

Moorpark High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Moorpark High School
Street	4500 Tierra Rejada Road
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6305
Principal	Zaid Bakoo
Email Address	zbakoo@mrpk.org
School Website	https://mhs.mrpk.org/
Grade Span	9-12
County-District-School (CDS) Code	56739405633250

2024-25 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/

2024-25 School Description and Mission Statement

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.

2024-25 School Description and Mission Statement

Moorpark High School Mission, Vision and Core Values:

VISION

Empowering each student to thrive in their future academic and professional endeavors, equipped with the skills and confidence to succeed in College and Career pathways.

MISSION

Preparing Each Student for College and Career Readiness.

CORE VALUES

EXCELLENCE
EQUITY
ACHIEVEMENT
INCLUSIVITY
SAFETY
COMMUNITY

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	433
Grade 10	465
Grade 11	467
Grade 12	456
Total Enrollment	1,821

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.3
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	4.6
Black or African American	0.5
Filipino	1
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.5
White	32.8
English Learners	4.6
Foster Youth	0.1
Homeless	0.7
Socioeconomically Disadvantaged	36
Students with Disabilities	16.1

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/Incomplete/NA	5.20	6.53	22.40	8.40	18854.30	6.86
Total Teaching Positions	80.50	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)	64.40	81.38	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	1.43	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	0.92	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	6.28	12.80	4.75	11953.10	4.28
Unknown/Incomplete/NA	7.90	9.97	24.90	9.23	15831.90	5.67
Total Teaching Positions	79.20	100.00	269.70	100.00	279044.80	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.

2022-23 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)	59.90	81.80	216.80	86.97	231142.40	83.24
Intern Credential Holders Properly Assigned	1.40	1.92	2.40	0.97	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	6.48	4.90	1.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.60	6.38	14.00	5.64	11746.90	4.23
Unknown/Incomplete/NA	2.40	3.38	11.00	4.44	14303.80	5.15
Total Teaching Positions	73.30	100.00	249.30	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	2.8
Misassignments	0.90	0.70	1.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.90	0.70	4.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.20	0.5
Local Assignment Options	4.80	4.70	4
Total Out-of-Field Teachers	5.00	4.90	4.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.10	3.8	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	3.6	1.4

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

2024-25 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- CA Edition (CollegeBoard)	Yes	0
Mathematics	Integrated Math 1, II, III (Carnegie Learning) Pre-calculus (Prentice Hall) Calculus of a single variable (McDougal Littell)	Yes	0
Science	Biology: SAVVAS Learning Company: CA Experience Biology: The Living Earth 3-Course Model Program Campbell Biology AP Edition (Pearson) Animal Diversity (Pearson) Chemistry and Physics: Discovery Education: Chemistry in The Earth System and Physics of the Universe Chemistry the Central Science AP Edition (Pearson) Essentials of Anatomy and Physiology (Pearson) College Physics for the AP Physics 1 Course (Freeman & Worth)	No	0
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	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)	Yes	0

	Sendas Literarias 1, 2 (Pearson Prentice Hall) French 4 AP (Prentice Hall) American Sign Language (Dawn Sign Press)		
Health	Health, 9th Edition Positive Prevention PLUS- High School Edition	Yes	0
Visual and Performing Arts			0

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

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	11/25/2024
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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			N-Building: Drainage issues outside the building.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	50	56	54	46	47
Mathematics (grades 3-8 and 11)	27	31	42	43	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	455	420	92.31	7.69	50.24
Female	226	210	92.92	7.08	57.14
Male	229	210	91.70	8.30	43.33
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	72.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	243	92.40	7.60	36.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	62.50
White	135	123	91.11	8.89	69.92
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	161	90.45	9.55	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	67	87.01	12.99	11.94

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	455	420	92.31	7.69	31.19
Female	226	210	92.92	7.08	29.52
Male	229	210	91.70	8.30	32.86
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	243	92.40	7.60	16.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	58.33
White	135	123	91.11	8.89	51.22
English Learners	18	17	94.44	5.56	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	161	90.45	9.55	11.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	67	87.01	12.99	2.99

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.59	35.52	40.12	39.59	30.29	30.73

2023-24 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	909	862	94.83	5.17	35.23
Female	446	420	94.17	5.83	33.17
Male	463	442	95.46	4.54	37.19
American Indian or Alaska Native	--	--	--	--	--
Asian	40	39	97.50	2.50	61.54
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	527	503	95.45	4.55	22.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	56.82
White	276	256	92.75	7.25	50.78
English Learners	33	32	96.97	3.03	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	343	325	94.75	5.25	17.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	138	128	92.75	7.25	5.56

2023-24 Career Technical Education Programs

Moorpark High School provides well-established college and career pathways and one academy (Health Science). 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, Photography, Theater, Music, Hospitality (Culinary), and Health Sciences . 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)
 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 - Multimedia
 Visual & Media Arts - Photography

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	740
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.69
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	45.01

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.

2023-24 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 requires only participation results 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	79	91	85	90	87

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.

2024-25 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

2024-25 Opportunities for Parental Involvement

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 Parent Square posts, various social media platforms, and school 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.9	5.1	3.5	7.1	7.4	4.9	7.8	8.2	8.9
Graduation Rate	90.4	92.2	95.4	88.9	89.5	93.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	457	436	95.4
Female	222	213	95.9
Male	235	223	94.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	22	20	90.9
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	264	252	95.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	21	20	95.2
White	142	136	95.8
English Learners	32	28	87.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	209	197	94.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	82	72	87.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1853	1826	273	15.0
Female	938	922	141	15.3
Male	913	902	132	14.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	83	83	8	9.6
Black or African American	--	--	--	--
Filipino	18	18	0	0.0
Hispanic or Latino	1030	1017	174	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	101	98	11	11.2
White	605	595	79	13.3
English Learners	98	95	15	15.8
Foster Youth	--	--	--	--
Homeless	16	16	5	31.3
Socioeconomically Disadvantaged	711	699	136	19.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	320	304	81	26.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.28	3.77	5.23	1.71	2.75	2.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.27	0.11	0	0.07	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.23	0.11
Female	2.99	0.11
Male	7.56	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.61	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.89	0.19
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.94	0.00
White	2.81	0.00
English Learners	9.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.30	0.28
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.25	0.31

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 4 p.m. daily. All visitors are required to stop at the school entrance to check-in. Campus Supervisors are assigned to various areas of the campus to monitor students and ensure they are safe.

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

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	25	28	12	35
Mathematics	23	35	13	27
Science	25	23	12	29
Social Science	25	26	8	32

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	30	11	34
Mathematics	25	22	15	29
Science	25	22	16	24
Social Science	27	19	6	37

2023-24 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	303.5

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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		\$78,735
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$42,138	\$58,855
Mid-Range Teacher Salary	\$76,972	\$92,519
Highest Teacher Salary	\$101,789	\$114,665
Average Principal Salary (Elementary)	\$134,405	\$142,791
Average Principal Salary (Middle)	\$138,591	\$151,078
Average Principal Salary (High)	\$161,516	\$167,094
Superintendent Salary	\$242,711	\$281,086
Percent of Budget for Teacher Salaries	28.5	30.99
Percent of Budget for Administrative Salaries	6.58	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.9
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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	2
English	6
Fine and Performing Arts	6
Foreign Language	3
Mathematics	4
Science	4
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			