

San Joaquin High School (Continuation)

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <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., 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	San Joaquin High School (Continuation)
Street	599 Fifth Street
City, State, Zip	Mcfarland, CA 93250
Phone Number	(661) 792-3178
Principal	Lori Schultz
E-mail Address	loschultz@mcfarland.k12.ca.us
Web Site	http://mcfarlandusd.com/SJHS/
Grades Served	9-12
CDS Code	15-739081530146

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	www.mcfarlandusd.com

School Description and Mission Statement (Most Recent Year)

San Joaquin High School (SJHS) is one of two schools housed on the McFarland Learning Center campus; the other school is McFarland Independent School. There is also an Adult Education Program housed at the center. SJHS is part of the McFarland Unified School District composed of two elementary schools, one middle school, one comprehensive high school, and the McFarland Learning Center (MLC). McFarland Unified School District is located in the small, rural, and predominantly agricultural community of McFarland California, population approximately 10,000. McFarland is located in the southern part of the San Joaquin Valley, thirty miles north of Bakersfield, adjacent to State Highway 99. The main industry of the area is agriculture with the primary crops being almonds, grapes, cotton, oranges, roses, potatoes, alfalfa, hay, and kiwis. A third elementary school is slated to open August 2016.

Our role at SJHS is three-fold:

1. to prepare students academically, emotionally, and behaviorally to return to McFarland High School
2. to promote articulation of curriculum and teaching of "same skills courses" that match those at MHS
3. to assist students in attaining sufficient credits and appropriate instruction to enable them to earn a high school diploma

SJHS serves students who are unable or unwilling to attend McFarland High School, the MUSD comprehensive high school. Various reasons for choosing SJHS include: personal hardships, pregnancy, extended family vacations, special needs for work scheduling, minors on probation, and a positive alternative to the larger high school setting.

The SJHS student population is considered "transitional" in that student enrollment is usually short term, limited to or usually one or two semesters, to enable the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one on one assistance. However, a considerable number of students have graduated from this school.

An important factor in preparing students for return to MHS is that of being emotionally prepared. Some students come to us because of behavior management problems. We pride ourselves in the caring attitude of our staff members. We are able to assist our students in finding appropriate programs and services to meet their needs in order to assist them in developing appropriate behaviors as well as being able to provide more individualized help in overcoming difficulties (i.e. – counseling referrals, career counseling, and individual education plan).

The curriculum of SJHS mirrors that of the comprehensive high school in that we follow the same course outlines in order to meet state standards across the curriculum. We readily confer with MHS counselors and staff to be sure we are providing for the needs of our students to enable them to return to MHS or to meet graduation course requirements.

We consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be beneficial to successful employment and further education and training. SJHS staff members are well-versed in technology and are striving to integrate its use throughout the curriculum in all our courses. Our district's continuing support of technology and several grants have made it possible for us to provide computers throughout the campus to assist our students in the mastery of skills, research, and the streamlining of their work processes. Students are encouraged to use the computer lab to complete their computer literacy requirement and to complete course assignments.

A team of classified employees support our certificated staff. A district technology team is available to us as needed for technological assistance.

Students with active IEPs receive additional support from the appropriate district specialists in special education and speech pathology in order to reach their goals and objectives. There is a continued collaboration between probation officers and our instructors in working with students who are on probation.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	12
Grade 10	22
Grade 11	14
Grade 12	5
Total Enrollment	53

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.9
Hispanic or Latino	98.1
Socioeconomically Disadvantaged	94.3
English Learners	35.8
Students with Disabilities	11.3
Foster Youth	7.5

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	4.5	4.5	171
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.1	2.9
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	100.0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district's comprehensive high school. San Joaquin High School meets Williams Act compliance.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature Pearson 2010 A+ Online Learning Edgenuity	Yes	0
Mathematics	CA Algebra I, II, Geometry- Prentice Hall 2009 CA Algebra Readiness: Concepts Skills and Problem Solving - Glencoe/McGraw Hill 2008 A+ Online Learning Edgenuity	Yes	0
Science	Earth Science - Prentice Hall 2007 Biology - Printice Hall 2007 A+ Online Learning Edgenuity	Yes	0
History-Social Science	Modern World History - McDougal Littell 2006 American Vision: Modern Times - Glencoe 2006 Macgruder's American Gov't. - Prentice Hall 2006 Economica: Principles in Action - Prentice Hall 2006 A+ Online Learning Edgenuity	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Health: A Guide to Wellness - Glencoe/McGraw Hill 2003 Positive Prevention - American Red Cross 2007 A+ Online Learning Edgenuity	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

San Joaquin High School facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A pest/vermin reporting system is in place and issues are addressed as needed. San Joaquin High School consists of 4 buildings. The main permanent building houses 6 classrooms, 3 offices, two sets of restrooms and miscellaneous storage areas, built in 1987. Two adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities was added in 2010. Students have access to three computer labs within 3 of the above mentioned classrooms. The computer labs were upgraded with new computers in 2011-2012. A small soccer field and public library are within the same city block. In addition to SJHS, a continuation high school and an adult education program are also housed on the McFarland Learning Center site. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. A new angle-iron security fence has been installed to secure student area during school and to assist in securing entry to the site when school is not in session. Cameras were installed in 2012 and a bell system was installed in 2013.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	24	44
Mathematics	--	16	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	10	9	90.0	--	--	--	--
Male	11		7	70.0	--	--	--	--
Female	11		2	20.0	--	--	--	--
Hispanic or Latino	11		9	90.0	--	--	--	--
Socioeconomically Disadvantaged	11		7	70.0	--	--	--	--
English Learners	11		3	30.0	--	--	--	--
Students with Disabilities	11		2	20.0	--	--	--	--
Students Receiving Migrant Education Services	11		1	10.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	10	9	90.0	--	--	--	--
Male	11		7	70.0	--	--	--	--
Female	11		2	20.0	--	--	--	--
Hispanic or Latino	11		9	90.0	--	--	--	--
Socioeconomically Disadvantaged	11		7	70.0	--	--	--	--
English Learners	11		3	30.0	--	--	--	--
Students with Disabilities	11		2	20.0	--	--	--	--
Students Receiving Migrant Education Services	11		1	10.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	0	16	14	27	35	29	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29
All Students at the School	14
Male	21
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	10
English Learners	--
Students with Disabilities	10
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts			6	30	32	30	57	56	58
Mathematics	5	7	7	45	47	40	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	70	16	14	60	28	12
All Students at the School	94	6		93	7	
Male	91	9				
Hispanic or Latino	94	6		93	7	
Socioeconomically Disadvantaged	94	6		93	7	

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	*	*	*

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)

San Joaquin High School strives to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. Opportunities for involvement include participation in budget development (site and district) through LCAP/LCFF meetings held throughout the year, ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee). Both are committees comprised of parent, staff, and community members specifically designated to advise school officials on English Learner program services. Parents are encouraged to access the student information system, Infinite Campus. Parents are encouraged to be a part of the team monitoring student achievement. Through the parent portal of the McFarland Unified School District's student information system, a parent can monitor his/her student's academic achievement, attendance, and behavior, as documented daily at the school. At least one member of ELAC is elected to serve at the district level, DELAC. Other opportunities for parental involvement include LCAP School Site Council, Back- To-School Night, Parent/Teacher Conferences, Career Day, field trip parent supervisors, and school/community events to mark significant milestones such as our graduation ceremonies.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	17.10	8.90	14.70	17.10	8.90	14.70	13.10	11.40	11.50
Graduation Rate	77.63	83.25	79.90	77.63	83.25	79.90	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	85.00	97.84	84.6
Black or African American		200	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	97.25	97.25	81.28
Native Hawaiian/Pacific Islander			83.58
White	1.00	1.00	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	33.33	77.78	61.28
English Learners	85.29	85.29	50.76
Students with Disabilities	55.56	94.7	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	36.63	13.46	20.21	8.34	7.57	4.64	5.07	4.36	3.80
Expulsions	0.99	0.00	0.00	0.03	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

San Joaquin High School and the McFarland Unified School District have comprehensive emergency and safety plans in place. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and constant. A site and district representative attends annual training at the county level in order to stay apprised of updates from the country, state or national level. San Joaquin's Safe School Plan contains policies and procedures to handle school site emergencies. The school uses the SIMS/NIMS (State and National Incident Management System) protocols. Various roles with specific assigned responsibilities for dealing with various types of emergencies are outlined in the plan. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. San Joaquin High School's plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. (SJHS) staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. An updated phone tree of all staff members are revised each year and serve as a portion of the School Safety Plan. The site facility also has safety drills several times per year. Local law enforcement officers as well as district personnel have participated in the drills.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15		
	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+
English	6	9		8	9		4	19	
Mathematics	5	8		5	11		3	20	
Science	6	4		13	2		4	5	
Social Science	6	9		4	7		3	17	

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	45
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	0.5	N/A
Other		N/A

Note: Cells 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	9,010.08	N/A	9,010.08	64,396.10
District	N/A	N/A	9936.34	\$61,782
Percent Difference: School Site and District	N/A	N/A	-9.3	4.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	68.5	-1.3

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,035	\$40,379
Mid-Range Teacher Salary	\$61,860	\$62,323
Highest Teacher Salary	\$78,755	\$81,127
Average Principal Salary (Elementary)	\$110,308	\$99,192
Average Principal Salary (Middle)	\$90,693	\$91,287
Average Principal Salary (High)	\$105,052	\$112,088
Superintendent Salary	\$128,750	\$159,821
Percent of Budget for Teacher Salaries	36%	36%
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 (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

McFarland Unified School District offers many varied staff development throughout the year. Staff Development topics have included Common Core State Standards, English Language Development, Gang Awareness, WASC Goals and Action Plans, Digital and Technology Training and other related areas.