McFarland High School Early College
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.

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.

2022-23 School 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	Dario Diaz
Email Address	dardiaz@mcfarland.k12.ca.us
School Website	https://mcfarlandusd.com/MHS/
County-District-School (CDS) Code	15-73908-15341155

2022-23 District Contact Information

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

2022-23 School Overview

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, 963 students attend McFarland High School. The school's ethnic diversity consists of 97.82% Hispanic, 0.42% Asian, 0.31% Filipino, 0.31% Black/African American, and 1.14% White with 100% able to participate in the free lunch program. In addition, 21% of these students are currently labeled as English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering two 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."

2022-23 School Overview

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) Continue the development and coordination of pacing to synchronize and synthesize concepts that cross disciplinary lines and promote critical thinking and problem solving exercises for students across all departments.
2) Enhance consistency in analyzing student work and assessment data in PLCs to determine appropriate instructional strategies to support all students, including English Learners, students in Special Education, and students with low academic performance.
3) Continue to focus on ways to increase the College and Career Indicator on the CA dashboard by providing more opportunities for all students, including English Learners and students in Special Education, to enroll in a-g courses, dual enrollment courses, and CTE pathways.
4) Continue professional development for all departments, course-alike teams (cohorts), and individual teachers that are targeted 21st century project-based learning, literacy, as well as in identifying and implementing checking for understanding strategies that engage all students and measure student progress during class.
5) MHSEC will further their efforts to implement consistent Tier 1 supports for all students as well as establish universal tools for monitoring all students in Tier 2 and Tier 3 regularly and consistently.

MHS Motto:
"Opening doorways to new opportunities: college and beyond"

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	231
Grade 10	257
Grade 11	259
Grade 12	221
Total Enrollment	968

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.0
Asian	0.4
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.2
English Learners	22.0
Foster Youth	1.2
Homeless	8.7
Migrant	1.8
Socioeconomically Disadvantaged	90.0
Students with Disabilities	11.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	16.09	77.30	54.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.77	0.30	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.20	14.56	9.70	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.74	4.60	3.29	12115.80	4.41
Unknown	27.80	64.77	48.80	34.67	18854.30	6.86
Total Teaching Positions	43.00	100.00	141.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	65.62	112.80	74.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	9.29	8.70	5.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.30	2.19	11953.10	4.28
Unknown	11.30	25.07	24.70	16.38	15831.90	5.67
Total Teaching Positions	45.20	100.00	151.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.50
Misassignments	4.20	3.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.20	4.20

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.60	0.00
Total Out-of-Field Teachers	1.60	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.10	12.60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.00	4.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9CP Pearson Education; My Perspective Grade 9 CA; 2017 English 9 Honors Pearson Education; My Perspective Grade 9 CA; 2017 English 10 CP Pearson Education; My Perspective Grade 10 CA; 2017 English 10 Honors	Yes	0%

	Pearson Education; My Perspective Grade 10 CA; 2017		
	English 11 CP Pearson Education; My Perspective American Literature CA.; 2017		
	English 11 AP/Language Pearson Education; My Perspective American Literature CA.; 2017 Bedford/St. Martins; The Language of Composition; 1st Ed.; 2008		
	English 12 CP Pearson Education; My Perspective British and World Literature CA.; 2017		
	AP English Literature 12 Pearson Education; My Perspective British and World Literature CA.; 2017		
	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		
	English 12 AP/Literature (B1b) Pearson Education; Literature: An Introduction to Fiction, Poetry, and Drama; 2016		
	ELD: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016		
	Enrichment: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016		
Mathematics	Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015	Yes	0%
	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		
	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		
	Math 2: Houghton Mifflin Harcourt; Integrated Mathematics Volume 2; 2015		
	Math 3:		

	Houghton Mifflin Harcourt; Integrated Mathematics Volume 3; 2015 Pre-Calculus: Prentice Hall, Pre-calculus, 4th Ed., 2010 AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic; 2007 Personal Finance: Ramsey Education; Foundations in Personal Finance High School Edition; 2014 Stats: Pearson Education; Modeling the World, AP Edition; 2015		
Science	Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020 Chemistry CP: Glencoe McGraw Hill, Inspire Chemistry, 2020 Biology CP: Glencoe McGraw Hill, Inspire Biology, 2020 Biology: Glencoe McGraw Hill, Inspire Biology, 2020 Physics: Glencoe, McGraw Hill, Inspire Physics, 2020 Ag Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020 Ag Biology: Glencoe McGraw Hill, Inspire Biology, 2020 AP Biology Glencoe McGraw Hill, Biology AP Edition, 2019	Yes	0%
History-Social Science	World History General McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019 World History CP McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019 AP World History Pearson; World Civilizations: The Global Experience, AP Edition; 2017 U.S. History General Engage; America: Through the Lens. 1877 to Present; 2019 U.S. History CP Engage; America: Through the Lens. 1877 to Present; 2019 AP U.S. History	Yes	0%

Pearson; By the People: A History of the United States. AP Edition; 2019

American Government General
TCI; Government Alive! Power, Politics, and You; 2014

American Government CP
TCI; Government Alive! Power, Politics, and You; 2014

AG American Government
TCI; Government Alive! Power, Politics, and You; 2014

AP Government
TCI; Government Alive! Power, Politics, and You; 2014

Economics General
TCI; Econ Alive! The Power to Choose; 2015

Economics CP
TCI; Econ Alive! The Power to Choose; 2015

AP Economics
TCI; Econ Alive! The Power to Choose; 2015

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%
Science Laboratory Equipment (grades 9-12)	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)	Yes	0%

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)

8 each of the following:
50mL Beaker
Electronic balance
100mL Beaker
Mortar & pestle
250mL Beaker
Evaporating dish
400mL/600mL Beaker
Crucible & cover
125mL Erlenmeyer flask
Glass plate
250mL Erlenmeyer flask
Medicine dropper
10mL graduated cylinder
Dropper bottle
100mL graduated cylinder
Stirring rod
Test tube holder
Test tube brush
Beaker tongs
Beaker brush
Scoopulas
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

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

For a year now, a 2 story building is being erected on the east side of the campus due to continuous growth and the need for additional learning spaces. We also added 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.

Year and month of the most recent FIT report	8/25/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Cleaned Refrigerators
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			Gymnasium: Restroom partitions need locks

Overall Facility Rate

Exemplary	Good	Fair	Poor
		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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	256	256	100.00	0.00	54.30
Female	129	129	100.00	0.00	63.57
Male	127	127	100.00	0.00	44.88
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	250	250	100.00	0.00	54.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	11.32
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	42.86
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	221	221	100.00	0.00	51.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.00	0.00	12.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	256	256	100.00	0.00	10.94
Female	129	129	100.00	0.00	13.18
Male	127	127	100.00	0.00	8.66
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	250	250	100.00	0.00	10.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	4.76
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	221	221	100.00	0.00	8.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	9.18	13.11	8.03	13.94	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	267	98.89	1.11	13.11
Female	144	142	98.61	1.39	13.38
Male	126	125	99.21	0.79	12.8
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	263	260	98.86	1.14	13.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	37	37	100	0	0
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	3.7
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	242	99.18	0.82	12.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	0

2021-22 Career Technical Education Programs

The following pathways and course sequences are offered through our CTE pathways on site:

Ag. Business Pathway (12 units)
1) Student Development B3
2) Agricultural Communications
3)Agricultural Business B1
4) Agricultural Sales and Marketing
5)Agricultural Business B6
6) Horticulture
7) Agricultural Business B3

Logistics/Supply Chain Pathway (21units)
1) Student Development B3
2) Business Administration B89A
3) Business Administration B89B
4) Business Administration B89C
5) Business Administration B89D
6) Business Administration B89E

Business Pathway (24 units)
1) Student Development B3
2)Business Administration B66A
3)Business Administration B66B
4)Business Administration B66C
5)Business Administration B68
6)Business Administration B20
7)Business Administration B5
8)Computers B5

Health Careers Pathway (27 units)
1) Student Development B3
2) Public Health Science B20
3) Public Health Science B21
4) Public Health Science B22
5) Public Health Science B23
6)Public Health Science B24
7)Public Health Science B25
8)Communications B9
9)Medical Science B35

Education Pathway (15 units)
1) Student Development B3
2) Education B3
3) Education B5
4) Education B9
5) Education B10

Welding Pathway (3 units)
1) Student Development
2) Basic Welding
3) Intermediate Welding
4) Advanced Welding

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	762
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	92.25
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	46.04

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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

2022-23 Opportunities for Parental 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
Academic Awards Night (1 per semester)
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

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.2	0.5		8.5	2		8.9	7.8
Graduation Rate		96.8	99.5		90.7	97.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	222	221	99.5
Female	118	117	99.2
Male	104	104	100.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	217	216	99.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	49	48	98.0
Foster Youth	--	--	--
Homeless	26	26	100.0
Socioeconomically Disadvantaged	220	219	99.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	28	28	100.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1055	996	293	29.4
Female	511	482	151	31.3
Male	544	514	142	27.6
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	2	50.0
Black or African American	9	5	2	40.0
Filipino	4	3	1	33.3
Hispanic or Latino	1022	970	283	29.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	16	14	5	35.7
English Learners	238	223	90	40.4
Foster Youth	26	20	12	60.0
Homeless	99	90	26	28.9
Socioeconomically Disadvantaged	954	906	272	30.0
Students Receiving Migrant Education Services	24	17	7	41.2
Students with Disabilities	122	115	41	35.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.39	2.52	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.20	3.98	0.06	3.15	0.20	3.17
Expulsions	0.00	0.19	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.98	0.19
Female	1.96	0.20
Male	5.88	0.18
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.91	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.50	0.00
English Learners	6.72	0.84
Foster Youth	15.38	0.00
Homeless	7.07	1.01
Socioeconomically Disadvantaged	4.19	0.21
Students Receiving Migrant Education Services	4.17	0.00
Students with Disabilities	7.38	0.00

2022-23 School Safety Plan

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 Early College participates in the annual earthquake drill, the Great California Shakeout, in October.

McFarland High School Early College 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	35	5
Mathematics	25	10	25	1
Science	26	7	15	7
Social Science	22	16	14	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	9	34	9
Mathematics	25	7	27	1
Science	24	9	15	5
Social Science	24	8	20	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	39	5
Mathematics	26	6	23	4
Science	25	8	17	4
Social Science	26	10	13	5

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	242

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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		$78,190
Percent Difference - School Site and District	N/A	N/A		-15.4
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	1.9	-16.6

2021-22 Types of Services Funded

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
CTE Pathways
Dual Enrollment
Athletic Programs
Student Body Activities

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,199	$48,503
Mid-Range Teacher Salary	$73,873	$74,912
Highest Teacher Salary	$94,049	$100,321
Average Principal Salary (Elementary)	$116,590	$122,160
Average Principal Salary (Middle)	$125,382	$127,632
Average Principal Salary (High)	$122,469	$137,578
Superintendent Salary	$180,000	$198,665
Percent of Budget for Teacher Salaries	24%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

McFarland High School Early College 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. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	14	30