

McFarland High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	McFarland High School
Street	259 W. Sherwood Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3126
Principal	Brian Bell
E-mail Address	brbell@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com
CDS Code	15-73908-15341155

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Sam Aaron Resendez
E-mail Address	saresendez@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (School Year 2018-19)

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 3,500 TK - 12th grade students enrolled in the McFarland Unified School District, 928 students attend McFarland High School. The school's ethnic diversity consists of 98.49% Hispanic and 1.51% others with 100% able to participate in the free lunch program. In addition, 19.72% of these students are currently labeled as English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a strong agricultural program, an AP program, and Dual Enrollment opportunities through a partnership with Bakersfield College for Career Technical Pathways.

McFarland High School's Vision and Mission

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

MHS COUGARS are:

C - Committed to be career and college ready

O - Organized for success

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

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

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

R - Respectful and Responsible to ourselves and our society

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

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

21st Century Skills

- Collaboration
- Communication
- Critical Thinking

- Creativity

Then focus on the following areas while on campus:

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

WASC Accreditation Goals:

1) Promote Literacy Skills: Focus on Reading and Writing

2) Make Learning Accessible: Restructure Course Offerings

3) Develop a Goal Mindset: Ensure College and Career Readiness

4) McFarland High School staff will develop and implement a cross-curricular project-based learning model that incorporates the Career Technical Education courses.

MHS Motto:

"Opening doorways to new opportunities: college and beyond"

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	255
Grade 10	252
Grade 11	213
Grade 12	209
Total Enrollment	929

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.5
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.0
White	1.1
Socioeconomically Disadvantaged	91.7
English Learners	18.1
Students with Disabilities	7.0
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	42	44	46	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9CP Pearson Education; My Perspective Grade 9 CA; 2017</p> <p>English 9 Honors Pearson Education; My Perspective Grade 9 CA; 2017</p> <p>English 10 CP Pearson Education; My Perspective Grade 10 CA; 2017</p> <p>English 10 Honors Pearson Education; My Perspective Grade 10 CA; 2017</p> <p>English 11 CP Pearson Education; My Perspective American Literature CA.; 2017</p> <p>English 11 AP/Language Pearson Education; My Perspective American Literature CA.; 2017 Bedford/St. Martins; The Language of Composition; 1st Ed.; 2008</p> <p>English 12 CP Pearson Education; My Perspective British and World Literature CA.; 2017</p> <p>AP English Literature 12 Pearson Education; My Perspective British and World Literature CA.; 2017</p> <p>English 12 AP/Literature (B1a) Pearson Education; My Perspective British and World Literature CA.; 2017 Norton; The Norton Field Guide to Writing; 2013 Plume/Penguin; Creating Room to Read; 2013</p> <p>English 12 AP/Literature (B1b) Pearson Education; Literature: An Introduction to Fiction, Poetry, and Drama; 2016</p> <p>ELD: Pearson; iLit ELL; 2017 Houghton Mifflin Hartcourt; English 3D, Course B, Volume 2; 2017</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015</p> <p>Math 1H: Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 2, Vol 1; 2015</p> <p>Math 2H: Houghton Mifflin Harcourt; Integrated Mathematics 2 Vol. 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 2; 2015</p> <p>Math 2: Houghton Mifflin Harcourt; Integrated Mathematics Volume 2; 2015</p> <p>Math 3: Houghton Mifflin Harcourt; Integrated Mathematics Volume 3; 2015</p> <p>Pre-Calculus: Prentice Hall, Pre-calculus, 4th Ed., 2010</p> <p>AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic; 2007</p> <p>Personal Finance: Ramsey Education; Foundations in Personal Finance High School Edition; 2014</p> <p>Stats: Pearson Education; Modeling the World, AP Edition; 2015</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Earth Science: Glencoe McGraw Hill, Earth Science, 2007</p> <p>Chemistry CP: Glencoe McGraw Hill, Chemistry: Matter & Change, 2007</p> <p>AP Chemistry: McDougal Littell, Chemistry 7th Ed., Zumdah, 2007</p> <p>Biology CP: Prentice Hall, Biology, 2007</p> <p>Physics: Glencoe McGraw Hill, Physics, Principles and Problems, 2008</p> <p>Ag Earth Science: Glencoe McGraw Hill, Earth Science, 2007; 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 First Harper Perennial; Survival of the Sickest; 2007</p>	Yes	20%

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1: McDougal Littell, En Espanol Level 1, CA Ed., 2004 Spanish 2: McDougal Littell, En Espanol Level 2, CA Ed., 2004 Spanish 3: McDougal Littell, En Espanol Level 3, CA Ed., 2004 Spanish 4: Houghton, Mifflin Continuemos! 7th Ed., 2003 AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004	Yes	0%
Health	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018	Yes	0%
Visual and Performing Arts	Glencoe: Music! Its Role and Importance in Our Lives, 2000	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	<p>Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology, Physics and Chemistry classes. Inventory includes: Microscopes (10) Petrie Dishes (100) Scales (1) Dissection Kits (20) Graduated Cylinders (10) Dissection Pans (10) Test Tubes (50) Dell Laptops (24) Lab refrigerator (1) Dissection tools (115) Beakers (90) Human skeleton (1) Test tubes (150) Dissection trays (20) Microscopes (40) Meter sticks (12) Laserdisc players (2) Tongs (1) Petrie dishes (175) Animal Skeletons (8) Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5)</p> <p>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</p>	<p>Yes</p>	<p>0%</p>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Stirring rod Test tube holder Test tube brush Beaker tongs Beaker brush Scoopulas Test tubes & rack Microplate Bunsen burner & tubing Funnel Hot Plate Thermometer Test tube clamp Forceps Clamp Holder Plastic beaker set Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water		

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Adding 1-Portable buildings to the West parking lot for the schools expansion to incorporate the Career Technical Education Pathways that are planned at McFarland High School.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/30/2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	58.0	51.0	27.0	31.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	15.0	19.0	19.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	202	98.06	50.50
Male	108	107	99.07	41.12
Female	98	95	96.94	61.05
Filipino	--	--	--	--
Hispanic or Latino	203	200	98.52	50.50
White	--	--	--	--
Socioeconomically Disadvantaged	190	186	97.89	50.00
English Learners	57	55	96.49	18.18
Students with Disabilities	17	16	94.12	0.00
Students Receiving Migrant Education Services	13	12	92.31	33.33
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	202	98.06	14.85
Male	108	107	99.07	14.95
Female	98	95	96.94	14.74
Filipino	--	--	--	--
Hispanic or Latino	203	200	98.52	14.5
White	--	--	--	--
Socioeconomically Disadvantaged	190	186	97.89	12.37
English Learners	57	55	96.49	1.82
Students with Disabilities	17	16	94.12	0
Students Receiving Migrant Education Services	13	12	92.31	25
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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

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

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	150
% 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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	95.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.1

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.6	21.2	28.3

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

School Site Council (SSC)
 ELAC Parent Meetings
 DELAC Parent Meetings
 Back-To-School Night
 Equity Grant Involvement
 AVID (Advancement Via Individual Determination) Parent Meetings
 TRiO Semester Parent Meetings
 TRiO Cash for College
 College Night Parent/Student
 9th Grade Enrollment Parent/Student Conferences
 9th Grade Parent/Student Orientation
 Sophomore Counseling Parent Conferences
 Financial Aid Workshops

Career Center Senior Parent Financial Aid Conferences
 Career Day
 Awards Banquets
 Agricultural Advisory Committee (FFA activities)
 CTE Advisory Meetings
 Field Trips - Chaperone
 Extra-Curricular and Athletic Events
 Parent Conferences as requested by parent/teacher
 Parent portal on Infinite Campus
 Senior Signing Day
 Youth Athletics

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.5	0.6	0.5	6.8	5.1	6.0	10.7	9.7	9.1
Graduation Rate	98.4	99.4	99.0	89.2	92.4	91.5	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.00	100.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	82.0	81.4	88.6
English Learners	92.3	82.8	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.8	6.2	5.9	6.2	5.9	2.8	3.7	3.7	3.5
Expulsions	0.0	0.4	0.2	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	24.0	13	28	4	25.0	16	26	4	26.0	6	35	3
Mathematics	27.0	5	23	2	26.0	4	27	1	25.0	8	24	2
Science	25.0	6	15	3	25.0	6	19	1	29.0	4	16	6
Social Science	26.0	7	11	6	26.0	8	10	6	25.0	9	18	1

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	310
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	0.5	N/A
Social Worker	.2	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 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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,965	\$977.35	\$6717.35	\$67,035
District	N/A	N/A		\$69,603
Percent Difference: School Site and District	N/A	N/A		-3.8
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-5.9	-6.3

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

- 8th Period Remediation (Cougar Focus)
- Summer Academies
- FFA and AG activities
- ELA/Math Intervention
- Professional Development for Staff
- Consulting Services
- Academic Remediation Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,929	\$45,681
Mid-Range Teacher Salary	\$67,589	\$70,601
Highest Teacher Salary	\$86,049	\$89,337
Average Principal Salary (Elementary)	\$106,587	\$110,053
Average Principal Salary (Middle)	\$114,717	\$115,224
Average Principal Salary (High)	\$122,032	\$124,876
Superintendent Salary	\$175,100	\$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	5	N/A
All courses	17	22.0

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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