

REFUGIO HIGH SCHOOL

Grades 9-12
 Cris Avery, Principal
 2925 East Highway 246
 (805) 688-6487

2009-10 School Accountability Report Card

Published February 2011

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, 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.

Cris Avery
Principal

District & School Profile

The 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 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 nine 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 2009-10 school year, 34 students were enrolled, including 14% in special education, 14% English learners and 24% in the free and reduced lunch program. Refugio High School achieved a 2010 Academic Performance Index (API) score of 575.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
Caucasian	47.1%	Grade 10	6
		Grade 11	12
		Grade 12	16
		Total Enrollment	34
Hispanic or Latino	52.9%		

Board of Trustees

Christine Burtness, President
 Bruce Porter, Clerk
 Kyle Abello, Member
 Marc Owens, Member
 Jerry Swanitz, Member

District Administration

Paul Turnbull
Superintendent

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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 November 2010.

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.

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.

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 Cris Avery, Principal, at (805) 688-6487 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Empty Bowls (Food Bank Fundraiser)

Committees

School Site Council

School Activities

Back to School Night
Open House
Parent Conferences

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to

the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/resources.asp.

Physical Fitness

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

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.

STAR Results All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	RHS			SYVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	7	13	15	60	66	69	46	50	52
Math	0	4	15	31	35	40	43	46	48
Science	*	*	*	58	58	74	46	50	54
History	3	14	18	51	60	65	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Numerically Significant Ethnic Subgroups										
Percentage of Students Scoring at Proficient & Advanced Levels 2009-10										
	RHS									
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races		
English-Language Arts					6			27		
Math					*			*		
Science					*			*		
History					6			36		

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

STAR Results Other Numerically Significant Subgroups						
Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	RHS					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	7	25	*	*	*	
Math	*	*	*	*	*	
Science	*	*	*	*	*	
History	20	15	*	*	*	

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.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
	RHS	SYVUH SD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	Yes
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

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/.

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.

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 2009-10, Refugio High School did not qualify for Title I funding and therefore is not subject to comply with Title I program participation requirements.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels

	RHS			SYVUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	*	*	*	78.8	77.4	79.0	52.9	52.0	54.0
Mathematics	*	*	*	75.8	80.7	78.0	51.3	53.6	54.0

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
	All Students	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Nati	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaç	*	*	*	*	*	*
Students Receiving Migrant Edi	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

Academic Performance Index (API) Three-Year Performance Comparison

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	B	B	B			
Similar Schools Rank	B	B	B			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-59	16	84	575	835	767

Title I Program Improvement (PI) Status

	RHS	SYVUHSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

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/.

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. In the last 12 months, the following improvements have been completed:

- Repainting projects throughout the campus where needed

Every morning before school begins, the Director of Facilities & Maintenance inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Eight maintenance and grounds day staff and one evening custodian are assigned to Refugio High School. 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 custodian is responsible for:

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

The principal 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 principal 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 2010.

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 2009-10 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 on October, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: October, 2010	Good	Fair	Poor	
Gas Leaks	✓			No Deficiencies were found during the inspection.
Mechanical Systems	✓			
Windows/Doors/Gates	✓			
Interior Surfaces	✓			
Hazardous Materials	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains	✓			
Restrooms	✓			
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall Cleanliness	✓			
Overall Summary of School Facility		Good Repair Status		
	Exemplary	Good	Fair	Poor
Overall Summary	✓			
<i>Exemplary: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.</i>				

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 & Expulsions			
	RHS		
	07-08	08-09	09-10
Suspensions (#)	3	8	2
Suspensions (%)	6.8%	19.0%	5.9%
Expulsions (#)	1	1	0
Expulsions (%)	2.3%	2.4%	0.0%

	SYVUHSD		
	07-08	08-09	09-10
Suspensions (#)	40	40	34
Suspensions (%)	3.5%	3.4%	3.1%
Expulsions (#)	2	2	0
Expulsions (%)	0.2%	0.2%	0.0%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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 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 & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	RHS		
	06-07	07-08	08-09
Dropout Rate (%)	20.50	6.80	11.90
Graduation Rate (%)	56.20	82.60	78.30

	SYVUHSD		
	06-07	07-08	08-09
Dropout Rate (%)	1.30	0.70	0.90
Graduation Rate (%)	96.30	96.90	96.30

	California		
	06-07	07-08	08-09
Dropout Rate (%)	5.5	4.9	5.7
Graduation Rate (%)	80.6	80.2	78.6

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 continuation school and the community college for those students who have been unsuccessful in a 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.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements*		
2008-09**		
RHS	SYVUHSD	California
78.3%	96.3%	78.6%

**The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.*

***Most current information available.*

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				
Subject	Avg. Class Size	2007-08		
		1-20	21-32	33+
English	34.0		2	1
Math	26.0	1	1	
Science	21.0	1		
Social Science				

Subject	Avg. Class Size	2008-09		
		1-20	21-32	33+
English	24.0	2	1	
Math	17.0	1		
Science	33.0			1
Social Science				

Subject	Avg. Class Size	2009-10		
		1-20	21-32	33+
English	14.0	2	1	
Math	15.0	2	1	
Science	21.0		1	
Social Science	21.0			1

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Refugio High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Refugio High School held two staff development days devoted to:

- Data analysis
- Instructional strategies
- WASC Review

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives 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

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

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

Principal Cris Avery began his first term as principal of Refugio High School in 2010-11. Refugio High School's Leadership Team is a collaborative 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.

Instructional Materials

All textbooks used in the core curriculum at Santa Ynez Valley Union High School District are aligned to the California Content Standards and Frameworks. 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 14, 2010, 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 which 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.

Textbooks				% Pupils Lacking Textbooks
Adoption Year	Series	Grade		
Language Arts				
2006	READ 180 Intervention Program	9-12		0%
	Literature and Language Arts 3rd, 4th, and 5th Courses	9-12		0%
Math				
2004	Algebra 1, Applications: I	9-12		0%
2004	Geometry: Applying, Reasoning, Measuring	9-12		0%
2004	Algebra 2	9-12		0%
2004	Advance Mathematical Concepts	9-12		0%
Science				
2004	Science Spectrum: A Physical Approach	9-12		0%
	Modern Biology			
	Modern Earth Science			
2004	Modern Biology	9-12		0%
2004	Chemistry 5th Edition	9-12		0%
Social Science/History				
2004	World History: The Modern World	9-12		0%
2007	The Americans: Reconstruction through	9-12		0%
	American Government			
2006	Magruder's			0%
2001	Economics Principles in Action	9-12		0%

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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).

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 <http://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 in specified courses, and test scores; 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 <http://www.calstate.edu/admission/>.

*Enrollment In and Completion of UC/CSU-Required Courses	
2008-09	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	57.1%
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

**Most current data available.*

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 2009-10 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:

- 3D Art & Design
- Advanced Art Experience
- Advanced Automotive
- Advanced Ceramics
- Advanced Drama
- Ag Biology
- Business/Economics
- AP 3D-Std Art
- Art Exploration
- Beginning Theatre Art
- Drafting 1-T
- Drafting 2-T
- Film Appreciation
- Law Related Studies
- Stage Band
- Web Site Creation
- Yearbook Production

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 & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	0.1
Guidance Counselor	1	*
Psychologist	1	*
Speech Therapist	1	*
Drug & Alcohol Counselor	1	*
People Helping People Counselor	1	*

FTE = Full-Time Equivalent

* = On as needed basis

	Teacher Credentials & Assignments							
	RHS				SYVUHSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	2	2	2		55	53	52	
Teachers with Full Credential	2	2	2		55	53	52	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers in Alternative Routes to Certification	1	0	0		0	0	0	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		0	0	0	
Teacher Misassignments - Total	0	0	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
RHS	100.0	0.0
District Totals		
All Schools	100.0	0.0
High-Poverty Sch.	N/A	N/A
Low-Poverty Sch.	100.0	0.0

	Teacher Education Levels 2009-10	
	RHS	SYVUHSD
	%	%
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	23.1
Master's Degree	100.0	21.2
Bachelor's Degree plus 30 or more semester hours	0.0	50.0
Bachelor's Degree	0.0	3.8
Less than a Bachelor's Degree	0.0	1.9

Teacher Assignment

During the 2009-10 school year, Refugio High School had two teachers who met all credential requirements in accordance with state guidelines. 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.

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.

Expenditures Per Student

For the 2008-09 school year, Refugio High School spent an average of \$10,467 of total general funds to educate each student (based on 2008-09 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 <http://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 2008-09		
	SYVUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,456	\$41,782
Mid-Range Teacher Salary	\$66,929	\$65,939
Highest Teacher Salary	\$85,061	\$85,680
Average Principal Salary		
High School	\$126,757	\$116,780
Superintendent Salary	\$176,000	\$147,560
Percentage of General Funds Expenditures For:		
Teacher Salaries	34.80 %	36.40 %
Administrative Salaries	7.00 %	6.20 %

Current Expense of Education per Pupil 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	RHS	SYVUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference School Site and State
Total Restricted and Unrestricted	\$12,127	\$11,364	106.7%	N/A	N/A
Restricted (Supplemental)	\$51	\$1,470	3.5%	N/A	N/A
Unrestricted (Basic)	\$12,075	\$9,895	122.0%	\$5,681	212.6%
Average Teacher Salary	\$67,412	\$70,939	95.0%	\$67,234	100.3%

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 2008-09 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA Peer Assistance & Review Program for Teacher (CPARP)
- CA School Information Service (CSIS)
- Class Size Reduction, Grade 9
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- Title I
- Title II
- Title IV
- Title V
- Transportation