

**McFarland High School Early College**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

#### School Description

Established in 1928, McFarland High School Early College is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. The City of McFarland's new motto is "Tradition. Unity. Excellence". The majority of employment in the community is in agriculture production in almonds, grapes, oranges, roses, cotton, or dairy cattle. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Of the approximately 3,500 TK - 12th grade students enrolled in the McFarland Unified School District, 983 students attend McFarland High School. The school's ethnic diversity consists of 97.46% Hispanic, 0.41% Asian, 0.41% Filipino, 0.41% Black/African American, and 1.32% White with 100% able to participate in the free lunch program. In addition, 17.90% 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 Robotics, a strong agricultural program, an AP program, and Dual Enrollment opportunities through a partnership with Bakersfield College for Career Technical Pathways.

#### McFarland High School's Vision and Mission

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

MHS COUGARS are:

C - Committed to be career and college ready

O - Organized for success

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

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

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

R - Respectful and Responsible to ourselves and our society

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

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

#### 21st Century Skills

- Collaboration
- Communication
- Critical Thinking
- Creativity

Then focus on the following areas while on campus:

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

WASC Accreditation Goals:

1) Promote Literacy Skills: Focus on Reading and Writing

2) Make Learning Accessible: Restructure Course Offerings

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

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

MHS Motto:

"Opening doorways to new opportunities: college and beyond"

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	303
Grade 10	249
Grade 11	226
Grade 12	227
<b>Total Enrollment</b>	<b>1,005</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.3
Filipino	0.4
Hispanic or Latino	97.4
White	1.4
Two or More Races	0.1
Socioeconomically Disadvantaged	90.9
English Learners	20.1
Students with Disabilities	9.3
Foster Youth	0.5
Homeless	6.1

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	46	43	43	
Without Full Credential	0	3	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Enrichment: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016		
<b>Mathematics</b>	<p>Math 1:            Integrated Mathematics Volume 1            Houghton Mifflin Harcourt, 2015</p> <p>Math 1H:            Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 1; 2015            Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 2; 2015            Houghton Mifflin Harcourt; Integrated Mathematics 2, Vol 1; 2015</p> <p>Math 2H:            Houghton Mifflin Harcourt; Integrated Mathematics 2 Vol. 2; 2015            Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 1; 2015            Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 2; 2015</p> <p>Math 2:            Houghton Mifflin Harcourt; Integrated Mathematics Volume 2; 2015</p> <p>Math 3:            Houghton Mifflin Harcourt; Integrated Mathematics Volume 3; 2015</p> <p>Pre-Calculus:            Prentice Hall, Pre-calculus, 4th Ed., 2010</p> <p>AP Calculus:            Prentice Hall, Calculus: Graphical, Numerical, Algebraic; 2007</p> <p>Personal Finance:            Ramsey Education; Foundations in Personal Finance High School Edition; 2014</p> <p>Stats:            Pearson Education; Modeling the World, AP Edition; 2015</p>	Yes	0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020</p> <p>Chemistry CP: Glencoe McGraw Hill, Inspire Chemistry, 2020</p> <p>Biology CP: Glencoe McGraw Hill, Inspire Biology, 2020</p> <p>Biology: Glencoe McGraw Hill, Inspire Biology, 2020</p> <p>Physics: Glencoe, McGraw Hill, Inspire Physics, 2020</p> <p>Ag Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020</p> <p>Ag Biology: Glencoe McGraw Hill, Inspire Biology, 2020</p> <p>AP Biology Glencoe McGraw Hill, Biology AP Edition, 2019</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>World History General McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019</p> <p>World History CP 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	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%
<b>Health</b>	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018	Yes	0%
<b>Visual and Performing Arts</b>	Glencoe: Music! Its Role and Importance in Our Lives, 2000	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	<p>Science Laboratory Equipment (grades 9-12)</p> <p>Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology, Physics and Chemistry classes.</p> <p>Inventory includes:</p> <ul style="list-style-type: none"> <li>Microscopes (10)</li> <li>Petrie Dishes (100)</li> <li>Scales (1)</li> <li>Dissection Kits (20)</li> <li>Graduated Cylinders (10)</li> <li>Dissection Pans (10)</li> <li>Test Tubes (50)</li> <li>Dell Laptops (24)</li> <li>Lab refrigerator (1)</li> <li>Dissection tools (115)</li> <li>Beakers (90)</li> <li>Human skeleton (1)</li> <li>Test tubes (150)</li> <li>Dissection trays (20)</li> <li>Microscopes (40)</li> <li>Meter sticks (12)</li> <li>Laserdisc players (2)</li> <li>Tongs (1)</li> <li>Petrie dishes (175)</li> <li>Animal Skeletons (8)</li> <li>Magnifying glasses (20)</li> <li>Computers (2)</li> <li>Grow cabinets (2)</li> <li>Microscope slides (200)</li> <li>VCR (1)</li> <li>Centrifuge (1)</li> <li>Microscope cameras (2)</li> <li>Tables (5)</li> </ul> <p>8 each of the following:</p> <ul style="list-style-type: none"> <li>50mL Beaker</li> <li>Electronic balance</li> <li>100mL Beaker</li> <li>Mortar &amp; pestle</li> <li>250mL Beaker</li> <li>Evaporating dish</li> <li>400mL/600mL Beaker</li> <li>Crucible &amp; cover</li> <li>125mL Erlenmeyer flask</li> <li>Glass plate</li> <li>250mL Erlenmeyer flask</li> </ul>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Medicine dropper 10mL graduated cylinder Dropper bottle 100mL graduated cylinder Stirring rod Test tube holder Test tube brush Beaker tongs Beaker brush Scoopulas Test tubes & rack Microplate Bunsen burner & tubing Funnel Hot Plate Thermometer Test tube clamp Forceps Clamp Holder Plastic beaker set Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water		

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

## School Facility Conditions and Planned Improvements

### General

The facilities at McFarland High School Early College 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

Beginning in the month of November 2020, the site will be adding a 2 story building to the east section of the campus due to continuous growth and the need for additional learning spaces. There will also be the addition of a shade structure in the quad to provide shade and protection from the elements during breakfast break and lunch period. We recently finished the addition of the staff parking lot on Mast and the newly renovated welding facility as well.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 8/26/2020**

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	32	N/A	32	N/A	50	N/A
Mathematics (grades 3-8 and 11)	18	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	9	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

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

Ag. Business Pathway

Logistics/Supply Chain Pathway  
 Business Pathway  
 Health Careers Pathway  
 Education Pathway

**Career Technical Education (CTE) Participation (School Year 2019-2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	751
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.9
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	52.26

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

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School Site Council (SSC)  
 ELAC Parent Meetings  
 DELAC Parent Meetings  
 Back-To-School Night

Equity Grant Involvement  
 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  
 SSICA

**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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Dropout Rate</b>	0.5	0.5	1.5	6	3.4	7.4	9.1	9.6	9
<b>Graduation Rate</b>	99	99.5	98.5	91.5	93.7	90.4	82.7	83	84.5

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	5.8	6.0	2.8	2.9	3.5	3.5
<b>Expulsions</b>	0.2	0.6	0.2	0.2	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	6	35	3	26	13	24	7	26	8	35	5
Mathematics	25	8	24	2	25	10	23	2	25	10	25	1
Science	29	4	16	6	23	15	14	2	26	7	15	7
Social Science	25	9	18	1	23	11	18		22	16	14	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	528.9

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,965	\$977.35	\$6717.35	\$67,035
District	N/A	N/A		\$74,781
Percent Difference - School Site and District	N/A	N/A		-10.9
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-14.3	-12.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

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

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

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,726	\$47,145
Mid-Range Teacher Salary	\$71,706	\$74,952

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$91,290	\$96,092
Average Principal Salary (Elementary)	\$111,264	\$116,716
Average Principal Salary (Middle)	\$115,905	\$120,813
Average Principal Salary (High)	\$131,061	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	26.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	16	19.4

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		5	4

McFarland High School is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Every Wednesday, McFarland High 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 coach for English and ELD 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.