The High School at Moorpark College
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	The High School at Moorpark College
Street	7075 Campus Road
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6312
Principal	Dr. Shirleen Oplustic
Email Address	soplustic@mrpk.org
School Website	https://www.mrpk.org
County-District-School (CDS) Code	56739405630371

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The High School at Moorpark College (HSMC) is a public high school serving students in 9th - 12th grades. The school is affiliated with the Moorpark Unified School District and housed on the Moorpark College campus. Students from over 25 different public and private schools across Southern California come together to create a dynamic learning environment centered around our core values of Interest, Intellect, Initiative, and Integrity. Students take courses at the high school level and simultaneously earn dual enrollment credit for course work they take at the college level.

HSMC offers a thematic and integrated approach to learning where students learn meaningful content and also develop skills that are relevant to the 21st century and beyond. The dual high school and college credits offer students a shorter path to earning their two or four-year degree. HSMC focuses on assisting students with expanding their critical thinking skills, inspiring a quest for continual learning, and fostering an environment where students are sure to reach their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	18
Grade 10	20
Grade 11	26
Grade 12	35
Total Enrollment	99

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.6%
Male	42.4%
Asian	13.1%
Filipino	2%
Hispanic or Latino	23.2%
Two or More Races	10.1%
White	51.5%
Socioeconomically Disadvantaged	14.1%
Students with Disabilities	4%

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)	3.90	100.00	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.90	5.58	12115.80	4.41
Unknown	0.00	0.00	22.40	8.40	18854.30	6.86
Total Teaching Positions	3.90	100.00	267.50	100.00	274759.10	100.00

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)	3.90	100.00	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	4.75	11953.10	4.28
Unknown	0.00	0.00	24.90	9.23	15831.90	5.67
Total Teaching Positions	3.90	100.00	269.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	63.9	21.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
Reading/Language Arts	Springboard English Language Arts, College Board, 2013	Yes	0
Mathematics	9th grade Math I and Math II, Carnegie Learning, 2014 10th grade Carnegie Integrated Math III (2014) & Skills Practice Stewart Precalculus (5th Edition) 11th and 12th grade Math courses taken through Moorpark College	Yes	0
Science	N/A Science courses taken through Moorpark College		
History-Social Science	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
Foreign Language	N/A Foreign language courses taken through Moorpark College		
Health	Health, 9th Edition Positive Prevention PLUS- High School Edition	Yes	

School Facility Conditions and Planned Improvements

The High School at Moorpark College occupies six portable classrooms located on the 'T' trailer lot, near parking lot G1, on the campus of Moorpark College, and utilizes a storage shed, and patio area shaded with trees, tables and benches. Five of the portables are used as classrooms, and one is used for the office. The classrooms and office are close together, allowing for supervision and student safety, as well as establishing a Learning Community environment. Restrooms are located next to classroom TR-5. Parking is located in front of the classrooms for easy access. Classrooms contain filing cabinets, locked cabinets, a whiteboard, computers, and desks for teachers and students to use. Each room also contains a Newline Board and document camera. The rooms were wired for Internet usage during the 2012-13 school year by the MUSD Technology Department. All students are issued a district-owned Chromebook, making HSMC a 1-1 technology campus. All rooms are cleaned nightly, with maintenance provided by Moorpark College. All Moorpark College facilities are available for use by The High School at Moorpark College students. College courses taken by the students are located on the main college campus. Students have complete access to the Open Access Computer Lab, the Library, and the Campus Resource Center. Students who are taking photography, and other media arts classes, have access to the photo labs, graphics labs, and radio and/or television studio. Moorpark College also provides a Health Services Center that is available to The High School at Moorpark College students. Once parents have signed the proper release forms, students may be seen for any number of medical reasons by medical assistants and registered nurses. Psychological services are also available with parent permission.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	100	100	57	56	47	46
Mathematics (grades 3-8 and 11)	77	83	43	42	33	34

2022-23 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
All Students	24	24	100.00	0.00	100.00
Female	13	13	100.00	0.00	100.00
Male	11	11	100.00	0.00	100.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	100.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 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
All Students	24	24	100.00	0.00	83.33
Female	13	13	100.00	0.00	76.92
Male	11	11	100.00	0.00	90.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	85.71
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	80.00	80.70	39.18	40.12	29.47	30.29

2022-23 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
All Students	57	57	100.00	0.00	80.70
Female	33	33	100.00	0.00	75.76
Male	22	22	100.00	0.00	86.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	93.10
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Junior Advisory includes both Self-Paced Career Assessment and Self-Paced Career Research. Through the use of the Naviance computer assessment program, students build awareness of their individual values, interests, skills, and personality attributes as they relate to the world of work. The assessments and research assist students in evaluating and prioritizing college and career options.

Senior Project is a yearlong career research project in which students research a career of interest. Students are encouraged to interview people in the field, complete at least one job shadow and/or internship, and present their findings to their class. They learn the process of investigation and develop keen insights into their chosen careers. In addition, "Mock interviews" are held during the spring of each year. Seniors are required to complete a cover letter, a resume, and to prepare for the "Mock Interview" with an employer in their selected career. Employers such as Archaeologists, Artists, Car Designers, Doctors, Teachers, Attorneys, Business Owners, Actors, Accountants, and Psychologists volunteer to interview students, complete a "hiring rubric," and give viable feedback. Seniors also use the Naviance computer assessment program to evaluate and prioritize career options. Each year the Juniors and Seniors attend the Moorpark College Career Speakers conference. Students are invited to learn about career trends, education requirements and interact with guest speakers.

11th and 12th-grade students have access to Moorpark College CTE courses and can work towards certifications in a variety of CTE pathways within their area of interest.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	93.75

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 9	100%	100%	100%	100%	100%

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.

2023-24 Opportunities for Parental Involvement

The Parent Support Organization for The High School at Moorpark College is the Parent, Student, and Staff Association (PSSA). PSSA members participate by giving input and feedback to school administration regarding yearly SPSA goals and completing LCAP surveys launched by MUSD and the Parent Vision survey administered by HSMC. The PSSA also assists with general school-wide events and activities such as our yearly talent show, prom, graduation, winter dance, and other social activities. Leadership positions are available to coordinate fundraising activities, plan and organize student events, prepare educators' appreciation week, chaperone field trips, give tours, offer internships, and assist students with job shadow opportunities. Parents are also encouraged to attend the Principal's Chats that are held every month. Principal's Chats are informal meetings that offer parents the opportunity to get to know the Principal, learn about the happenings at the school, convey concerns, provide viable solutions to issues, offer feedback, and network with other HSMC parents. The overall goals of PSSA are to help improve the instruction and culture of our school community.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.5	0	2.8	6.4	7.1	7.4	9.4	7.8	8.2
Graduation Rate	77.5	100	94.4	88.9	88.9	89.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	36	34	94.4
Female	22	21	95.5
Male	12	11	91.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	16	94.1
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	99	8	8.1
Female	56	55	6	10.9
Male	42	42	2	4.8
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	13	3	23.1
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	23	23	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	1	10.0
White	52	51	4	7.8
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	18	17	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	4	4	1	25.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.88	1.00	0.06	1.71	2.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1	0
Female	0	0
Male	2.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.92	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Safe School Plan blends Moorpark College's SEMS plan as well as the Moorpark Unified School District's Emergency Management Plan and the Moorpark College Safety Plan. HSMC communicates by radio during the MUSD District-wide evacuation drill each year. First aid and emergency supplies have been purchased and are stored in the high school's office and classrooms. The office is located near the Campus Police Department, which is in close communication at all times in the event of an emergency. The Moorpark College Police Department is the law enforcement agency with jurisdiction over all incidents at Moorpark College. The staff approved the crisis intervention policy on October 3, 2014, as an addition to the Safe School Plan. In the event of a lockdown situation, the staff communicates by cell phone between the office and classrooms and classroom to classroom. The Campus Police and Dispatch will be summoned immediately by cell phone.

HSMC conducts monthly emergency drills including fire, lockdown, and earthquake preparedness. A debrief is held after each drill to evaluate any necessary changes to assure student safety. An annual school safety plan is constructed and reviewed with staff members and parents each November to ensure HSMC is a clean and safe campus at all times.

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	16	5	2	
Mathematics	26		3	
Science	9	6		1
Social Science	18	5	3	1

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	19	4	2	
Mathematics	19	1	2	
Science	50			1
Social Science	18	4	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	7	1	0
Mathematics	21	2	1	0
Science	28	0	2	0
Social Science	24	3	2	1

2022-23 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	198

2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site				
District	N/A	N/A		$74,061
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

The High School at Moorpark College does not receive any state or federal categorical funding.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	$38,959	$54,190
Mid-Range Teacher Salary	$71,164	$85,111
Highest Teacher Salary	$93,629	$104,999
Average Principal Salary (Elementary)	$116,707	$132,492
Average Principal Salary (Middle)	$120,772	$140,987
Average Principal Salary (High)	$140,762	$153,884
Superintendent Salary	$222,000	$255,503
Percent of Budget for Teacher Salaries	32.12%	32.09%
Percent of Budget for Administrative Salaries	5.95%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5		