

# McFarland High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
School Name	McFarland High School
Street	259 Sherwood Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3126
Principal	Lori Schultz
E-mail Address	loschultz@mcfarland.k12.ca.us
Web Site	<a href="http://mcfarlandusd.com/MHS">http://mcfarlandusd.com/MHS</a>
CDS Code	15-73908-15341155

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	VHopper@mcfarland.k12.ca.us
Web Site	<a href="http://www.mcfarlandusd.com">www.mcfarlandusd.com</a>

## School Description and Mission Statement (Most Recent Year)

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### School Description

Established in 1928, McFarland High School 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 3,300 K - 12th grade students enrolled in the McFarland Unified School District, 799 students attend McFarland High School. The school's ethnic diversity consists of 93% Hispanic and 7% others with 100% able to participate in the free lunch program. In addition, 50% of these students are 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, a strong AP program, and a partnership with The College Board and Paramount Farming in the Paramount Agriculture Career Academy Pathways. The Ag Pathways program is part of a joint five-school consortium.

### McFarland High School's Vision and Mission

The vision of McFarland High School, 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.

McFarland High School is committed to educational quality, emphasizing:

- 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

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	230
Grade 10	196
Grade 11	198
Grade 12	172
<b>Total Enrollment</b>	<b>799</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.6
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.0
White	0.8
Two or More Races	0.0
Socioeconomically Disadvantaged	80.1
English Learners	24.7
Students with Disabilities	8.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	44	41	38	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	99.55	0.45
<b>High-Poverty Schools in District</b>	99.55	0.45
<b>Low-Poverty Schools in District</b>	0.00	0.00

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		
<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	Yes	0%
<b>Science</b>	Earth Science: Glencoe McGraw Hill, Earth Science, 2007	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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;</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005</p> <p>Ag Science Biology: Prentice Hall, Biology, 2007;</p> <p>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</p>		
<b>History-Social Science</b>	<p>World History CP McDougal Littell, Modern World History: Patterns of Interaction, 2006</p> <p>World History AP MPS, Ways of the World: A Global History, 2011</p> <p>U.S. History CP: McGraw Hill, American Vision, 2006</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>U.S. History Honors: McGraw Hill, American Vision, 2006</p> <p>American Government CP: Prentice Hall, Magruder's American Government, 2006</p> <p>Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006</p> <p>AP Government McGraw Hill, American Democracy, 8th Ed. 2006</p> <p>Economics: Prentice Hall, Economics: Principles in Action, 2007</p>		
<b>Foreign Language</b>	<p>Spanish I Native Speaker &amp; I Non Native Speaker: McDougal Littell, En Español Level 1, CA Ed., 2004</p> <p>Spanish II Native Speaker &amp; II Non Native Speaker: McDougal Littell, En Español Level 2, CA Ed., 2004</p> <p>AP Spanish Language: McDougal Littell, En Español, Level 3, CA Ed., 2004</p>	Yes	0%
<b>Health</b>	<p>Health: Glencoe McGraw Hill, Health, A Guide to Wellness, 8th Ed., 2003</p>	Yes	0%
<b>Visual and Performing Arts</b>	<p>Glencoe: Music! Its Role and Importance in Our Lives, 2000</p>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	<p>Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology,</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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)  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		



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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)

#### General

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

Planned improvement to the facilities totaling approximately \$5.5M include:

- Completion of the varsity baseball athletic field
- Upgrades to two relocatable buildings
- Construction and completion of a new stadium - includes synthetic 8-lane track, concession building with restrooms and storage
- Construction and installation of painted wrought iron fencing for half the perimeter of the school (replaces dated chain-link fencing)
- HVAC replacements
- Restroom upgrades
- Completion of gym remodel

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/7/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/7/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[X]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	26	30	29	34	28	35	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	35
All Student at the School	29
Male	30
Female	28
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	33	36	40	32	39	38	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	3
Similar Schools	5	4	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

Group	Actual API Change		
	2010-11	2011-12	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/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	-6	37
English Learners	-7	-26	56
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.

**Career Technical Education Programs (School Year 2013-14)**

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 and Law Enforcement
- Video Production (On Campus)
- Welding

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	47
% of pupils completing a CTE program and earning a high school diploma	100
% 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
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	61.81
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	41.94

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	36	33	34	34	30	32	56	57	56
Mathematics	41	49	50	38	45	47	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	68	19	12	53	32	15
All Students at the School	66	21	13	50	34	16
Male	72	16	12	53	28	19
Female	61	25	14	47	40	13
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	66	20	14	49	35	16
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	66	21	13	50	34	16
English Learners	98	2		93	8	
Students with Disabilities	100					
Students Receiving Migrant Education Services						

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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.4	26.4	21.4

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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (Most Recent Year)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• ELAC Parent Meetings</li> <li>• DELAC Parent Meetings</li> <li>• Back-To-School Night</li> <li>• Open House</li> <li>• Parent/Teacher Conference Night</li> <li>• AVID (Advancement Via Individual Determination) Parent Meetings</li> <li>• College Board 2nd semester Monthly Parent Meetings</li> <li>• College Night Parent/Student</li> <li>• 9th Grade Enrollment Parent/Student Conferences</li> <li>• 9th Grade Parent/Student Orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Sophomore Counseling Parent Conferences</li> <li>• Financial Aid Workshops</li> <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>• 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>• Parent Workshops - PEP and Project to Inspire</li> </ul> |
|---|---|

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	11.6	6.6	4.9	24.0	17.1	8.9	14.7	13.1	11.4
Graduation Rate	86.70	92.90	94.44	70.83	77.63	83.25	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	96.88	100.00	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	96.79	100.00	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	100.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	96.23	97.66	82.58
English Learners	66.67	71.43	53.68
Students with Disabilities	90.91	90.91	60.31

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.2	15.0	18.8	8.6	8.3	7.6	5.7	5.1	4.4
Expulsions	0.1	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## School Safety Plan (Most Recent Year)

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 district 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 assists administrators and staff in monitoring the safety of our campus, investigations, and security of our school site.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

### Federal Intervention Program (School Year 2014-15)

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	---	4
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.



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

Subject	2011-12			Avg. Class Size	2012-13			Avg. Class Size	2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	22.6	16	20	1	20	31	22		22	26	21	1		
Mathematics	22.4	10	11	0	21	22	14	1	25	9	20	1		
Science	24.6	4	12	0	23	10	14		25	7	14	2		
Social Science	26.2	2	12	3	26	5	13	1	28	2	14	2		

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	395
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" 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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,694	\$977.35	\$6717.35	\$73,572.65
District	---	---		\$69,732.00
Percent Difference: School Site and District	---	---		5.5
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	43.2	16.7

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,920
Mid-Range Teacher Salary	\$60,058	\$59,803
Highest Teacher Salary	\$76,461	\$78,096
Average Principal Salary (Elementary)	\$107,095	\$95,836
Average Principal Salary (Middle)	\$83,859	\$99,849
Average Principal Salary (High)	\$107,095	\$107,599
Superintendent Salary	\$144,911	\$151,912
Percent of Budget for Teacher Salaries	35	37
Percent of Budget for Administrative Salaries	5	6

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

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	2	---
Science	2	---
Social Science	4	---
All courses	12	21.8

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

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 other Wednesday, McFarland High School has a minimum day to allow for staff meetings with time devoted to WASC (Full Self-Study WASC year), Common Core State Standards Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, Advisory, and Staff Development. The school worked closely with district coaches for math and English. Twenty training days each were provided for teams of 4 - 6 math and English high school teachers to participate in English and math development of California State Common Core Curriculum. Teachers worked with a consulting group from Houghton Mifflin Harcourt - Rigorous Curriculum Design. The commitment was to redesign curriculum so that it truly represented a rigorous 21st-century set of comprehensive units of study aligned with existing state and the new Common Core State Standards. Key components included designing a course-specific curricular unit of study from start to finish, laying foundational steps for designing a connected K-12 curriculum, building and using formative assessments and data analysis to guide instruction, and leadership guidance for organizing, implementing and sustaining the model system-wide.

In addition, there were non-student days scheduled into the school year to have more in-depth work in departments. The primary focus of this in-service 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.