1-Library North Drinking Fountain & New Gym 2 - Visible damage to roof; Pool - Structural deterioration evident
External		✓		Ceramics & Maintenance Shop - Window damaged; Room B-2 - Window glass broken, window hardware needs repair; Room S-4 - Door hardware needs repair
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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.

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, 2012-13 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		
	10-11	11-12	12-13
Dropout Rate (%)	0.7	0.8	3.1
Graduation Rate (%)	98.2	98.1	95.6
SYVUHSD			
Dropout Rate (%)	0.7	0.8	3.1
Graduation Rate (%)	98.2	98.1	95.6
CA			
Dropout Rate (%)	14.4	13.1	11.4
Graduation Rate (%)	76.3	78.7	80.4

Graduation Requirements

To earn a diploma from Refugio High School, students must accumulate 250 course credits and pass both portions of the CAHSEE exam. Alternative methods of acquiring a diploma are available through the 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 both CAHSEE and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2013			
	RHS	SYVUHSD	CA
All Students	87%	92%	84%
African American	-	-	75%
American Indian or Alaskan Native	-	100%	77%
Asian	-	100%	92%
Filipino	-	-	92%
Hispanic or Latino	90%	87%	80%
Hawaiian or Pacific Islander	-	-	84%
White (not Hispanic)	100%	97%	90%
Two or More Races	-	87%	89%
Economically Disadvantaged	90%	100%	82%
English Learners	100%	72%	53%
Students with Disabilities	50%	72%	60%

Class Size & Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	16	0	0	1
Math	12	0	0	0
Science	21	0	0	1
History	26	0	0	1
2012-13				
English	8	5	0	0
Math	9	5	0	0
Science	13	3	0	0
History	17	3	1	0
2013-14				
English	5	5	0	0
Math	5	5	0	0
Science	7	3	0	0
History	8	4	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 six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 9, 2014, 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 2014-2015-4 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)

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	
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	
Science					
2004	*	Science Spectrum: A Physical Approach Modern Biology	0%	9-12	
		Modern Earth Science			
2004	*	Modern Biology	0%	9-12	
2004	*	Chemistry 5th Edition	0%	9-12	
Social Science					
2004	*	World History: The Modern World	0%	9-12	
2007	*	The Americans: Reconstruction through the 21st Edition	0%	9-12	
2006	*	American Government Magruder's	0%	9-12	
2001	*	Economics Principles in Action	0%	9-12	

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

Textbook information was obtained from district office personnel January 2015.

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		
2011-12	2012-13	2013-14
2	2	2

During the 2013-14 school year, Refugio High School held two staff development days devoted to:

- Common Core State Standards
- 21st Century Assessments
- EADMS Software Training
- Instructional Strategies
- Technology Training

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. 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 Mark Swanitz is responsible for the day-to-day operations of the school, overall instructional program, and supervision of certificated staff.

Refugio High School's Leadership Team is a collaborative of administrative staff and grade level representatives. Once a week, 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 2012-13	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	20.5
Graduates Who Completed All Courses Required for UC/CSU Admission	0

*Most current data available.

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 nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Santa Ynez Valley Union High 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 2013-14 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)

The Career Technical Education Program table in this report shows the total number of students enrolled in the district's vocational education courses. For more information on career technical programs, contact the high school's career center or the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2013-14	
Total Number of Students Participating in CTE Programs	3
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	43%

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) 2013-14	
	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
Average Number of Students per Academic Counselor	20

*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 2013-14 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.

	RHS		
	12-13	13-14	14-15
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		
	12-13	13-14	14-15
Total Teachers	56	48	48
Teachers with Full Credential	56	48	48
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.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2013-14	
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 API, AYP, STAR results, 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 2012-13		
	SYVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	43,456	40,821
Mid-Range Teacher Salary	66,929	59,345
Highest Teacher Salary	85,061	77,992
Average Principal Salaries:		
High School	132,037	106,119
Superintendent Salary	192,320	138,050
Percentage of Budget For:		
Teacher Salaries	32	30
Administrative Salaries	5	5

Expenditures Per Student

For the 2012-13 school year, Santa Ynez Valley Union High School District spent an average of \$10,515 of total general funds to educate each student (based on 2012-13 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 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	RHS	SYVUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,414	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,412	10,454	80.5%	4,690	179.4%
Average Teacher Salary	58,345	69,921	83.4%	62,296	93.7%

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 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Vocational Incentive Grants
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- State Lottery
- Title I
- Title II
- Tobacco Use-Prevention Education
- Transportation
- Vocational Programs