

# McFarland High School Early College School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

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, 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 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).

## **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	McFarland High School Early College
<b>Street</b>	259 W. Sherwood Avenue
<b>City, State, Zip</b>	McFarland, CA 93250
<b>Phone Number</b>	(661) 792-3126
<b>Principal</b>	Justin M. Derrick
<b>Email Address</b>	juderrick@mcfarland.k12.ca.us
<b>Website</b>	www.mcfarlandusd.com
<b>County-District-School (CDS) Code</b>	15-73908-15341155

Entity	Contact Information
<b>District Name</b>	McFarland Unified School District
<b>Phone Number</b>	(661) 792-3081
<b>Superintendent</b>	Sam Aaron Resendez
<b>Email Address</b>	saresendez@mcfarland.k12.ca.us
<b>Website</b>	www.mcfarlandusd.com

## School Description and Mission Statement (School Year 2019-20)

Established in 1928, McFarland High School Early College is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. The City of McFarland's new motto is "Tradition. Unity. Excellence". The majority of employment in the community is in agriculture production in almonds, grapes, oranges, roses, cotton, or dairy cattle. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Of the approximately 3,500 TK - 12th grade students enrolled in the McFarland Unified School District, 983 students attend McFarland High School. The school's ethnic diversity consists of 97.56% Hispanic, 0.2% Asian, 0.41% Filipino, 0.51% Black/African American, and 1.32% White with 100% able to participate in the free lunch program. In addition, 19.33% of these students are currently labeled as English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a strong agricultural program, an AP program, and Dual Enrollment opportunities through a partnership with Bakersfield College for Career Technical Pathways.

### McFarland High School's Vision and Mission

The vision of McFarland High School Early College, since its inception in 1928, has always been to create and foster an environment of optimal, parent-supported, student academic achievement and personal development. The school motto reflects this with, "Opening doorways to new opportunities: college and beyond."

MHS COUGARS are:

C - Committed to be career and college ready

O - Organized for success

U - Utilizers of the most up-to-date technology

G - Goal-setters who are adept in achieving any objective

A - Achievers of rigorous & elevated academic, cultured, & personal standards

R - Respectful and Responsible to ourselves and our society

S - Successful citizens who are ready to contribute positively to our community

The mission of McFarland High School is to accelerate student performance through great teaching and learning, and to provide each student with the optimal academic, artistic, athletic, and social opportunities to ensure that learning takes place through effective allocation of available resources. In order to provide a quality education to the students of McFarland, McFarland High School emphasizes

## 21st Century Skills

- Collaboration
- Communication
- Critical Thinking
- Creativity

Then focus on the following areas while on campus:

- A positive learning environment
- Student achievement in reading, writing, and math
- Parental involvement in student progress
- Respect and appreciation for each individual
- Intellectual, physical, and emotional growth
- Academic and social development
- Goal oriented focus – preparing for a meaningful, productive future
- Positive self-image through awareness and adoption of healthy lifestyles
- High standards of personal integrity and responsibility

WASC Accreditation Goals:

- 1) Promote Literacy Skills: Focus on Reading and Writing
- 2) Make Learning Accessible: Restructure Course Offerings
- 3) Develop a Goal Mindset: Ensure College and Career Readiness
- 4) McFarland High School staff will develop and implement a cross-curricular project-based learning model that incorporates the Career Technical Education courses.

MHS Motto:

"Opening doorways to new opportunities: college and beyond"

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	254
Grade 10	243
Grade 11	232
Grade 12	203
<b>Total Enrollment</b>	<b>932</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.2
Filipino	0.4
Hispanic or Latino	98.4
White	0.5
Socioeconomically Disadvantaged	92.4
English Learners	18.8
Students with Disabilities	8.8
Foster Youth	0.4
Homeless	1.7

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	44	46	43	145
Without Full Credential	0	0	3	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9CP Pearson Education; My Perspective Grade 9 CA; 2017</p> <p>English 9 Honors Pearson Education; My Perspective Grade 9 CA; 2017</p> <p>English 10 CP Pearson Education; My Perspective Grade 10 CA; 2017</p> <p>English 10 Honors Pearson Education; My Perspective Grade 10 CA; 2017</p> <p>English 11 CP Pearson Education; My Perspective American Literature CA.; 2017</p> <p>English 11 AP/Language Pearson Education; My Perspective American Literature CA.; 2017 Bedford/St. Martins; The Language of Composition; 1st Ed.; 2008</p> <p>English 12 CP Pearson Education; My Perspective British and World Literature CA.; 2017</p> <p>AP English Literature 12 Pearson Education; My Perspective British and World Literature CA.; 2017</p> <p>English 12 AP/Literature (B1a) Pearson Education; My Perspective British and World Literature CA.; 2017 Norton; The Norton Field Guide to Writing; 2013 Plume/Penguin; Creating Room to Read; 2013</p> <p>English 12 AP/Literature (B1b)</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Pearson Education; Literature: An Introduction to Fiction, Poetry, and Drama; 2016</p> <p>ELD: Houghton Mifflin Harcourt; English 3D:Issues Course B Volume 2; 2017</p>		
<b>Mathematics</b>	<p>Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015</p> <p>Math 1H: Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 2, Vol 1; 2015</p> <p>Math 2H: Houghton Mifflin Harcourt; Integrated Mathematics 2 Vol. 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 2; 2015</p> <p>Math 2: Houghton Mifflin Harcourt; Integrated Mathematics Volume 2; 2015</p> <p>Math 3: Houghton Mifflin Harcourt; Integrated Mathematics Volume 3; 2015</p> <p>Pre-Calculus: Prentice Hall, Pre-calculus, 4th Ed., 2010</p> <p>AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic; 2007</p> <p>Personal Finance: Ramsey Education; Foundations in Personal Finance High School Edition; 2014</p> <p>Stats:</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Pearson Education; Modeling the World, AP Edition; 2015		
<b>Science</b>	<p>Earth Science: Glencoe McGraw Hill, Earth Science, 2007</p> <p>Chemistry CP: Glencoe McGraw Hill, Chemistry: Matter &amp; Change, 2007</p> <p>AP Chemistry: McDougal Littell, Chemistry 7th Ed., Zumdah, 2007</p> <p>Biology CP: Prentice Hall, Biology, 2007</p> <p>Physics: Glencoe McGraw Hill, Physics, Principles and Problems, 2008</p> <p>Ag Earth Science: Glencoe McGraw Hill, Earth Science, 2007;</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005</p> <p>Ag Science Biology: Prentice Hall, Biology, 2007; Prentice Hall, Biology: Laboratory Manual, 2007;</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998</p> <p>AP Biology Pearson, Biology, 8th AP; Edition 2008 First Harper Perennial; Survival of the Sickest; 2007</p>	Yes	20%
<b>History-Social Science</b>	<p>World History General McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019</p> <p>World History CP</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019</p> <p>AP World History Pearson; World Civilizations: The Global Experience, AP Edition; 2017</p> <p>U.S. History General Engage; America: Through the Lens. 1877 to Present; 2019</p> <p>U.S. History CP Engage; America: Through the Lens. 1877 to Present; 2019</p> <p>AP U.S. History Pearson; By the People: A History of the United States. AP Edition; 2019</p> <p>American Government General TCI; Government Alive! Power, Politics, and You; 2014</p> <p>American Government CP TCI; Government Alive! Power, Politics, and You; 2014</p> <p>AG American Government TCI; Government Alive! Power, Politics, and You; 2014</p> <p>AP Government TCI; Government Alive! Power, Politics, and You; 2014</p> <p>Economics General TCI; Econ Alive! The Power to Choose; 2015</p> <p>Economics CP TCI; Econ Alive! The Power to Choose; 2015</p> <p>AP Economics TCI; Econ Alive! The Power to Choose; 2015</p>		
<b>Foreign Language</b>	Spanish 1: McDougal Littell, En Espanol Level 1, CA Ed., 2004	Yes	0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Spanish 2: McDougal Littell, En Espanol Level 2, CA Ed., 2004  Spanish 3: McDougal Littell, En Espanol Level 3, CA Ed., 2004  Spanish 4: Houghton, Mifflin Continuemos! 7th Ed., 2003  AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004		
<b>Health</b>	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018	Yes	0%
<b>Visual and Performing Arts</b>	Glencoe: Music! Its Role and Importance in Our Lives, 2000	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology, Physics and Chemistry classes. Inventory includes: Microscopes (10) Petrie Dishes (100) Scales (1) Dissection Kits (20) Graduated Cylinders (10) Dissection Pans (10) Test Tubes (50) Dell Laptops (24) Lab refrigerator (1) Dissection tools (115) Beakers (90) Human skeleton (1) Test tubes (150) Dissection trays (20) Microscopes (40) Meter sticks (12) Laserdisc players (2) Tongs (1) Petrie dishes (175) Animal Skeletons (8)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5)  Student computers (6) 8 each of the following: 50mL Beaker Electronic balance 100mL Beaker Mortar & pestle 250mL Beaker Evaporating dish 400mL/600mL Beaker Crucible & cover 125mL Erlenmeyer flask Glass plate 250mL Erlenmeyer flask Medicine dropper 10mL graduated cylinder Dropper bottle 100mL graduated cylinder Stirring rod Test tube holder Test tube brush Beaker tongs Beaker brush Scoopulas Test tubes & rack Microplate Bunsen burner & tubing Funnel Hot Plate Thermometer Test tube clamp Forceps Clamp Holder Plastic beaker set Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water		

## School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities at McFarland High School are clean, safe, functional, and maintained in good repair as determined by the Office of Public School Construction. To assist in this effort, the district uses the facility survey instrument developed by that office. The results of these surveys are available at the school office. In addition every year, inspectors make scheduled and unscheduled visits to our school to check for compliance as per the Williams settlement legislation. The facility report is on file in the office

### Planned Improvements

During the Summer of 2020, the site will be adding a 2 story building to the east section of the campus due to continuous growth and the need for additional learning spaces.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 8/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	32	31	32	50	50
Mathematics (grades 3-8 and 11)	15	18	19	24	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	223	99.11	0.89	31.84
Male	97	97	100.00	0.00	24.74
Female	128	126	98.44	1.56	37.30
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	218	216	99.08	0.92	30.56
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	205	203	99.02	0.98	31.53
<b>English Learners</b>	79	78	98.73	1.27	8.97
<b>Students with Disabilities</b>	23	23	100.00	0.00	4.35
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	31.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	225	221	98.22	1.78	17.65
<b>Male</b>	97	95	97.94	2.06	12.63
<b>Female</b>	128	126	98.44	1.56	21.43
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	214	98.17	1.83	16.82
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	205	201	98.05	1.95	16.92
<b>English Learners</b>	79	76	96.20	3.80	2.63
<b>Students with Disabilities</b>	23	23	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	16	14	87.50	12.50	21.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

The following classes were offered in-house for CTE Programs.

- Ag. Business
- Welding
- Logistics/Supply Chain - Planning Year, Dual Enrollment Bakersfield College
- Computer Aided Design (CAD)
- Cabinet Making, Millwork, and Woodworking
- Business
- Health Careers

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	716
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	92.38
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	54.98

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7			
9	23.7	25.3	25.3

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• School Site Council (SSC)</li> <li>• ELAC Parent Meetings</li> <li>• DELAC Parent Meetings</li> <li>• Back-To-School Night</li> <li>• Equity Grant Involvement</li> <li>• AVID (Advancement Via Individual Determination) Parent Meetings</li> <li>• TRiO Semester Parent Meetings</li> <li>• TRiO Cash for College</li> <li>• College Night Parent/Student</li> <li>• 9th Grade Enrollment Parent/Student Conferences</li> <li>• 9th Grade Parent/Student Orientation</li> <li>• Sophomore Counseling Parent Conferences</li> <li>• Financial Aid Workshops</li> </ul> | <ul style="list-style-type: none"> <li>• Career Center Senior Parent Financial Aid Conferences</li> <li>• Career Day</li> <li>• Awards Banquets</li> <li>• Agricultural Advisory Committee (FFA activities)</li> <li>• CTE Advisory Meetings</li> <li>• Field Trips - Chaperone</li> <li>• Extra-Curricular and Athletic Events</li> <li>• Parent Conferences as requested by parent/teacher</li> <li>• Parent portal on Infinite Campus</li> <li>• Senior Signing Day</li> <li>• Youth Athletics</li> <li>• SSICA</li> </ul> |
|--|---|

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0.6	0.5	0.5	5.1	6	3.4	9.7	9.1	9.6
Graduation Rate	99.4	99	99.5	92.4	91.5	93.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.2	5.8	6.0	5.9	2.8	2.9	3.6	3.5	3.5
Expulsions	0.4	0.2	0.6	0.3	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

In order to ensure the safety of students and staff, the school safety committee annually reviews the site safety plan using the Standardizes Emergency Management System (SEMS) and National Incident Management System (NIMS) plans as guidelines. The updated plan includes newly designated emergency exit and staging areas now that the two story-building and stadium construction projects are complete. The areas covered in the Safe School Plan include district and site communication systems, school site personnel duties and responsibilities, composition and role of the crisis intervention team, site communication procedures, pupil release and evacuation procedures, parental notification and responsibilities, and specific emergency/disaster procedures. Local emergency agencies including the McFarland Police Department and the Kern County Fire Department have access to the school/campus map, emergency exits, and fire alarm system. Flip charts referencing emergency procedures are located in each classroom throughout the school which allows quick access to emergency routines and procedures. As per California Education Code, the school regularly conducts fire drills as well as other drills. McFarland High School participates in the annual earthquake drill, the Great California Shakeout, in October.

McFarland High School's staff, administration, and students feel our campus is safe, orderly, friendly and as a result, enhances learning. The administration, counselors, teachers, and the staff make contact with parents regarding discipline, attendance, and student-related concerns. One campus supervisor and one Student Affairs Specialist assists administrators and staff in monitoring the safety of our campus, investigations, and security of our school site.



### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	16	26	4	26	6	35	3	26	13	24	7
Mathematics	26	4	27	1	25	8	24	2	25	10	23	2
Science	25	6	19	1	29	4	16	6	23	15	14	2
Social Science	26	8	10	6	25	9	18	1	23	11	18	

\*Number of classes indicates how many classrooms 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	321.4

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,965	\$977.35	\$6717.35	\$67,035
District	N/A	N/A		\$73,030.00
Percent Difference - School Site and District	N/A	N/A		-8.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-11.1	-8.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Funding from LCAP and categorical or other sources provide for a variety of programs at MHS that include:

- Summer Academies
- FFA and AG activities
- ELA/Math Intervention
- Professional Development for Staff
- Consulting Services
- Academic Remediation Programs

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,307	\$46,208
Mid-Range Teacher Salary	\$69,617	\$72,218
Highest Teacher Salary	\$88,631	\$92,742
Average Principal Salary (Elementary)	\$115,277	\$134,864
Average Principal Salary (Middle)	\$118,159	\$118,220
Average Principal Salary (High)	\$127,244	\$127,356
Superintendent Salary	\$185,500	\$186,823
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	6	N/A
All courses	16	21.7

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			5

McFarland High School is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Every Tuesday, McFarland High School has a minimum day to allow for staff meetings with time devoted to WASC (Midterm Self-Study WASC year), Common Core State Standards Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, California Technical Education, and Staff Development. The school works closely with district coaches for Technology, Math, and English to find tune the pacing and curriculum's. In addition, teacher professional developments are in place to increase student engagement where at McFarland High School we aspire for all students to become life-long learners with intrinsic motivation for positive growth. Additional teacher-to-teacher training have been offered for new staff. There has been an increase of webinar trainings being offered to staff on a weekly to bi-weekly basis. These training are min the areas of curriculum, classroom management, and technology implementation. Therefore, daily instruction constantly engages all students, that inspires curiosity, critical thinking, and classroom involvement through collaborative, creative, and relevant learning.