

# McFarland High School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

## McFarland High



## Contact Information (School Year 2013-14)

259 West Sherwood Ave.

McFarland, CA 93250-1519

(661) 792-3126

Principal:

Lori Schultz, Principal

Contact E-mail Address:

loschultz@mcfarland.k12.ca.us

County-District-School (CDS) Code: 15739081534155

## McFarland Unified

## Contact Information (School Year 2013-14)

(661) 792-3081

[www.mcfarlandusd.com](http://www.mcfarlandusd.com)

Superintendent:

Raul Maldonado

Contact E-mail Address:

[rmaldonado@mcfarland.k12.ca.us](mailto:rmaldonado@mcfarland.k12.ca.us)



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

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

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013-14)

Name	McFarland Unified
Phone Number	(661) 792-3081
Web Site	<a href="http://www.mcfarlandusd.com">www.mcfarlandusd.com</a>
Superintendent	Raul Maldonado
E-mail Address	<a href="mailto:rmaldonado@mcfarland.k12.ca.us">rmaldonado@mcfarland.k12.ca.us</a>
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Street	259 West Sherwood Ave.
City, State, Zip	McFarland, CA 93250-1519
Phone Number	(661) 792-3126
Principal	Lori Schultz, Principal
E-mail Address	<a href="mailto:loschultz@mcfarland.k12.ca.us">loschultz@mcfarland.k12.ca.us</a>

## School Description and Mission Statement (School Year 2012-13)

### School Profile

Established in 1928, McFarland High School is part of the McFarland School District located in the small rural community of McFarland. The city of McFarland has a current population of approximately 15,000 people. McFarland's motto is "The Heartbeat of Agriculture" because of its major role in agricultural production of almonds, grapes, oranges, alfalfa, corn, roses, cotton, and dairy cattle in which most families are employed. 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 continue. Approximately 3,300 students, K-12, are enrolled in the McFarland Unified School District, and McFarland High School educates 791 of these students. The school's ethnic diversity consists of 97% Hispanic and 3% others. Due to the high poverty rate in the community, MHS is designated as a schoolwide Title I school. That designation allows all students to receive the benefits allocated for socio-economically disadvantaged students and also allows students to participate in the free breakfast and lunch programs. In addition, 8% of McFarland High School students receive migrant services. Since 23% of these students are English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering Success and Intervention classes. In addition, the high school also offers innovative programs such as AVID, a strong Agricultural program, a strong AP program, and a partnership with The College Board and Paramount Farming. McFarland High School is in year five of participation in Program Improvement.

### McFarland High School's Vision and Mission

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.

McFarland High School is committed to educational quality, with emphasis on the following:

- A positive learning environment that is safe, drug free, and conducive to learning.
- Measurable student achievement with the end goal being student subject proficiency in reading, writing, history, math, and science.
- Utilization of standards-based materials for instruction and fidelity to adopted courses of studies.
- Ensuring equal access to core curriculum by all students.
- Instruction following district guidelines as well as state standards.
- Improving accountability by gathering data of subgroup populations and using that data to drive instruction.
- 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.
- Parental involvement and in student progress through meaningful and regular partnership opportunities.

### McFarland High School Expected School Wide Learner Results (ESLRs)

C-Committed to career and college ready

O-Organized for success

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

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

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

R-Respectful and responsible to ourselves and our society

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

## Opportunities for Parental Involvement (School Year 2012-13)

McFarland High School offers many opportunities for parents to become involved with school activities, including:

- School Site Council
- ELAC Parent Meetings
- DELAC Parent Meetings
- Back-To-School Night
- Open House
- Parent/Teacher Conferences
- AVID (Advancement Via Individual Determination) Parent Meetings
- College Board 2nd semester Monthly Parent Meetings
- College Night Parent/Student
- 9th Grade Enrollment Parent/Student Conferences
- 9th Grade Parent/Student Orientation/Freshman "First Day"
- Sophomore Counseling Parent Conferences
- Financial Aid Workshops
- Senior Parent Financial Aid Conferences
- Career Day
- Awards Banquets
- Agricultural Advisory Committee (FFA activities)
- Field Trips - Chaperone
- Extra-Curricular and Athletic Events
- Parent Conferences as requested by parent/teacher
- Parent portal on Infinite Campus

The school has parent support group that has elected officers and is continuing the process of determining what their role and focus will be as a group.

### III. Student Performance

#### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	29%	29%	34%	34%	37%	37%	54%	56%	55%
Mathematics	9%	14%	21%	41%	44%	44%	49%	50%	50%
Science	29%	26%	30%	27%	34%	28%	57%	60%	59%
History-Social Science	33%	36%	40%	32%	39%	38%	48%	49%	49%

Note: Scores are not shown 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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	44%	28%	38%
All Students at the School	34%	21%	30%	40%
Male	31%	20%	41%	51%
Female	36%	22%	19%	30%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	34%	21%	28%	40%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	32%	20%	26%	36%
English Learners	6%	5%	11%	12%
Students with Disabilities	19%	6%	N/A	10%
Students Receiving Migrant Education Services	33%	23%	N/A	30%

Note: Scores are not shown 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.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	41%	36%	33%	38%	34%	30%	59%	56%	57%
<b>Mathematics</b>	45%	41%	49%	42%	38%	45%	56%	58%	60%

Note: Scores are not shown 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.

### California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

Note: Scores are not shown 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.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	70%	18%	13%	55%	34%	11%
<b>All Students at the School</b>	67%	20%	14%	51%	38%	12%
<b>Male</b>	70%	17%	13%	45%	41%	14%
<b>Female</b>	63%	22%	15%	56%	34%	10%
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	67%	20%	13%	51%	38%	11%
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	75%	18%	7%	57%	36%	7%
<b>English Learners</b>	97%	2%	2%	86%	12%	2%
<b>Students with Disabilities</b>	91%	9%	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	67%	33%	N/A	58%	42%	N/A

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
<b>5</b>	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A
<b>9</b>	22.9%	27.7%	22.3%

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	2
Similar Schools	7	5	4

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	8	-3	37
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	-5	38
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	-6	37
English Learners	-7	-26	57
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	552	701	2,346	723	4,655,989	790
Black or African American	3		7		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	0		2		406,527	906
Filipino	4		8		121,054	867
Hispanic or Latino	540	702	2,297	723	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	4		26	679	1,200,127	853
Two or More Races	1		5		125,025	824
Socioeconomically Disadvantaged	549	701	2,315	724	2,774,640	743
English Learners	291	639	1,479	681	1,482,316	721
Students with Disabilities	46	411	212	515	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes



### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	200
Grade 10	222
Grade 11	187
Grade 12	160
<b>Total Enrollment</b>	<b>769</b>

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0
Filipino	0.5
Hispanic or Latino	97.7
Native Hawaiian/Pacific Islander	0
White	1.2
Two or More Races	0.00
Socioeconomically Disadvantaged	98.8
English Learners	23
Students with Disabilities	7.9

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

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.7	21	20	9	22.6	16	20	1	14	31	22	0
Mathematics	23.9	11	23	3	22.4	10	11	0	21	22	14	1
Science	26.8	3	15	3	24.6	4	12	0	23	10	14	0
Social Science	26.5	4	12	6	26.2	2	12	3	26	5	13	1

\* 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.

### School Safety Plan (School Year 2012-13)

In order to ensure the safety of students and staff, McFarland High School reviewed the former comprehensive school safety plan outlining appropriate procedures for students, teachers, office staff, and administration using the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) plans as a guideline. The 2012-2013 updated plan includes the new two-story classroom building. The areas covered in the Safe School Program 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, parent notification and responsibilities, and specific emergency/disaster procedures. Local emergency agencies including Sheriff, Fire Department, Ambulance, and Police have access to school/campus map, emergency exits and fire alarm system. McFarland High School revised the fire drill, school safety plan and evacuation procedures using a district wide school plan. Following the revisions, the Administration will work on the implementation process of the plan. The plan allows substitute teachers to easily follow safety regulations at any of the five schools. The school randomly conducts emergency fire and earthquake drills. The MUSD participated in a county wide Earthquake Disaster Drill. 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. A campus supervisor assists administrators and staff in monitoring the campus to assure safety, investigating incidents as necessary, and maintaining security of the school site.

McFarland High School Expulsion, Suspension, and Truancy Information for 2010-2011 can be found at <http://dq.cde.ca.gov/dataquest/>

### Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	15.86	7.83	15	19.74	9.2	
Expulsions	0.71	0.003	8.3	0.39	0	

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

The facilities at McFarland High School are safe, clean, and well maintained. The most recent Williams Act visit, resulted in a 100% compliance on building issues.

### School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

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

### Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

## VII. Teachers

### Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	40	40	44	
Teachers without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	1	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	88	12
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

Note: Cells shaded in black or with N/A values do not require data.

\* 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2013

McFarland High 2012-13  
School Accountability Report Card

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>English 9CP Pearson, Literature for California 2010 Gr. 9 Pearson, Language Central 2010 Pearson, Reality Central Anthology, 2010 English 9 Honors Pearson, Literature for California, 2010, Gr. 9 Pearson, Language Central 2010 Pearson Reality Central Anthology 2010 English 10 CP Pearson, Literature for California 2010, Gr. 10 Pearson, Language Central, 2010 Pearson Reality Central Anthology, 2010 English 10 Honors Pearson, Literature for California, 2010 Pearson, Language Central, 2010 Pearson, Reality Central Anthology 2010 English 11 CP Pearson, Literature for California, 2010, Gr. 11 AP English Language Bedford/St. Martins, The Language of Composition, First Edition English 12 CP Pearson, Literature for California, 2010, Gr. 12 AP English Literature 12 Cengage Learning, Perrine's Sound and Sense, 13th Ed. 2010 Academy English Hampton-Brown. Inside the USA 2009 Intervention F Hampton-Brown, Edge, Fundamentals, 2008 Intervention A-1 Hampton-Brown, Edge Level A, 2008 Intervention A-2 Hampton-Brown, Edge, Level A, 2008 Intervention B1 Hampton-Brown, Edge, Level B, 2008</p>	<p>The Pearson textbooks listed above were adopted for the 2010-2011 school year. Those are used for the core college prep classes. For the Intervention classes, the Hampton-Brown, Edge materials were newly adopted by the Board. Teachers were trained in the use of all these materials.</p>	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Mathematics</b>	Consumer Math: Glencoe McGraw-Hill, Mathematics for Business and Personal Finance, 2010  Algebra I/CP/ Success Prentice Hall, Ca. Algebra 1, 2009  Geometry CP: Prentice Hall, Ca. Geometry, 2008  Algebra II: Prentice Hall, Ca. Algebra 2, 2008  Pre Calculus: Prentice Hall, Precalculus, 4th Ed., 2010  AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2007  CAHSEE: American Book Co., California Math Review, 2003	Consumer Math: Glencoe McGraw-Hill, Mathematics for Business and Personal Finance, 2010  Algebra I/CP/ Success Prentice Hall, Ca. Algebra 1, 2009  Geometry CP: Prentice Hall, Ca. Geometry, 2008  Algebra II: Prentice Hall, Ca. Algebra 2, 2008  Pre Calculus: Prentice Hall, Precalculus, 4th Ed., 2010  AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2007  CAHSEE: American Book Co., California Math Review, 2003	0%

McFarland High 2012-13  
 School Accountability Report Card

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<p><b>Science</b></p>	<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 Science I:            Glencoe McGraw Hill, Earth Science, 2007;            Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005</p> <p>Ag Science Biology:            Prentice Hall, Biology, 2007;            Prentice Hall, Biology: Laboratory Manual, 2007;            Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998</p> <p>AP Biology            Pearson, Biology, 8th AP Edition 2008</p>	<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 Science I:            Glencoe McGraw Hill, Earth Science, 2007;            Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005</p> <p>Ag Science Biology:            Prentice Hall, Biology, 2007;            Prentice Hall, Biology: Laboratory Manual, 2007;            Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998</p> <p>AP Biology            Pearson, Biology, 8th AP Edition 2008</p>	<p>0%</p>



McFarland High 2012-13  
School Accountability Report Card

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
History-Social Science	World History CP McDougal Littell, Modern World History: Patterns of Interaction, 2006	Littell, Modern World History: Patterns of Interaction, 2006	0%
	World History AP MPS, Ways of the World: A Global History, 2011	World History AP MPS, Ways of the World: A Global History, 2011	
	U.S. History CP: McGraw Hill, American Vision, 2006	U.S. History CP: McGraw Hill, American Vision, 2006	
	U.S. History Honors: McGraw Hill, American Vision, 2006	U.S. History Honors: McGraw Hill, American Vision, 2006	
	American Government CP: Prentice Hall, Magruder's American Government, 2006	American Government CP: Prentice Hall, Magruder's American Government, 2006	
	Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006	Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006	
	AP Government McGraw Hill, American Democracy, 8th Ed. 2006	AP Government McGraw Hill, American Democracy, 8th Ed. 2006	
Foreign Language	Economics: Prentice Hall, Economics: Principles in Action, 2007	Economics: Prentice Hall, Economics: Principles in Action, 2007	0%
	Spanish I Native Speaker & I Non Native Speaker: McDougal Littell, En Espanol Level 1, CA Ed., 2004	Spanish I Native Speaker & I Non Native Speaker: McDougal Littell, En Espanol Level 1, CA Ed., 2004	
	Spanish II Native Speaker & II Non Native Speaker: McDougal Littell, En Espanol Level 2, CA Ed., 2004	Spanish II Native Speaker & II Non Native Speaker: McDougal Littell, En Espanol Level 2, CA Ed., 2004	
Health	AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004	AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004	0%
	Health: Glencoe McGraw Hill, Health, A Guide to Wellness, 8th Ed., 2003	Health: Glencoe McGraw Hill, Health, A Guide to Wellness, 8th Ed., 2003	
	Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II,	Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag	

	<p>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) Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5)</p>	<p>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) Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5)</p>	
<p><b>Science Laboratory Equipment (grades 9-12)</b></p>	<p>Student computers (6) 8 each of the following: 50mL Beaker Electronic balance 100mL Beaker Mortar &amp; pestle 250mL Beaker Evaporating dish 400mL/600mL Beaker Crucible &amp; 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 &amp; rack Microplate Bunsen burner &amp; tubing Funnel Hot Plate Thermometer Test tube clamp Forceps Clamp Holder</p>	<p>Student computers (6) 8 each of the following: 50mL Beaker Electronic balance 100mL Beaker Mortar &amp; pestle 250mL Beaker Evaporating dish 400mL/600mL Beaker Crucible &amp; 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 &amp; rack Microplate Bunsen burner &amp; tubing Funnel Hot Plate Thermometer Test tube clamp Forceps Clamp Holder Plastic beaker set</p>	<p>0%</p>

McFarland High 2012-13  
 School Accountability Report Card

	Plastic beaker set Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water	Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water	
<b>Visual and Performing Arts</b>	Glencoe: Music! Its Role and Importance in Our Lives, 2000	Glencoe: Music! Its Role and Importance in Our Lives, 2000	0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,699	\$2,195	\$5,504	\$75,680
District	N/A	N/A	N/A	\$59,389
Percent Difference - School Site and District	N/A	N/A	N/A	27.43
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	-0.6	19.81

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

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

- After-School Tutoring
- Summer School
- FFA and AG activities
- CAHSEE Prep and Intervention
- Professional Development for Staff
- Consulting Services
- Academic Remediation programs

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,578
Mid-Range Teacher Salary	\$60,058	\$59,798
Highest Teacher Salary	\$76,461	\$78,044
Average Principal Salary (Elementary)	\$103,272	\$95,442
Average Principal Salary (Middle)	\$79,865	\$98,080
Average Principal Salary (High)	\$107,095	\$106,786
Superintendent Salary	\$140,690	\$150,594
Percent of Budget for Teacher Salaries	0.36%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

## University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

## California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Dropout Rate</b>	12.1	13.1	6.74	32.7	24	17.1	16.6	14.7	13.1
<b>Graduation Rate</b>	87.9	86.9	93.26	59.76	70.83	77.63	74.77	77.14	78.73

## Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

## Graduating Class of 2012

Group	School	District	State
<b>All Students</b>	155	185	418,598
<b>Black or African American</b>	1	1	28,078
<b>American Indian or Alaska Native</b>	0		3,123
<b>Asian</b>	0		41,700
<b>Filipino</b>	0	1	12,745
<b>Hispanic or Latino</b>	150	180	193,516
<b>Native Hawaiian/Pacific Islander</b>	0		2,585
<b>White</b>	1	3	127,801
<b>Two or More Races</b>	0		6,790
<b>Socioeconomically Disadvantaged</b>	9	12	31,683
<b>English Learners</b>	15	124	93,297
<b>Students with Disabilities</b>	13	176	217,915

### Career Technical Education Programs (School Year 2012-13)

In addition to vocational classes offered on campus, McFarland High School students have access to the North Kern Vocational Training Center (NKVTC) located adjacent to the Delano High School campus. NKVTC provides occupational training primarily to junior and senior high school students. In addition to formal classroom instruction, NKVTC works with local businesses to provide students with on-the-job training through the community classroom concept. Many of our students participate in the nursing program at Delano Regional Medical Center through NKVTC where teachers/counselors also assist the students with job placement. Programs offered include:

- Ag Mechanics (On Campus)
- Auto Body/Fender Repair
- Auto Tech
- Banking
- Child Development (On Campus)
- Computer Accounting
- Computer Aided Drafting
- Computer Graphics (On Campus)
- Computer Tech
- Construction
- Co-Operative Learning
- Cosmetology
- Health Career
- Marketing/Merchandising
- Nursing Assistant
- Office Occupation
- Receptionist Clerk
- Restaurant Careers
- Security & Law Enforcement
- Video Production (On Campus)
- Welding

### Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	47
Percent of pupils completing a CTE program and earning a high school diploma	100
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	62.25
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	27.01

### Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	12	6.1

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 Wednesday, McFarland High has a minimum day to allow for staff meetings with time devoted to WASC, Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, Advisory, and Staff Development. All teachers are required to take SB 472 training. The school works closely with consultants that includes , a math consultant, an English consultant, and administrative as well as data consultant as needed. In addition the administration participates in DAIT training along with the head of the Site Council.

In addition, there are three non-student days scheduled into the school year to have more in-depth work in department and with the consultants. The focus of this inservice for this year was working to develop appropriate and positive relationships with our students and managing the classroom to improve school climate and behavior. The desired outcome of these sessions is to improve current practices and modify strategies to improve student success.