Oxnard Union High School District
Adolfo Camarillo High School

Grades 9 through 12
Matthew La Belle, Principal
Matthew.LaBelle@oxnardunion.org

4660 Mission Oaks Blvd.
Camarillo, CA 93012
PH: (805) 389-6407   FAX: (805) 484-8087
www.camarillohigh.us
CDS #: 56725465631619

2019-20 School Accountability Report Card
Published January 2021

Contents

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Welcome to Adolfo Camarillo High School, the proud home of the Scorpions! Throughout the School Accountability Report Card you will find valuable information regarding our school, students, community and staff. We are proud at ACHS to provide a safe, engaged, supportive, and comprehensive learning experience that inspires and prepares all students for success in college, career, and life. We are fully immersed in a time of change at ACHS. From virtual learning to massive construction with our Measure A Bond, we are navigating a new experience of learning. Our faculty has risen to the challenge and through professional development, collaboration and hard work they are creating lesson plans based around data driven instructional practices that include new and exciting technology based lessons. Through this pandemic year we are still offering a variety of opportunities for our students in academic programs as well as extra-curricular activities through the assistance of our tremendous support groups such as PTSA, Scorpion Athletic Booster Club, Music Boosters, School Site Council and ELAC. The continual support of these groups is what truly sets ACHS apart from other schools and allows all students a better educational opportunity. As you will discover ACHS is truly a "family" atmosphere that aims to promote the success of the "whole child". With that in mind we also have a strong focus on the social emotional well-being of our students with supports through our Wellness Center, Peer Mentoring, and variety of counseling options open for our students benefit from. We hope you enjoy being a part of our family!

Mission

Adolfo Camarillo High School provides a safe, engaged, supportive, and comprehensive learning experience that inspires and prepares all students for success in college, career, and life.

Vision

ACHS inspires students to be kind, compassionate, conscientious citizens who contribute to society.

CAMgoals for Life!
Upon graduation from ACHS, students will:
Create effective solutions to personal and societal challenges.
Apply knowledge creatively as socially responsible global citizens.
Manage their lives as honest, thoughtful, civic-minded members of society.

School Description

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 2019-20 school year, 2191 students were enrolled, including 7.8% in special education, 3.1% qualifying for English Language Learner support, and 25.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.80%	Grade 9	557
Amer. Indian or Alaska Native	0.30%	Grade 10	546
Asian	5.40%	Grade 11	568
Filipino	4.20%	Grade 12	520
Hisp. or Latino	40.00%	Ungraded	0
Native Hawaiian or Pacific Islander	0.20%		
White	42.10%		
Two or More Races	5.60%		
Students with Disabilities	7.80%		
Socioeconomically Disadvantaged	25.80%		
English Learners	3.10%		
Foster Youth	0.50%		
Homeless	0.60%		
		Total Enrollment	2,191

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 reported 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 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 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 ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	60.0	N/A	44.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	42.0	N/A	27.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. 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, the school marquee, the school Booster Club websites, PTSA & Booster Club emails, social media (Facebook, Instagram, Twitter), Parent Square, the school newspaper (the Stinger), the online calendar, texting, and weekly updates and 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
Campus Volunteer
Chaperone
Fundraising
Schoolwide Activities

Committees
ACHS Music Booster Club
Academy Advisory Committees
English Learner Advisory Council
Measure A Oversight Committee
Parent Teacher Student Association
Safety Committee
School Site Council
Scorpion Athletic Booster Club

School Activities
Award Programs
Back to School Night
College & Career Education Workshops
Dances
Freshman Parents Nights
Open House
Parent/Student Education Workshops
School Clubs
Scorpion Connect Week
Sports Events
Student Performances

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 were completed or in progress:

2019-20 Campus Improvements:
• Installation of security cameras
• Renovations to the lobby

2020-21 Campus Improvements in Progress:
• Addition of a new stadium
• Installation of new HVAC systems
• Installation of new windows
• Addition of new furniture
• Upgrades to wireless infrastructure
• Installation of perimeter fencing

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 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	30
Restrooms (sets)	4
Cafeteria	1
Administration Office	1
Classroom Buildings	14
Competition Size Swimming Pool	1
Computer Lab	1
CTE Lab	1
Field House	1
Greenhouse	1
Gym	1
Library/Media Center	1
Music Building	1
Physical Therapy Room	1
Small Theater	1
Video Production Room	1
Woodshop	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, May 08, 2020 through Friday, July 24, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, May 08, 2020			
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
(B)	Bldg "AG", Classroom AG-1 - The floor needs replacement
	Bldg "V", Gymnasium Main Area - Ceiling in need of repainting
	Custodial Close Space 7 - Wall damage (hole in wall)
(D)	Restroom Hallway Space 7 - Light switch damaged in need of replacement

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

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

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, campus security officers, and the school resource officer 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 Fall 2020.

Classroom Environment

Discipline & Climate for Learning

Adolfo Camarillo High School's discipline policies are based upon Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports approach to social, emotional and behavioral support. This school-wide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	17-18	18-19	19-20
	School		
% Students Suspended	4.0	6.1	2.5
% Students Expelled	0.0	0.1	0.0
	District		
% Students Suspended	5.2	6.2	4.0
% Students Expelled	0.1	0.3	0.3
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Class Size

The Class Size 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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2017-18			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	25	21	38
Mathematics	25.0	25	28	30
Science	28.0	13	24	29
Social Science	26.0	22	15	32
	2018-19			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	28.0	23	13	46
Mathematics	27.0	22	21	36
Science	28.0	14	16	33
Social Science	24.0	28	16	34
	2019-20			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	42	18	42
Mathematics	25.0	34	13	39
Science	30.0	12	19	26
Social Science	25.0	22	13	36

*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.

Dropout & Graduation Rates

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, tutoring, monitoring test results and performance, review of student performance results on benchmark assessments, grade point average accumulation, CAASPP results, OASIS mentoring, AVID, English Learner Development, transcript evaluations, and PSAT and SAT results. 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.

Students must accumulate 230 course credits to receive a high school diploma from Adolfo Camarillo High School (for the requirements beginning with the 2024 class, please access the district's website at https://www.oxnardunion.org/educational-services/graduation- requirements/). Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school, Condor High School, Condor Options, Pre-GED preparation program, Cal-SAFE Teen Parenting Program, and credit recovery for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Adolfo Camarillo High School.

In the following Dropout & Graduation Rates table, 2018-19 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 (Four-Year Cohort Rate)			
	School		
	16-17	17-18	18-19
Dropout Rate	2.6%	4.0%	2.0%
Graduation Rate	96.6%	94.4%	95.8%
	District		
	16-17	17-18	18-19
Dropout Rate	7.1%	7.1%	6.8%
Graduation Rate	85.6%	84.9%	85.5%
	State		
	16-17	17-18	18-19
Dropout Rate	9.1%	9.6%	9.0%
Graduation Rate	82.7%	83.0%	84.5%

For the formula to calculate the 2018-19 and 2019-20 adjusted cohort graduation rate, see the 2019-20 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/

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 2019-20 school year, Adolfo Camarillo High School held staff development training devoted to:

• Advancement Via Individual Determination (AVID)
• EL Strategies
• Instructional Strategies
• Next Generation Science Standards (NGSS)
• Positive Behavioral Interventions and Supports (PBIS)
• Safety Training
• Technology Training

Decisions concerning selection of staff development activities are performed by the Instructional Leadership Team using tools such as teacher input, state assessment results, 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 Friday mornings during Tutorial Periods. 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 2018-19, 2019-20, and 2020-21 school years, Adolfo Camarillo High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

2018-19 Training:
• Next Generation Science Standards (NGSS)
• English Language Arts (ELA)
• Mathematics
• Social Science
• iLit Training

2019-20 Training:
• Multi-Tiered System of Supports (MTSS)
• iLit Reading Intervention
• SkillsUSA Training for Career Pathways
• Edge Training for ESL Students
• Curriculum Design for Dual Language Immersion
• Textbook Pilot Training for Science and ELA
• Math Leadership Network
• Digital Broadcast
• Ethnic Studies Curriculum Development
• Dual Immersion Textbook Pilot Training
• VC Innovates
• AP Spanish Committee Test Development
• Next Generation Science Standards (NGSS)
• Library Learning Day
• AVID Elective Focused Note-Taking
• Data Chats for Common Assessments, Corrective Teaching, and Engagement
• Google Platform Training
• PLC Summer Curriculum Planning, Common Syllabi, Technology Use, Student Engagement
• Positive Behavioral Interventions & Supports (PBIS)
• Distance Learning Platforms (Google Meet, Technology)

2020-21 Training:
• Interactive Google Meet
• Grading for Equity 1 - Key Concepts
• Grading for Equity 2 - Scoring Rubrics
• Grading for Equity 3 - Mastery Tracking
• Supporting English Learners in Distance Learning
• Supporting SPED in Distance Learning
• Social Emotional Learning (SEL) Check-in
• Google Classroom & Canvas
• ParentSquare
• Digital Tools
• Lesson Design Strategy for Distance Learning

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2018-19	2019-20	2020-21
1	2	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 23, 2020, 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 No. 20-47 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 2020-21 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		
2008	Bedford/St. Martin's, *The Language of Composition*	0 %
2005	McDougal Littell, *Language Network*	0 %
2005	McDougal Littell, *The Language of Literature*	0 %
2016	Pearson, *The Longman Reader*	0 %
2007	Prentice Hall, *Timeless Voices, Timeless Themes The British Tradition*	0 %
Foreign Languages		
2011	Better Chinese Limited, *Discovering Chinese*	0 %
2007	EMC Paradigm, *Que Chevere 1, 2, 3*	0 %
2003	Holt, *Ven Conmigo*	0 %
2007	McDougal Littell, *Abriendo Puertas: Lenguaje*	0 %
2007	McDougal Littell, *Discovering French Nouveau*	0 %
2007	McDougal Littell, *En Espanol*	0 %
2007	Prentice Hall, *Abriendo paso: Gramatica*	0 %
2007	Prentice Hall, *Abriendo paso: Lectura*	0 %

2004	Prentice Hall, *Momentos de los literaturas hispanicas*	0 %
2003	Prentice Hall, *Sendas Literarias 1 & 2*	0 %
2015	Vista Higher Learning, *D'accord (French)*	0 %
2008	Vista Higher Learning, *Imaginez: le francais sans frontieres (IB)*	0 %
Health		
2007	Pearson Prentice Hall, *Health*	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, *World Geography and Cultures*	0 %
2008	Houghton Mifflin Harcourt, *Psychology - Principles in Practice*	0 %
2010	Houghton Mifflin Harcourt, *Sociology: The Study of Relationships*	0 %
2007	Kennedy, *American Pagaent*	0 %
2007	McDougal Littell, *The Americans Reconstruction to the 21st Century*	0 %
2006	McGraw Hill, *Economics: Principles, Problems & Policies*	0 %
2006	Pearson Prentice Hall, *Economics: Principles in Action*	0 %
2007	Pearson Prentice Hall, *The Western Heritage Since 1300 (AP European History)*	0 %
2007	Pearson Prentice Hall, *World History: The Modern World*	0 %
2007	Prentice Hall-Longman, *American Government Continuity & Change (AP Course)*	0 %
1999	Steck-Vaughn, *Fearon's American Government*	0 %
2007	Wadsworth, *AP Psychology*	0 %
2010	Worth Publishers, *Myers Psychology Second Edition for AP*	0 %
Mathematics		
2004	Brooks/Cole, *Physics: Calculus*	0 %
2013	CPM Educational Program, *Core Connections, Integrated 1*	0 %
2015	CPM Educational Program, *Core Connections, Integrated 2*	0 %
2016	CPM Educational Program, *Core Connections, Integrated 3*	0 %
2004	Glencoe/McGraw-Hill, *Geometry: Concepts and Applications*	0 %
2006	Glencoe/McGraw-Hill, *Mathematics with Business Applications*	0 %
2002	Holt McDougal, *Economics*	0 %
2005	Houghton Mifflin, *Calculus of a Single Variable*	0 %
2006	Houghton Mifflin Company, *PreCalculus with Limits*	0 %
2017	Houghton Mifflin Harcourt, *Big Ideas Math, Course 1*	0 %
2017	Houghton Mifflin Harcourt, *Big Ideas Math, Course 2*	0 %
2017	Houghton Mifflin Harcourt, *Big Ideas, Integrated Math 1, 2 & 3*	0 %
2007	W. H. Freeman, *The Practice of Statistics*	0 %
Science		
2007	Addison Wesley, *Biology: Concepts & Connections*	0 %
2007	Addison Wesley, *Conceptual Physics*	0 %
2012	Cengage Learning, *Living in the Environment*	0 %
2007	College Board, *Biology: Principles of Life, AP Edition*	0 %
2007	Current Publishing, *Life on an Ocean Planet*	0 %
2007	Delmar Cengage Learning, *Agriscience, Fundamentals and Applications*	0 %
2007	Freeman & Company, *AP Biology: Principles of Life*	0 %
2006	Globe Fearon, *Concepts and Challenges in Physical Science*	0 %
2008	Houghton Mifflin Harcourt, *Environmental Science*	0 %
2006	J. Wiley & Son, *Fundamentals of Physics*	0 %

2008	McDougal Littell, *Introductory Chemistry: A Foundation*	0 %
2007	Pearson Prentice Hall, *Conceptual Physics*	0 %
2007	Pearson Prentice Hall, *Earth Science*	0 %
2007	Pearson Prentice Hall, *Essentials of Human Anatomy & Physiology*	0 %
2007	Prentice Hall, *Biology*	0 %
2007	Prentice Hall, *Chemistry*	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 University of California Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Courses for UC/CSU Admission	
	%
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.0
2018-19 Graduates who Completed all Courses Required for UC/CSU Admission	54.2

Advanced Placement

In 2019-20, 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.

Number of Advanced Placement Courses Offered 2019-20		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	8	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	13	N/A
All Courses	42	31.0

Note: Cells with N/A values do not require data.
* Where there are student course enrollments of at least one student.

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 once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. 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 (CEC)
• Workability
• Career Pathways

Individual student assessment of work readiness kills takes place through 1) Formative & summative assessments; 2) Completion of course-required projects; 3) Career assessments; and 4) Post-graduate surveys.

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Career Center Education (CEC) 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 2019-20 school year, Adolfo Camarillo High School offered the following pathways and academies:

Pathways:
• Product Innovation & Design
• Robotics
• Architecture
• Information Technology
• Cyber Security
• Agriculture
• Sustainable Agriculture
• Education
• Emotional Wellness
• Commercial Photograph
• Digital Music & Production
• Mariachi
• Video & Broadcasting

Academies:
• Business & Technology 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, 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/.

Career Technical Education (CTE) Program Participation 2019-20	
Total number of students participating in CTE programs	963
Percentage of students completing CTE program and earning a high school diploma	45.9 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13.4 %

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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20		
	No. of Staff	FTE
Academic Counselor	6	6.0
Campus Supervisors	9	5.4
Behavioral Specialists	2	*
Psychologists	2	1.4
Adaptive PE	1	0.2
Career Center Technician	1	1.0
City Impact & Behavioral Health (Contract Svc)	1	*
Guidance Technician	1	0.8
Health Clerk	1	0.75
Librarian	1	1.0
Library/Textbook Clerk	1	1.0
Nurse	1	1.0
Program Specialist	1	0.4
School Resource Officer (SRO)	1	1.0
Speech & Language Pathologist	1	1.0
Student Intervention Support	1	1.0
Counselor-to-Student Ratio: 1:365		

* as needed
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 2019-20 school year, Adolfo Camarillo High School had 85 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	91	87	86	688
Teachers With Full Credentials	90	85	85	681
Teachers Without Full Credentials	1	2	1	7
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	17	12	9	82
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	5

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$54,323	$52,670
Mid-Range Teacher Salary	$97,512	$89,660
Highest Teacher Salary	$105,601	$112,761
Superintendent Salary	$222,624	$250,285
Average Principal Salaries:		
Elementary School	N/A	N/A
Middle School	N/A	$142,638
High School	$150,246	$158,074
Percentage of Budget:		
Teacher Salaries	33%	32%
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 2018-19 school year, Oxnard Union High School District spent an average of $12,541 of total general funds to educate each student (based on 2018-19 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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- CA Partnership Academies: Green & Clean Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Professional Development Block Grant
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$9,955	N/A	N/A	N/A	N/A
Restricted	$952	N/A	N/A	N/A	N/A
Unrestricted	$9,003	$9,154	98.35	$13,080	68.83
Average Teacher Salary	$94,123	$91,581	102.78	$90,287	104.25

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

SARC Data

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Adolfo Camarillo High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 December 2020. Data to prepare the school facilities section were acquired in November 2020.