

Oxnard Union High School District Adolfo Camarillo High School

Grades 9 through 12
Kim Stephenson, Principal
Kim.Stephenson@ouhsd.k12.ca.us



4660 Mission Oaks Blvd.
Camarillo, CA 93012
PH: (805) 389-6407 FAX: (805) 484-8087
www.camarillohigh.us

2015-16 School Accountability Report Card *Published January 2017*

Oxnard Union High School District
309 South K Street
Oxnard, CA 93030-5212
(805) 385-2500

Website Address

www.ouhsd.k12.ca.us

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Principal's Message

Adolfo Camarillo High School's Annual School Accountability Report Card contains valuable information regarding our academic programs, academic achievements, classroom materials, school safety, facilities, and staff. Our school provides an all core college preparatory environment with intervention strategies built-in for struggling students. Understanding our educational program, student and school achievements, and curriculum development assists our school and local community in ongoing improvement. Adolfo Camarillo High School is focused on providing all students the opportunity to achieve. To meet this goal we accommodate individual learning styles while maintaining both high and obtainable expectations for students. We are proud of our rigorous academic program, strong vocational program, excellent athletic program, and extensive extracurricular activities that work to engage all students and offer a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join our efforts to create successful, responsible citizens.

Mission Statement

Adolfo Camarillo High School's mission is to provide a safe, engaging, and supportive learning experience that will prepare students for success in college, career, and life in the 21st century.

VISION STATEMENT

Adolfo Camarillo High School's vision is to prepare students for success in college, career, and life in the 21st century by providing college prep, honors, Advanced Placement, academy, and career technical education courses as well as a variety of co-curricular opportunities that incorporate the practices of critical thinking, creativity, collaboration, and communication. Students will attain a high level of academic and personal achievement as measured by state standards, common and individual teacher assessments, classroom observations, as well as student accomplishments beyond the classroom. Staff collaboration and engagement will model and contribute to student success on all levels. Intervention will be provided for students who experience challenges to working at their potential. Safety, tolerance, respect, and courtesy will be reinforced across the curriculum and campus to develop positive social and interpersonal skills students may carry into adulthood.

School Profile

Adolfo Camarillo High School is located in the southern region of Camarillo and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 2418 students were enrolled, including 12.6% in special education, 4.6% qualifying for English Language Learner support, and 26.7% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	
		Grade Level	#
African-Amer.	1.70%	Grade 9	558
Amer. Indian or Alaskan Native	0.20%	Grade 10	592
Asian	5.70%	Grade 11	658
Filipino	4.50%	Grade 12	610
Hisp. or Latino	40.40%	Ungraded	0
Pacific Islander	0.30%		
Caucasian	43.70%		
Multi-Racial	3.40%		
Students with Disabilities	12.60%		
Economically Disadvantaged	26.70%		
English Learners	4.60%		
Foster Youth	0.70%		
Total Enrollment			2,418

Student Achievement

Physical Fitness

In the spring of each year, Adolfo Camarillo High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	12	24	46

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance.

Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Adolfo Camarillo High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status 2016-17		
	ACHS	OUHSD
PI Status	Not Title I	In PI
First Year of PI	N/A	2008-2009
Year in PI	N/A	Year 3
No. of Schools Currently in PI		7
% of Schools Currently in PI		77.8%

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup.

Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Adolfo Camarillo High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	56	77	39	54	44	48
Mathematics (grades 3-8 and 11)	38	53	18	28	33	36

Note: Students in grades 3-8 and 11 are given this test. Percentages are not

calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	645	624	96.74	76.65
Male	298	286	95.97	70.18
Female	347	338	97.41	82.14
African-Amer.	11	10	90.91	40.00
Amer. Indian or Alaskan Native	--	--	--	--
Asian	47	47	100.00	91.49
Filipino	31	31	100.00	87.10
Hisp. or Latino	239	234	97.91	66.95
Pacific Islander	--	--	--	--
Caucasian	294	280	95.24	81.79
Multi-Racial	18	17	94.44	81.25
English Learners	--	--	--	--
Economically Disadvantaged	185	179	96.76	60.89
Students with Disabilities	62	54	87.10	22.22
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	645	620	96.12	52.67
Male	298	286	95.97	50.53
Female	347	334	96.25	54.52
African-Amer.	11	10	90.91	10.00
Amer. Indian or Alaskan Native	--	--	--	--
Asian	47	47	100.00	89.36
Filipino	31	31	100.00	64.52
Hisp. or Latino	239	232	97.07	37.66
Pacific Islander	--	--	--	--
Caucasian	294	280	95.24	59.35
Multi-Racial	18	16	88.89	56.25
English Learners	--	--	--	--
Economically Disadvantaged	185	180	97.30	32.58
Students with Disabilities	62	55	88.71	5.66
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Adolfo Camarillo High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	76	77	70	53	47	46	60	56	54

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)				
Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	578	554	95.85	70.22
Male	293	286	97.61	66.78
Female	285	268	94.04	73.88
African-Amer.	11	11	100.00	63.64
Amer. Indian or Alaskan Native				
Asian	28	28	100.00	89.29
Filipino	23	22	95.65	77.27
Hisp. or Latino	246	232	94.31	53.02
Pacific Islander	--	--	--	--
Caucasian	249	240	96.39	82.50
Multi-Racial	19	19	100.00	89.47
English Learners	33	32	96.97	18.75
Economically Disadvantaged	170	158	92.94	46.84
Students with Disabilities	76	72	94.74	20.83
Foster Youth	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

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 and 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 & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

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

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CAASPP charts, and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

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

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

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

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 automated telephone messages, email, PTSA emails, the school marquee, the school website, social media (Twitter), the school newspaper (The Stinger), the online calendar, texting, and weekly updates bulletins. Contact any school office staff member at (805) 389-6407 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Campus Volunteer
Fundraising
Schoolwide Activities

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
ACHS Foundation
ACHS Music Booster Club
Academy Advisory Committees
Scorpion Athletic Booster Club

School Activities

Back to School Night
Open House
Sports Events
Student Performances
Parent/Student Education Workshops
Award Programs
College & Career Education Workshops
Taking Care of Business Week (Student Orientation)
Freshman Parents Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adolfo Camarillo High School's original facilities were built in 1956; 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:

- Installation of a new HVAC system in one room
- Installation of new windows throughout campus

- Addition of a greenhouse
- Updates to wood shop equipment
- Installation of a demo screen in the library computer lab
- Create/remodel computer labs
- Upgrades to data and electrical wiring in the office and select classrooms to accommodate SMART projectors
- Installation of sod on the field
- Repainting of sports courts
- Refinish/stain of gym flooring
- Installation of a new roof on F building
- Installation of new flooring and paint in the office
- Installation of a second marquee located on the gym
- Upgrades to all weather tracks (2016-17)
- Continuation of upgrades to classrooms (2016-17)

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Four day custodians and six evening custodians are assigned to Adolfo Camarillo High School. The day custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1956
Acreage	50
Square Footage	198930
	Quantity
Permanent Classrooms	77
Portable Classrooms	15
Restrooms (sets)	4
Cafeteria	1
Library	1
Administration Office	1
Classroom Buildings	14
Competition Size Swimming Pool	1
Greenhouse	1
Gym	1
Multipurpose Room	1

Facilities Inspection

The district's maintenance department inspects Adolfo Camarillo High School on an annual basis in accordance with Education Code §17592.72(c)(1). Adolfo Camarillo High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection

took place on Friday, April 1 - Wednesday, June 29, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, June 29, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	3 - Teacher said that smoke came out of vent when heater is on, has not used heater for long time
(B)	8 - Front left side of room needs base board; AG-Barn - Insulation os falling off the ceiling; Restroom 5 - One side of room base board gone, the other side is coming off; 1-a - Three ceiling tiles need to be replaced; 4 - One wall needs to be painted, four ceiling tiles have holes; 2 - Five ceiling tiles got wet; 4 - Four ceiling tiles need to be replaced, got wet; 6 - One side of room the wall needs paint and base board; Custodial Office 17 - The wall is coming apart by the sink; Restroom Boys 4 - Hole on wall next to door; Classroom 1 - Need vent cover on the ceiling; Classroom 4 - One ceiling tile gone, need new one; Cafeteria 1 - North side of wall as you come in needs work and paint; Kitchen 2 - Wall around the kitchen needs repair and paint; Hallway 6 - The wall on left side of the door going out needs painting, the door to office on the right side wall needs some work and paint; Hall Way 23 - The wall between the hall way and administration office needs to have work by the floor; Custodial Closet 26 - Hole on the ceiling, 16X2 hole; T-5 - Wall where the mech/ac is at the wall paper is coming off; T-6 - Wall paper coming off wall at back wall, carpet has tape where carpet coming apart; T-7 - Back of room wall paper is coming off wall; T-8 - Six ceiling tiles need to be replaced, back of room wall needs repair and paint; T-9 - One ceiling tile needs to be replaced; T-11 & T-14 - Back wall needs repair, wall paper coming off; T-15 - Carpet 20 feet is coming apart; Custodial Room 10 - The wall needs repair, coming off around the sink; Treatment Room 1 - Deficiency noted
(C)	3 - Paint on floor; 12 - Main door needs cleaning; AG-Barn - The birds are nesting in the insulation up in the ceiling; Classroom 1 & 2, & Computer Lab 3 & 4 - Door needs to be cleaned; Computer Lab 3 - Dust around windows, floor needs cleaning; Computer Lab 4 - Dust around windows; Classroom 5 - Needs dusting, one ceiling tile coming down; Cafeteria 1 - Around the walls need to be cleaned; Water Heater 4 - Needs to be cleaned out; Phone Room 14 - The room is dusty all over; Restroom Room 15 - Room needs cleaning; Office 16 - Floor needs cleaning and high dusting; Office 2 - Dust around windows; Office 5 - Dust on windows and floor, looks like rats eating food; Boys Shower/Locker 6 - High dust, dust around the locker room; Laundry 7 - Floor needs to be cleaned; Mech Room 9 & Custodial Closet 7 - Room needs to be cleaned; Storage Room 11 - Dust and floor needs cleaning; Storage Room 12 - Floor needs cleaning; Office 1 - Room needs dusting; Restroom Boys 3 & Restroom Girls 5 - Need high and low dusting; Team Locker Room 4 - Walls need cleaning; Mech Room 6, Storage 8, Storage 9, Storage 11 & Storage Room 13 - Need to clean floor and dust; Girls Shower/Locker Room 10 - Walls need cleaning, dust around the windows and doors; Girls Restroom 17 - High dust; Gym 1 - Wall and doors need cleaning; Trans Room 2, Restroom Girls 5, Storage Room 9 & Restroom Boys 12 - Dust all around the room; Hallway to Girls Restroom & Hallway to Boys Restroom - Dust around the door; Custodial Room 10 - Room not clean; Storage Room 13 - Right side of the room by the floor has big holes on the wall, room needs cleaning; Storage Room 2 - Room needs to be cleaned; Treatment Room 1, 6, Shower/Locker 8, Storage 11 & Girls Restroom 14 - Room needs cleaning high and low; Locker Room 2 - Need dusting, wall needs cleaning; Storage 3, Field Equipment Storage 4, Office 5, Custodial Closet 7, Mens Restroom 10 & Hallway 15 - Room needs cleaning; Restroom 9 - Room needs good cleaning
(D)	9 - One lamp out; AG-1 - Three lights not working; 1& Classroom 1 - One light is out; Classroom 2 - Four lights are not working; Biology Lab 4 - Three lights are out; Classroom 7 - Four lights are out
(E)	12 - Fountain needs cleaning; Restroom Room 15, Restroom Girls 5, Custodial Room 10 & Restroom Boys 12 - Sink needs cleaning; Restroom Boys 3, Restroom Girls 5, Facility Restroom 15 & Girls Restroom 17 - Sink needs cleaning; Team Locker Room 4, Treatment Room 1, Custodial Closet 7, Restroom 9, Mens Restroom 10 & Girls Restroom 14 - Sink needs cleaning, showers are dusty; Locker Room 2 - Sink not clean
(F)	AG-1, Home Economics 2 & Gym 1 - No fire extinguisher; Work Room 1 - One of the fire extinguishers is gone; Boys Shower/Locker 6 - Deficiency noted; Lobby 8 - No fire extinguisher, two are gone
(G)	2 - Roof needs to be checked for leaks; 4 - Roof needs to be checked; Classroom 6 - Outside of room 6 the overhang holds was hit; T-8 - Roof could have leak; T-9 - Roof should be checked for leaks
(H)	7, Classroom 1, 2 & 5 - One window can not be open; 11 - One window will close; 2 - Window needs to be replaced, two years like that

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration and campus security officers patrol the campus, entrance areas, and designated common areas. Administration, campus security officers, and the school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administration, campus security officers, and the school resource officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Adolfo Camarillo High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Adolfo Camarillo High School in collaboration with local agencies and the district office 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. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2016.

Classroom Environment

Discipline & Climate for Learning

Adolfo Camarillo High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	13-14	14-15	15-16
	ACHS		
# of Students Suspended	85	70	145
# of Students Expelled	3	3	3
	OUHSD		
# of Students Suspended	832	923	1613
# of Students Expelled	54	73	89
	California		
# of Students Suspended	279383	243603	
# of Students Expelled	6611	5692	

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.

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 (e.g., Band, PE, ASB).

Teaching Load Distribution Departmentalized Instruction				
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.0	24	19	52
Mathematics	27.0	22	28	40
Science	27.0	23	12	42
Social Science	27.0	22	15	48
	2014-15			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	30.0	16	23	49
Mathematics	29.0	18	20	47
Science	28.0	17	21	37
Social Science	30.0	12	17	46
	2015-16			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.2	20	21	50
Mathematics	29.5	20	24	43
Science	30.2	20	17	39
Social Science	29.5	17	16	47

*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.

Dropouts

Adolfo Camarillo 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, monitoring test results and performance, review of student performance results on

benchmark assessments, grade point average accumulation, CAASPP results, and after school tutoring for freshman and sophomores. 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, 2014-15 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	ACHS		
	12-13	13-14	14-15
Dropout Rate	8.8%	3.2%	3.3%
Graduation Rate	89.4%	94.9%	94.9%
	OUHSD		
	12-13	13-14	14-15
Dropout Rate	14.8%	10.9%	9.4%
Graduation Rate	77.5%	78.3%	82.1%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

Graduation Requirements

Students must accumulate 230 course credits, and earn a passing grade in Computer Literacy to receive a high school diploma from Adolfo Camarillo High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community day school, Adult school, Condor High School (Independent Study), Pre-GED preparation program, CHSP Boot Camp, Cal-SAFE Teen Parenting Program, and Opportunity Class for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Adolfo Camarillo High School. The following table illustrates the percentage of students graduating from Adolfo Camarillo High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of 2015			
Group	ACHS	OUHSD	State
All Students	94.9%	81.79%	85.66%
African-Amer.	91.7%	100.00%	76.88%
Amer. Indian or Alaskan Native	50.0%	45.45%	74.87%
Asian	95.1%	94.79%	92.78%
Filipino	97.1%	92.51%	96.80%
Hisp. or Latino	95.1%	79.06%	84.49%
Pacific Islander	100%	166.67%	84.88%
Caucasian	94.9%	85.04%	87.23%
Multi-Racial	95.2%	112.20%	91.36%
English Learners	-	45.55%	50.90%
Economically Disadvantaged	-	78.82%	76.61%
Students with Disabilities	-	53.23%	68.38%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Adolfo Camarillo High School revolve around the California State Content Standards and Frameworks. During the 2015-16 school year, Adolfo Camarillo High School held staff development training devoted to:

- Common Assessment
- Common Core State Standards
- Common Pacing
- AVID
- Engaging Lessons
- Technology
- National Academy Training
- Reading & Writing Across the Curriculum

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Adolfo Camarillo High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2015-16 school year, Adolfo Camarillo High School's teachers attended the following events hosted by the Oxnard Union High School District:

- SHMOOP
- Job Alike Professional Learning Communities
- ELA/ELD Frameworks
- Next Generation Science Standards
- Blackboard Connect

- SOAR Review with APEX
- CPM Integrated Math 2/2H Training

Adolfo Camarillo High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. 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.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
0	2	3

Instructional Materials

All textbooks used in the core curriculum at Adolfo Camarillo High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. 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 Wednesday, September 07, 2016, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #16-30 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
Foreign Languages		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2006	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2006	Houghton Mifflin, <i>Economics 6th Edition</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Mathematics		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1995	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of Chemistry</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %

2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller & Levine Biology</i>	0 %
2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %
	Science Laboratory Equipment	0 %

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 adjacent table 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 UC 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 CSU website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	96.6
2014-15 Graduates who completed all courses required for UC/CSU admission	43.7

Advanced Placement

In 2015-16, Adolfo Camarillo High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2015-16		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	5	N/A
Social Science	17	N/A
All Courses	40	0.8

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

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 Adolfo Camarillo High School's technical and career education programs; the counselor meets at least twice 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. Adolfo Camarillo High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Career Education Center
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- Formative & Summative Assessments
- Completion of course-required projects
- Career Assessments
- Post-graduate surveys

Work experience students are partnered with local community organizations 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.

Career Education Center (CEC) courses are offered in partnership with the County Office of Education. 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 2015-16 school year, Adolfo Camarillo High School offered the following career technical education programs as elective courses:

Pathways:

- Agriculture & Natural Resources
- Arts, Media & Entertainment
- Building, Trades & Construction
- Education, Child Development & Family Services
- Engineering & Design
- Fashion & Interior Design
- Finance & Business
- Information Technology

Career Education Center:

- Auto Paint
- Auto Service Air
- Computer BSFT
- Dental/Radiology
- Emergency First Response
- Floral Design
- Graphic Design
- Medical Office Assistant
- Nursing 1 & 2
- Web Net
- Welding

Elective Courses:

- Agriculture Science Academy
- Animal Science
- Business & Technology Academy
- Construction Trade Technology
- Consumer Economics
- Child Development and Guidance
- Drafting Occupations
- Computer Operations/Computer Science
- General Office Occupations
- Business Economics
- Accounting/Computer Accounting
- Floristry

Adolfo Camarillo High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Adolfo Camarillo High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. For more information on career technical programs, CEC, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Counseling & Support Staff

Adolfo Camarillo High School 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 Adolfo Camarillo High School'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) 2015-16		
	No. of Staff	FTE
Academic Counselor	6	6.0
Campus Supervisors	7	4.6
Psychologists	2	1.0
Adaptive PE	1	0.2
Career Center Technician	1	1.0
Guidance Technician	1	0.8
Health Clerk	1	1.0
Nurse	1	1.0
School Resource Officer	1	1.0
Speech/Language/Hearing Specialist	1	1.0

Counselor-to-Student Ratio: 1:403

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

Teacher Assignment

During the 2015-16 school year, Adolfo Camarillo High School had 95 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.

Percentage of Core Classes 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Adolfo Camarillo High School	99.0 %	1.0 %
District Totals		
All Schools	96.0 %	4.0 %
High-Poverty	95.0 %	5.0 %
Low-Poverty	99.0 %	1.0 %

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.

Teacher Credentials & Assignments				
	ACHS			OUHSD
	14-15	15-16	16-17	16-17
Total Teachers	104	96	96	690
Teachers with full credentials	104	93	94	679
Teachers without full credentials	0	3	2	11
Teachers teaching outside subject area of competence (with full credential)	0	10	13	84
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	5
Vacant teacher positions	0	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.

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. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,978	\$46,184
Mid-Range Teacher Salary	\$84,327	\$75,179
Highest Teacher Salary	\$91,322	\$96,169
Superintendent Salary	\$203,392	\$217,637
Average Principal Salaries:		
High School	\$135,387	\$137,939
Percentage of Budget:		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

Expenditures Per Student

For the 2014-15 school year, Oxnard Union High School District spent an average of \$9,662 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and 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.)

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

- Adult Education
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- California Career Pathways Trust
- CA Partnership Academies: Green & Clean Academies
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Partnership Academies Program
- Safe & Supportive Schools Programmatic Intervention
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	ACHS	OUHSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	2515	N/A	N/A	N/A	N/A
Total**	\$7,164	N/A	N/A	N/A	N/A
Restr.†	\$1,536	N/A	N/A	N/A	N/A
Unrestr.††	\$5,627	\$5,882	95.67	\$5,677	99.13
Avg. Teacher Salary	\$82,555	\$78,948	104.57	\$77,824	106.08

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

* Average Daily Attendance

SARC Data

DataQuest

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

Public Internet Access Location

Parents may access Adolfo Camarillo High School's SARC and access the internet at any of the county's public libraries. The closest public library to Adolfo Camarillo High School is Camarillo Library, a branch of Ventura County Library.

Address: 4101 Las Posas Rd., Camarillo

Phone Number: (805) 388-5222

WebSite: <http://www.vencolibrary.org>

Number of Computers Available: 52

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard 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 to prepare the instructional materials section were acquired in October 2016. Data to prepare the school facilities section were acquired in December 2016.