Oxnard Union High School District
Adolfo Camarillo High School

Grades 9 through 12
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2008-09 School Accountability Report Card
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Principal's Message

I invite you to explore Adolfo Camarillo High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Adolfo Camarillo High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Adolfo Camarillo High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide 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 in our efforts to create successful, responsible citizens.

Mission Statement

Adolfo Camarillo High School's vision is to promote a college preparatory learning environment that assists all students in attaining their highest level of academic achievement.

Vision Statement
Adolfo Camarillo High School's vision is to create and maintain a college-preparatory learning environment by providing college prep, honors, Advanced Placement, and career technical education courses that assist all students in attaining a high level of academic achievement as measured by state standards, common and individual teacher assessments, and classroom observations. Staff collaboration contributes to student success on all levels. ACHS will provide individualized assistance to students who experience difficulties and challenges. Safety and tolerance will be integrated across the curriculum to develop the necessary social and interpersonal skills to equip our college preparatory students to achieve success after graduation.

School Profile

Adolfo Camarillo High School serves grades 9-12 following a traditional calendar. At the beginning of the 2008-09 school year, 2397 students were enrolled, including 9% in special education, 13% qualifying for English Learner support, and 15% qualifying for free or reduced price lunch. Adolfo Camarillo High School achieved a 2009 API score of 832 and met all 2009 AYP criteria.

Values Statement

School Culture
- Safe, friendly, tolerant, and positive environment
- Honesty, work ethic, independence, respect, and praise students
- Emphasize and develop learning and life skills
- Help build student's self-esteem and value students' unique contributions

Instructional Strategies
- Immediate, positive feedback and frequent checking for understanding
- Differentiated instruction
- Daily learning goals on the front board which are reviewed throughout the lesson
- Re-teach and re-test
- Teachers evaluate common assessments including benchmarks to ensure rigor

Collaboration
- Teachers continued personal education to evolve as professionals through collaboration
- Collaborative groups that work together to create and follow pacing calendars and common formative and summative assessments
- Collaborative groups strive for common agreements for each lesson, unit, chapter, and theme

Percentage of Students by Ethnicity
2008-09 Enrollment: 2397

30.79 %
7.09 %
0.29 %
3.96 %
0.75 %
2.88 %
1.96 %
52.27 %

- Caucasian
- Asian
- Filipino
- Multiple/No Response
- Hispanic or Latino
- Pacific Islander
- Amer. Indian or Alaskan Native
- African-Amer.
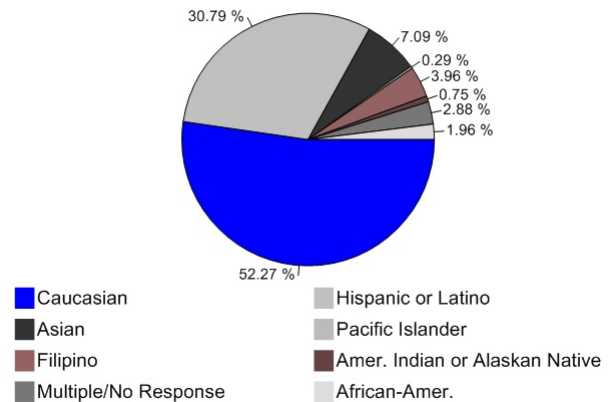
Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Oxnard Union High School District or Adolfo Camarillo High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at http://nces.ed.gov/nationsreportcard/.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at http://www.cde.ca.gov/ta/tg/nr/.

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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at http://star.cde.ca.gov. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California
Student Performance Levels
Reading 2007 & Math 2009
Grades Four & Eight

	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California
Student Participation Rates
Reading 2007 & Math 2009
Grades Four & Eight

	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Adolfo Camarillo High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	63	61	66	37	39	42	43	46	50
Math	39	39	45	18	21	24	40	43	46
Science	64	57	65	33	39	45	38	46	50
Social Science	47	49	61	25	31	38	33	36	41

STAR Results - Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels

	Adolfo Camarillo High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	53	*	84	83	44	*	76
Math	43	*	72	56	28	*	50
Science	*	*	91	71	46	*	76
Social Science	43	*	83	67	40	*	69

STAR Results - Other Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels

	Adolfo Camarillo High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	64	69	39	38	23	36
Math	43	47	31	24	20	*
Science	63	68	46	39	23	*
Social Science	62	59	44	34	16	*

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Adolfo Camarillo High School			OUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	74.4	74.2	70.4	45.3	50.3	48.8	48.6	52.9	52.0
Math	72.9	71.8	70.5	46.6	48.6	51.4	49.9	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from 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 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	29.7	29.9	40.4	29.5	39.6	30.9
Male	33.2	30.7	36.1	27.6	39.6	32.8
Female	25.4	29.0	45.6	32.0	39.5	28.5
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	14.0	16.3	69.8	9.3	23.3	67.4
Filipino	10.5	36.8	52.6	10.5	52.6	36.8
Hispanic or Latino	51.8	31.5	16.8	45.2	37.5	17.3
Pacific Islander	*	*	*	*	*	*
Caucasian	18.0	30.3	51.7	21.9	43.1	35.0
English Learners	49.3	29.3	21.3	49.4	24.7	26.0
Economically Disadvantaged	59.4	28.3	12.3	54.9	31.9	13.3
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	78.0	14.6	7.3	80.0	14.5	5.5

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

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; 89% of Adolfo Camarillo High School's tenth grade students who took the test passed the math portion of the exam and 88% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

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 2008-09			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	-	-	-
Ninth	12.3	24.4	55.6

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.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	9	9	9
Similar Schools Rank	9	5	5

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
Results	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	832	-5	8	35
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	924	-7	48	17
Filipino	*	*	*	*
Hispanic or Latino	751	-16	13	38
Pacific Islander	*	*	*	*
Caucasian	866	6	4	37
Other Subgroups				
Students with Disabilities	567	*	15	-8
Economically Disadvantaged	713	-10	23	11
English Learners	747	*	91	17

Results generated from 2007, 2008, and 2009 Growth API Reports

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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	ACHS	OUHSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	No
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	No

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 2008-09, 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. 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/.

Title I Program Improvement (PI) Status		
	ACHS	OUHSD
PI Status	N/A	In PI
Implementation Year	N/A	2008-2009
Year in PI	N/A	Year 2
No. of Schools Currently in PI		5
% of Schools Currently Identified for PI		55.6%

N/A = not participating in Title I Program

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 an automated telephone message system, school newsletters, school web site, email, ListServe email bulletins, online calendar, and school marquees (2). 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 Volunteers
Schoolwide Activities

Committees
ACHS Foundation
Band Booster Club
Cheerleaders Booster Club
Athletic Booster Clubs
Parent Advisory Committee
Leadership Team
Parent Teacher Student Association

School Activities
Student Performances
Student Orientation
Sports Events
College Nights
Parent Education Workshops
Award Programs
Parent Pre-Registration Evenings
Parent Post-Registration Evenings

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.

2008-09 Campus Improvements:
• Exterior Painting of Doors and Trim

Future Campus Improvements
• Construction of Olympic-size Swimming Pool
• Construction of Performing Arts Center
• Construction of Outdoor Theater

Every morning before school begins, the custodian inspects 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:

• Office Area Cleaning
• Restrooms and Classrooms

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

• Restrooms, Classrooms, and Offices
• Cafeteria Cleanup

The assistant principal in charge of facilities communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1956
Acreage	50
Square Footage	198930
	Quantity
Permanent Classrooms	26
Portable Classrooms	6
Restrooms (sets)	4
Cafeteria	1
Library	1
Administration Office	1
Classroom Buildings	14
Gym	1
Multipurpose Room	1

Deferred Maintenance

Adolfo Camarillo High School 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. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Adolfo Camarillo High School received $51,387 in deferred maintenance funds for the repair and/or maintenance of:

• Plumbing
• Heating/Air Conditioning Systems
• Electrical Systems
• Floor Systems
• Other Systems

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, the principal, assistant principals, and campus security officers patrol the campus, entrance areas, and designated common areas. During lunch and at dismissal, the principal, assistant principals, campus security officers, and school police officer monitor student behavior. 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 September 2009.

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			
	ACHS		
	06-07	07-08	08-09
Suspensions (#)	278	226	244
Suspensions (%)	11.55 %	9.36 %	10.18 %
Expulsions (#)	29	41	42
Expulsions (%)	1.21 %	1.70 %	1.75 %
	OUHSD High Schools		
Suspensions (#)	3257	4861	3268
Suspensions (%)	20.04 %	29.50 %	19.88 %
Expulsions (#)	97	170	192
Expulsions (%)	0.60 %	1.03 %	1.17 %

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 2 days and then suspended a month later for three days is counted as two cases of suspension.

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			
	2006-07		
	Avg. Class	Number of Classrooms	
Subject	Size	1-22	23-32	33+
English	25.5	31	32	29
Math	28.5	15	26	29
Science	31.9	7	25	27
Social Science	29.2	14	25	34
	2007-08		
	Avg. Class	Number of Classrooms	
Subject	Size	1-22	23-32	33+
English	23.9	39	35	34
Math	27.2	22	24	37
Science	27.9	12	19	32
Social Science	27.3	21	20	37
	2008-09		
	Avg. Class	Number of Classrooms	
Subject	Size	1-22	23-32	33+
English	24.9	40	26	41
Math	25.7	27	27	32
Science	28.2	11	28	28
Social Science	28.4	17	17	43

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, and reviewing student performance results on benchmark assessments, grade point average accumulation, CSTs, and CAHSEE. Interventions include after-school tutoring for freshman and sophomores, CAHSEE prep classes, and online credit recovery programs. 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, 2007-08 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, 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/.

Graduation & Dropout Rates			
	ACHS		
	05-06	06-07	07-08
Dropout Rate	0.8%	2.2%	2.8%
Graduation Rate	96.6%	93.1%	88.6%
	OUHSD		
	05-06	06-07	07-08
Dropout Rate	2.5%	4.4%	4.8%
Graduation Rate	84.6%	82.2%	79.3%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Adolfo Camarillo High School. Alternative methods of acquiring a diploma are available through the continuation school, community college, and adult school 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 both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Adolfo Camarillo High School	OUHSD	California
85.5 %	73.0 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* 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

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 2008-09 school year, Adolfo Camarillo High School held two staff development days devoted to:

• Data analysis
• Instructional strategies

Decisions concerning selection of staff development activities are performed by the principal and department level teams 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 before and after school. Teachers meet in department level teams to collaborate on pacing guides, curriculum, common formative assessments, common summative assessments, and identifying students having difficulty meeting proficiency standards.

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 2008-09 school year, Adolfo Camarillo High School's teachers attended the following events hosted by the Oxnard Union High School District:

• Summer Institute: Help Students Discover the Scientist Within
• Teaching Students to Change the Course of History
• Making Science Accessible to English Learners

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		
2006-07	2007-08	2008-09
3	3	2

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 09, 2009, 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 #09-37 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 2009-10 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 Development		
2007	Hampton Brown, *EdgeTM*	0 %
Foreign Languages		
1995	D.C. Heath, *Discovering French*	0 %
2007	Holt, Rinehart and Winston, *Komm mit!*	0 %
2007	McDougal Littell, *Abriendo Puertas: Lenguaje*	0 %
2005	McDougal Littell, *En Espanol*	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, *World Geography and Cultures*	0 %
2001	McDougal Littell, *The Americans*	0 %
2001	McDougal Littell, *US History*	0 %
2006	Pearson Prentice Hall, *Economics: Principles in Action*	0 %
2006	Pearson Prentice Hall, *Magruder's American Government*	0 %
2006	Pearson Prentice Hall, *World History: The Modern World*	0 %
Language Arts		
2009	Heinle/Cengage Learning, *Milestones*	0 %
2005	McDougal Littell, *The Language of Literature*	0 %
2007	Pearson Prentice Hall, *Timeless Voices, Timeless Themes*	0 %
2007	SRA/McGraw-Hill, *Reach*	0 %
Math		
2008	Glencoe/McGraw-Hill, *Algebra: Concepts and Applications*	0 %
2008	Glencoe/McGraw-Hill, *CA Algebra 2*	0 %
2008	Glencoe/McGraw-Hill, *California Algebra: Concepts, Skills, and Problem Solving*	0 %
2008	Glencoe/McGraw-Hill, *Geometry: Concepts and Applications*	0 %
2008	Holt McDougal, *Holt Algebra I*	0 %
Science		
2007	Addison Wesley, *Conceptual Physics*	0 %
2007	Globe Fearon, *Concepts and Challenges in Earth Science*	0 %
2007	Globe Fearon, *Concepts and Challenges in Physical Science*	0 %
2007	Holt, Rinehart and Winston, *Environmental Science*	0 %
2008	Houghton Mifflin, *Chemistry*	0 %
2007	Pearson, *AGS Biology: Cycles of Life*	0 %
2007	Pearson Prentice Hall, *Earth Science*	0 %
2005	Pearson Prentice Hall, *Miller & Levine Biology*	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 following 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 www.universityofcalifornia.edu/admissions.

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 www.calstate.edu/admission/.

Students Enrolled in UC/CSU Courses 2007-08*	
	%
Students enrolled in courses required for UC/CSU admission	70.3
Graduates who completed all courses required for UC/CSU admission	38.6

*Most current data available

Advanced Placement

In 2008-09, 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 2008-09		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	2	6.5 %
Fine and Performing Arts	2	2.3 %
Foreign Language	4	1.3 %
Math	3	4.9 %
Science	4	3.8 %
Social Science	4	13.0 %
All Courses	19	31.7 %

Each student is counted in each course in which the

student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

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
• 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
• Career assessments
• Post-graduate surveys

Work experience students are partnered with local community organizations and 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 in partnership with the Ventura County Office of Education. A variety of career technical education courses are available off-campus (at the Camarillo Airport Campus) 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 2008-09 school year, Adolfo Camarillo High School offered the following career technical education programs as elective courses:

• Plant and Soil Science
• Animal Science
• Construction Trade Technology
• Consumer Economics
• Child Develoment and Guidance
• Careers in Child Development
• Drafting Occupations
• Computer Operations/Computer Science
• General Office Occupations
• Business Economics
• Accounting/Computer Accounting
• Floristry
• Agriculture & Natural Resources Pathway
• Arts, Media, and Entertainment Pathway
• Building Trades and Construction Pathways
• Education, Child Development, and Family Services Pathways
• Engineering and Design Pathways
• Finance and Business Pathways
• Hospitality, Tourism, and Recreation Pathways
• Marketing, Sales, and Service Pathways
• Transportation Pathways
• Agriculture Academy

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. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, 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/.

Career Technical Education (CTE) Program Participation 2008-09	
Total number of students participating in CTE programs	711
Percentage of students completing CTE program and earning a high school diploma	100.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33.3 %

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) 2008-09		
	No. of Staff	FTE
Counselor	7	7.0
Campus Security	6	4.5
Librarian	1	1.0
Nurse	1	1.0
Police Officer	1	1.0
Psychologist	1	1.0
School Resource Officer	1	1.0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Adolfo Camarillo High School had 92 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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Adolfo Camarillo High School	99.2 %	0.8 %
District Totals		
All Schools	96.2 %	3.8 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	99.3 %	0.7 %

Teacher Credentials & Assignments				
		ACHS		OUHSD
	06-07	07-08	08-09	08-09
Total Teachers	97	100	99	702
Teachers with full credentials	90	93	92	668
Teachers without full credentials	7	7	7	34
Teachers in alternate routes to certificaton	5	6	8	30
Pre-Internship	2	1	0	0
Teachers with emergency permits	0	0	1	10
Teachers with waivers	0	0	0	2
Teachers teaching outside subject area	12	3	4	44
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	6	6	0	0

Teacher Credentials & Assignments (cont'd)		
	ACHS	OUHSD
	09-10	09-10
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	ACHS	OUHSD
Doctorate	0.0 %	0.1 %
Master's degree plus 30 or more semester hours	34.3 %	32.1 %
Master's degree	9.1 %	9.4 %
Bachelor's degree plus 30 or more semester hours	39.4 %	43.3 %
Bachelor's degree	17.2 %	15.1 %
Less than Bachelor's degree	0.0 %	0.0 %

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	$45,509	$42,810
Mid-Range Teacher Salary	$81,692	$69,375
Highest Teacher Salary	$88,362	$89,104
Superintendent Salary	$177,354	$198,563
Average Principal Salaries:		
High School	$127,847	$126,901
Percentage of General Fund Expenditures for:		
Teacher Salaries	40.3%	37.3%
Administrative Salaries	4.4%	5.2%

Expenditures Per Student

For the 2007-08 school year, Oxnard Union High School District spent an average of $8,186 of total general funds to educate each student (based on 2007-08 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

• Agricultural Vocational Incentive Grants
• Arts & Music Block Grant
• CA High School Exit Examination
• California Peer Assistance & Review Program for Teachers(CPARP)
• Department of Rehabilitation
• Discretionary Block Grant
• Economic Impact Aid (EIA)
• Education Technology
• English Language Acquisition Program, Teacher Training & Student Assistance
• Instructional Materials
• Professional Development Block Grant
• Pupil Retention Block Grant
• School & Library Improvement Block Grant
• School Safety & Violence Prevention, Grades 8-12
• Special Education
• Staff Development
• Supplemental School Counseling Program
• Targeted Instructional Improvement Block Grant
• Teacher Credentialing Block Grant
• Teacher Recruitment/Incentives
• Tobacco-Use Prevention Education
• Transportation
• Vocational Programs
• Title I, II, III, IV, V

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	ACHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2231	14912	N/A	N/A	N/A
Total**	$6,692	$9,034	74.08	N/A	N/A
Restr.†	$1,203	$3,158	38.09	N/A	N/A
Unrestr.††	$5,489	$5,875	93.42	$5,512	99.58
Avg. Teacher Salary	$73,480	$72,428	101.45	$68,332	107.53

Average Daily Attendance

*** Total Restricted and Unrestricted $ per student*

† Restricted (Supplemental) $ per student

†† Unrestricted (Basic) $ per student

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 API, AYP, STAR 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 November 2009. Those to prepare the school facilities section were acquired in January 2010.