SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT

REFUGIO HIGH SCHOOL

Grades 10-12
Dr. Lorraine Hope, Principal
2975 East Highway 246, Santa Ynez, CA   93460
(805) 688-6487

2014-15 School Accountability Report Card

Published January 2016

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.

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 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. Refugio High School offers credit recovery opportunities for those students who need assistance. At the beginning of the 2014-15 school year, 24 students were enrolled, including 4.2% in special education, 29.2% English learners and 70.8% in the free and reduced lunch program.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.0%	Grade 10	3
American Indian or Alaskan Native	0.0%	Grade 11	9
Asian	0.0%	Grade 12	12
Filipino	0.0%		
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	50.0%		
White (not Hispanic)	45.8%		
Two or More Races	4.2%		
Socioeconomically Disadvantaged	70.8%		
English Learners	29.2%		
Students with Disabilities	4.2%		
Migrant Education	0.0%		
Foster Youth	0.0%	Total Enrollment	24

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.

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Ynez Valley Union High School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Data for the instructional materials and school facilities sections were acquired in January 2016.

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 CST Results and CAASPP charts; 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 student'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 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.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	**RHS**	**SYVUHSD**
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	2/2	9/9

The AYP table in this report illustrates the school's progress in meeting 2014-15 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 Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

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.

Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

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 2014-15, Refugio High School did not qualify for Title I funding and therefore is not subject to comply with Title I program participation requirements.

Title I PI Status 2015-16		
	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.

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/.

California Standards Test (CST) All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	RHS			SYVUHSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	-	-	-	72	72	78	59	60	56

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students 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 High School Exit Exam All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	RHS			SYVUHSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English-Language Arts	*	*	*	70	75	76	57	56	58
Math	*	*	*	78	77	78	60	62	59

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.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	RHS	SYVUHSD	CA
English-Language Arts/Literacy	8	65	44
Mathematics	-	47	33

Note: Students in grades 3-8 and 11 are given this test. 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.

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.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15															
	English Language Arts/Literacy							Mathematics							
				Achievement Level							Achievement Level				
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
				Grade 11							Grade 11			
All Students Tested	14	13	92.9%	69.0%	23.0%	8.0%	0.0%	14	13	92.9%	92.0%	8.0%	0.0%	0.0%
Male	14	9	64.3%	*	*	*	*	14	9	64.3%	*	*	*	*
Female	14	4	28.6%	*	*	*	*	14	4	28.6%	*	*	*	*
American Indian or Alaskin Native	14	1	7.1%	*	*	*	*	14	1	7.1%	*	*	*	*
Hispanic or Latino	14	7	50.0%	*	*	*	*	14	7	50.0%	*	*	*	*
White (not Hispanic)	14	4	28.6%	*	*	*	*	14	4	28.6%	*	*	*	*
Two or More Races	14	1	7.1%	*	*	*	*	14	1	7.1%	*	*	*	*
Socioeconomically Disadvantaged	14	10	71.4%	*	*	*	*	14	10	71.4%	*	*	*	*
English Learners	14	3	21.4%	*	*	*	*	14	3	21.4%	*	*	*	*

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

2015-16 Planned Campus Improvements:
• Installation of a new water fountain
• Repaint exterior of buildings
• Installation of new ceiling tiles throughout campus
• Installation of infrared security cameras which feed to an online security system

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 2015.

School Facility Good Repair Status				
Item Inspected				Repair Status
Inspection Date: October 31, 2015	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			A-Athletic Director - HVAC not working, heating/cooling unit not putting out volume; A-Student Services - HVAC not working, heating unit not putting out volume of air that is required of the unit; C-1 - Supply air not adequate; C-3 - Room thermostat needs to be replaced; P-22 - Fan noise problem
Interior Surfaces		✓		A-Guidance Office - Wall damaged, south wall, interior damage on southwest corner wall; B-1 Ceiling water damged, southwest side ceiling tile is stained; B-2, C-3, MP-Foyer, Old Gym, S-1 & S-3 - Ceiling water damged; B-Building Foyer - Ceiling water damaged, wall damaged, south lower wall shows water damage, ceiling is showing water damage and one ceiling tile is missing; C-3 - Ceiling tiles appear to be stained; E-4 & MP-Foyer - Wall damaged; LB-1 - Wall damaged south wall; LB-Head End - Walls damaged, ceiling water damaged, southeast corner moisture; MP-1-ASB - Wall damaged, ASB is not picking up decorations; MP-3 - Wall damaged, south end wall indicates water leaking
Cleanliness	✓			MP-1-ASB - Additional cleaning needed
Electrical	✓			
Restrooms/Fountains	✓			Boys Locker Room Restroom - One urinal missing
Safety	✓			E-6, LB-1, P-1, P-13, P-14, P-15, P-2, P-4, P-5, P-9, S-1, S-2, S-3, S-4, S-5 & S-6 - More than 20% of wall covered with paper
Structural	✓			A-Guidance Conference Room - Interior show signs of leaks on the southeast corner, ceiling sagging, southeast ceiling tiles show signs of moisture intrusion; A-Guidance Office - Ceiling water damaged, wall damaged; B-1 & B-2 - South side of ceilingindicate that roof is leaking; B-2 - Water stains on ceiling indicate that roof is leaking; B-Building Foyer - Interior ceiling is showing roof leaks; C-3 - Deficiency noted; LB-Head End - Southeast corner roof is leaking; MP-1-ASB - Roof is leaking on south side; MP-3 - South wall indicates that roof is leaking; MP-Foyer - East end is showing leaking and wood rot, west end is showing water damage, north wall is showing water intrusion, indications are that tile roof is leaking; New Gym - Foyer ceiling leaks, roof is leaking in foyer; Old Gym - Roof is leaking in court area; P Building Mens Restroom - West side leaking; P-7 - Roof leaks
External	✓			Ceramics - West side one window broken; S-1 - Center window shade missing
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 October 31, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	1	1	9	32	23	47	329,370	279,383	243,603
Expulsions (#)	0	0	0	4	0	0	8,266	6,611	5,692

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 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, 2013-14 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		
	11-12	12-13	13-14
Dropout Rate (%)	0.8	3.1	-
Graduation Rate (%)	98.1	95.6	-
	SYVUHSD		
Dropout Rate (%)	0.8	3.1	1.9
Graduation Rate (%)	98.1	95.6	94.3
	CA		
Dropout Rate (%)	13.1	11.4	11.6
Graduation Rate (%)	78.7	80.4	80.8

Completion of High School Graduation Requirements for the Graduation Class of: 2014

	RHS	SYVUHSD	CA
All Students	100%	93%	-
African American	-	-	76%
American Indian or Alaskan Native	100%	97%	78%
Asian	100%	92%	93%
Filipino	100%	100%	96%
Hispanic or Latino	-	62%	81%
Hawaiian or Pacific Islander	100%	71%	84%
White (not Hispanic)	95%	85%	90%
Two or More Races	-	80%	83%
Socioeconomically Disadvantaged	83%	100%	81%
Students with Disabilities	100%	91%	61%
Migrant Education	0%	0%	0%
Foster Youth	0%	0%	0%

Graduation Requirements

To earn a diploma from Refugio High School, students must accumulate 250 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.

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction

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

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

During the 2014-15 school year, Refugio High School held two staff development days devoted to:

• Common Core State Standards
• 21st Century Assessments
• Literacy Across the Curriculum
• 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.

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 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.

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 15, 2015, 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 2015-2016-2 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

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, Aplications: 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 (AP)	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 Magruders	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 January 2016.

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.

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 2013-14	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	66.7
Graduates Who Completed All Courses Required for UC/CSU Admission	-

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 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) 2014-15		
	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 2014-15 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		
	13-14	14-15	15-16
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		
	13-14	14-15	15-16
Total Teachers	54	54	54
Teachers with Full Credential	54	54	54
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
	2014-15	
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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2013-14 school year, Santa Ynez Valley Union High School District spent an average of $10,017 of total general funds to educate each student (based on 2013-14 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.)

Salary Comparison 2013-14		
	SYVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	44,325	43,455
Mid-Range Teacher Salary	68,268	69,035
Highest Teacher Salary	86,762	89,886
Average Principal Salaries:		
High School	132,037	121,551
Superintendent Salary	160,000	158,898
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	5	6

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

Current Expense of Education Per Pupil 2013-14					
	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	11,425	N/A	N/A	N/A	N/A
Restricted (Supplemental)	926	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,499	10,733	97.8%	5,348	196.3%
Average Teacher Salary	73,385	72,315	101.5%	72,798	100.8%

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 2013-14 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

• Agricultural Vocational Incentive Grants
• California Clean Energy Jobs Act
• Common Core State Standards Implementation
• Education Protection Account
• Lottery: Instructional Materials
• Other Local: Locally Defined
• State Lottery
• Title I
• Title II
• Tobacco Use-Prevention Education
• Vocational 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 AYP, CST, 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.