

# Moorpark High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Moorpark High School
<b>Street</b>	4500 Tierra Rejada Road
<b>City, State, Zip</b>	Moorpark, CA 93021
<b>Phone Number</b>	(805) 378-6305
<b>Principal</b>	Zaid Bakoo
<b>Email Address</b>	zbakoo@mrpk.org
<b>School Website</b>	<a href="https://mhs-moorpark-ca.schoolloop.com/">https://mhs-moorpark-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	56739405633250

## 2022-23 District Contact Information

<b>District Name</b>	Moorpark Unified School District
<b>Phone Number</b>	(805) 378-6300
<b>Superintendent</b>	Dr. Kelli Hays
<b>Email Address</b>	khays@mrpk.org
<b>District Website Address</b>	<a href="http://www.mrpk.org/">http://www.mrpk.org/</a>

## 2022-23 School Overview

Moorpark High School was established in 1919 and has served the students of Moorpark as a comprehensive high school for over 100 years.

Steeped in tradition, Moorpark High School remains on the cutting edge of education by offering California Standard Based Curriculum, classrooms with interactive technology, College and Career Readiness Programs including Career Technical Education. Moorpark High is a Gold Ribbon High School and Exemplary Arts High School. The students and staff are extremely proud of our school's rich academic, athletic, co-curricular, and extracurricular programs.

School Mission: It is the Mission of Moorpark High School that all students will become M-ature and H-umane S-cholars.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	472
Grade 10	475
Grade 11	434
Grade 12	446
<b>Total Enrollment</b>	<b>1,827</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.1
Asian	4.5
Black or African American	0.5
Filipino	1.3
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.1
White	33.9
English Learners	4.3
Foster Youth	0.1
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	30.8
Students with Disabilities	17.1

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.70	85.41	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	0.63	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	1.16	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	6.25	14.90	5.58	12115.80	4.41
Unknown	5.20	6.53	22.40	8.40	18854.30	6.86
<b>Total Teaching Positions</b>	<b>80.50</b>	<b>100.00</b>	<b>267.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.90</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	4.80	
<b>Total Out-of-Field Teachers</b>	<b>5.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.10	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	SpringBoard English Language Arts- CA Edition (CollegeBoard)	Yes	0
<b>Mathematics</b>	Integrated Math 1, II, III (Carnegie Learning) Pre-calculus (Prentice Hall) Calculus of a single variable (McDougal Littell)	Yes	0
<b>Science</b>	Biology (McDougal Littell) Campbell Biology AP Edition (Pearson) Animal Diversity (Pearson) Chemistry Matter and Change (Glencoe Science) Chemistry the Central Science AP Edition (Pearson) Essentials of Anatomy and Physiology (Pearson) Modern Earth Science (Holt, Rinehart & Winston) College Physics for the AP Physics 1 Course (Freeman & Worth) Physics (Benjamin Cummings) Fundamentals of Physics (John Wiley and Sons) Conceptual Physics (Pearson Prentice Hall)	No	0
<b>History-Social Science</b>	Magruder's American Govt. 2006 (Prentice Hall) Economics, Principles in Action (Prentice Hall) Government in America (Pearson) AP American Pageant 2006 (McDougal Littell) Modern World History 2006 (McDougal Littell) Psychology, Principles in Practice (Holt, Rinehart & Winston) American Anthem 2007 (Holt, Rinehart & Winston) World Geography Today 2005 (Holt, Rinehart & Winston) History of Western Society since 1300 (MacMillan Learning)	No	0
<b>Foreign Language</b>	Asi Se Dice – Spanish 1, 2, 3, 4 (Glencoe) Tomo 1 and 2, Spanish 5 AP (McDougal Littell) Discovering French Nouveau 1, 2, 3 (McDougal Littell) Spanish for Spanish Speakers 1, 2 (Pearson Prentice Hall) Sendas Literarias 1, 2 (Pearson Prentice Hall) French 4 AP (Prentice Hall) American Sign Language (Dawn Sign Press)	Yes	0
<b>Health</b>	Health, 9th Edition Positive Prevention PLUS- High School Edition	Yes	0

## School Facility Conditions and Planned Improvements

Moorpark High School is situated on a 55-acre parcel of land, current facilities include modernized state of the art classrooms with the latest educational technology, an educational center that is used as a team-teaching room, staff development, parent meeting place, and testing center.

Athletic facilities consist of two gymnasiums including one that can accommodate the entire student population for rallies, Back to School Night activities, and multiple-school and community sporting events. Attached to the gym are state-of-the-art weight rooms, a wrestling room, and large locker facilities. Moorpark High School offers a state-of-the-art stadium with a playback scoreboard. CIF uses the MHS stadium for multiple championship events.

MHS is a secured modern campus. Recent modernization included fencing, new stucco and paint, new shade structure, building letters, new murals, updated and improved restrooms, and drought-resistant landscaping. Moorpark High School is one of the finest comprehensive high school sites in Ventura County and the State of California.

Year and month of the most recent FIT report

2/25/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N-Building: Drainage issues outside the building.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	55	N/A	57	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	31	N/A	43	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	438	396	90.41	9.59	55.05
<b>Female</b>	197	178	90.36	9.64	62.92
<b>Male</b>	241	218	90.46	9.54	48.62
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	20	20	100.00	0.00	85.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	221	201	90.95	9.05	41.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	27	96.43	3.57	70.37
<b>White</b>	157	137	87.26	12.74	67.88
<b>English Learners</b>	14	14	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	127	114	89.76	10.24	35.96
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	94	82	87.23	12.77	20.73

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	438	389	88.81	11.19	31.36
<b>Female</b>	197	175	88.83	11.17	36.00
<b>Male</b>	241	214	88.80	11.20	27.57
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	20	19	95.00	5.00	68.42
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	221	200	90.50	9.50	16.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	26	92.86	7.14	42.31
<b>White</b>	157	133	84.71	15.29	44.36
<b>English Learners</b>	14	14	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	127	113	88.98	11.02	10.62
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	94	79	84.04	15.96	5.06

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	32.38	35.77	35.18	39.18	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	865	801	92.6	7.4	35.77
<b>Female</b>	406	376	92.61	7.39	36.46
<b>Male</b>	459	425	92.59	7.41	35.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	47	46	97.87	2.13	63.04
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	440	414	94.09	5.91	21.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	42	97.67	2.33	58.54
<b>White</b>	315	281	89.21	10.79	47.86
<b>English Learners</b>	32	29	90.63	9.37	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	258	238	92.25	7.75	14.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	155	141	90.97	9.03	11.68

## 2021-22 Career Technical Education Programs

Moorpark High School provides well-established college and career pathways academies such as the Health Science and Moorpark Business Academies. The AVID program continues to prepare MHS students for immediate entry into four-year colleges and universities after graduation. Other pathways that are available for students include: Multimedia, Performing Arts, Hospitality (Culinary) and Manufacturing. All pathways focus on courses that are A-G approved and meet high school graduation requirements. The college and careers pathways offered at Moorpark High are as follows:

AVID (Courses include: Organizational & Study Skills, College Applications & Field trips) Engineering Technology STEM (Courses include: Chemistry CP w/Engineering, Physics CP w /Engineering)  
 Health Science Academy (Courses include: CA History & Careers, Health, Sports Medicine & Health Management, Health Issues)  
 Hospitality & Tourism (Courses include: Hospitality and Tourism Management, Food Service and Hospitality ROP)  
 Manufacturing (Courses include: Technology & the Art of Engineering ROP, Applied Manufacturing ROP)  
 Moorpark Business Academy (Courses include: Introduction to Computer & Business, Sports & Entertainment Marketing)  
 Performing Arts - Instrumental (Courses include: Marching Band, Wind or Strings Ensemble)  
 Performing Arts - Theater (Courses include: Musical Show Production, Advanced Musical Theater, Stage Craft)  
 Performing Arts - Vocal (Courses include: Chorus, Advanced Chorus)  
 Visual & Media Arts - Studio (Courses include: Art Appreciation, Drawing and Painting, AP Studio Art)  
 Visual & Media Arts - Technology (Courses include: Computer Graphic Arts, Graphic Arts & Web Design, Advanced Computer Graphic Arts)

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	434
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.88
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	54.78

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are welcome at Moorpark High School; they frequently volunteer at school and are involved in a variety of activities. Parents are active participants in the School Site Council, and a variety of parent support groups, ranging from band boosters to those that support individual athletic teams, Career Technical Pathways, and our PTSA. They also help MHS at high impact times of the year, such as check-in days for students when picking up their class schedules and book distribution. The Moorpark High School administration offers Parent/Principal meetings, College and Career Center/Parent meetings, ELAC/DLAC meetings, Future Freshman Parent Night, Back to School Night, and College Fair. Parents are always welcome to make appointments with their student's counselor, assistant principal, or the principal to discuss their student's academic progress.

Parent communication includes automated dialers, various social media forums, email, and website.

A parent engagement policy is reviewed yearly with the School Site Council.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		7.5	5.9		8.1	7.1		8.9	7.8
Graduation Rate		89.5	90.4		87.7	88.9		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	439	397	90.4
Female	210	198	94.3
Male	229	199	86.9
American Indian or Alaska Native	0	0	0.0
Asian	27	26	96.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	228	198	86.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	15	15	100.0
White	161	151	93.8
English Learners	24	16	66.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	198	161	81.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	73	59	80.8

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1862	1842	345	18.7
Female	901	892	168	18.8
Male	961	950	177	18.6
American Indian or Alaska Native	2	2	0	0.0
Asian	83	82	4	4.9
Black or African American	12	12	1	8.3
Filipino	24	24	2	8.3
Hispanic or Latino	1015	1002	196	19.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	92	91	17	18.7
White	632	627	125	19.9
English Learners	83	83	13	15.7
Foster Youth	2	2	1	50.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	624	619	132	21.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	345	335	110	32.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.63	1.18	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.16	3.28	0.06	1.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.28	0.00
Female	1.66	0.00
Male	4.79	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	8.33	0.00
Hispanic or Latino	4.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.17	0.00
White	2.22	0.00
English Learners	4.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.96	0.00

## 2022-23 School Safety Plan

An annual review of the Safe School Plan is conducted with staff, students, and parents at the School Site Council meeting. Teachers are provided information on the Safe School Plan via the Teacher Handbook that is electronically distributed within the first two weeks of the school year.

Moorpark High School is a modern facility that was specifically designed to provide a safe and orderly educational environment. The school is well maintained and regularly inspected for any unsafe conditions. Moorpark High School is a gated facility and all visitors are required to check-in at the main office.

Moorpark High School values student safety and diligently pursues efforts to ensure the safety of all students and staff members. Drills are conducted and designed to educate parents, staff, and students on the proper procedures for identified emergency situations. Moorpark High also participates in the Districtwide drills that are offered twice each year.

Moorpark High School has a full-time School Resource Officer and six Campus Supervisors that monitor the facility between 8:00 a.m. and 3:30 p.m. daily. All visitors are required to stop at the school entrance to check-in. Campus Supervisors are assigned inside and outside perimeter areas for patrolling and monitoring the campus.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	28	25	26
Mathematics	23	30	20	26
Science	27	11	26	23
Social Science	26	18	13	32

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	32	42	10
Mathematics	22	34	34	9
Science	26	20	20	23
Social Science	22	26	34	13

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	33	23	26
Mathematics	19	45	23	16
Science	22	32	26	18
Social Science	22	33	16	24

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	344.72

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	N/A	N/A		\$72,502
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2021-22 Types of Services Funded

State and Federal programs at Moorpark High School include Economic Impact Aid, Special Education and Federal funding for English Learners (Title III). Through these programs, we offer intervention, staff development, and supplementary materials.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$38,195	\$52,478
<b>Mid-Range Teacher Salary</b>	\$69,768	\$80,810
<b>Highest Teacher Salary</b>	\$91,793	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$113,980	\$127,080
<b>Average Principal Salary (Middle)</b>	\$119,176	\$134,264
<b>Average Principal Salary (High)</b>	\$138,810	\$147,200
<b>Superintendent Salary</b>	\$199,838	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	19.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	4
Foreign Language	3
Mathematics	6
Science	8
Social Science	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	40

## Professional Development

Fifteen total days were provided for professional development during the past three-year period.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	